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TÍTULO. Revisión de novelas de fantasía para niños y adolescentes en la década de los años 80 (siglo XX) basadas en el pensamiento crítico.

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RESUMEN: Esta investigación examina las habilidades de pensamiento crítico en las novelas de fantasía de niños y adolescents de los años 80, siglo XX. La metodología utilizada en esta investigación es identificar novelas de los años 80 y reconocer los problemas y el enfoque literario y psicológico de estas novelas mediante la comparación de novelas con temas similares relacionados con niños y adolescentes. Esta investigación evalúa los comportamientos, los diálogos y las funciones de personajes novedosos basados en habilidades de pensamiento crítico. Se puede demostrar, que el pensamiento crítico en las novelas de fantasía de los años ochenta puede afectar la estructura de la cognición y la moral de los niños y adolescents de los años ochenta.

PALABRAS CLAVES: Novela infantil y adolescente, fantasía, pensamiento crítico, habilidades de pensamiento crítico.

TITLE: Reviewing fantasy novels of children and adolescents in the 80's (XX century) based on critical thinking.

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ABSTRACT: This research examines critical thinking skills in fantasy novels of children and adolescents in the 80's, twentieth century. The methodology used in this research is to identify novels of the 80's twentieth century and recognize the problems and the literary and psychological approach of these novels by comparing to novels with similar themes related to children and adolescents. This research evaluates the behaviors, dialogues and functions of novel characters based on critical thinking skills. It can be shown that critical thinking in the fantasy novels of the eighties can affect the structure of cognition and morals of the children and adolescents of the eighties.

KEY WORDS: child and adolescent novel, fantasy, critical thinking, critical thinking skills.

INTRODUCTION.

God's ultimate goal of man creation is to evolve man. An evolution that brings humanity to the highest and most ideal life based on all heavenly religions. Therefore, the mission of man in this way is to try and bring himself to the rank of "humanity", and this will not be possible just with proper training.

Thought and thinking are actions that cannot be indifferent to it. Therefore, the way of human life and his behavior depend on the way of his thinking and his ideology about around world. So, reaching the humanity culmination with a healthy education is based on faith, morality and science, and any form of education, whether formal or informal, is somehow dependent on the children's literature.

The child and adolescent literature is a kind of literature that separates it from other parts of literature according to age of audience. This kind of literature came about when the writers of child and adolescent literature realized that children and adolescents did not have readiness to receive strong writings due to their mental capacities and growth characteristics, and that they needed a written response to their mental and intellectual maturity.

A better understanding of children's and adolescent literature and its application according to children's minds can be effective in building a better future for future generations. Baby education is inevitable. So, with correct help and guidance, we create the readiness for them to adapt it successfully in the environment. The child and teenage literature have a variety of types: from fictional stories to fantasy and modern stories, which today are the most popular literary types.

Fantasy Literature is one of the oldest literary forms in all of the world languages. We need metaphors about magic and monsters for a better understanding of human life states. It is only in contemporary times that we cannot seriously understand some of these stories. Contemporary modern man has come to the point of intellectual growth that easily believes in the mythical and epic narratives and epics of life. Although epic works are not available as past. In this regard, if we want to talk about topics as courage, beauty, splendor, magic and power, we must go beyond real life, which means turning to fantastic stories.

After the rapid advance of the scientific achievements and the completion of the literature field, cinema and media are scientific attraction, and in fact when humanity has come to the point that it cannot find all of its human horizons and spiritual motives in scientific and intellectual advancements, throughout the world lost its position especially in Europe and America, which were the basis of rational and realistic civilization directed attention to superhuman and inanimate matters, from religion to psychology. Set aside "Supernatural Imagination " and lost imaginal the service of truth.

This is where modern fiction literature and "fantasy novel" sit down. Once again entered "spear", "Magic Spell, "Extraordinary and Unbelievable Adventures", "The Fear of the Unknown", "The Invisible World", "Great Battle of Good and Evil Forces". Non-scientific fantasy and in other words "anti-scientific" re-entered the field of literature, and this time appeared writers like "G. R. Tolkien" and Cs Louis". It became global with JK Rowling plan.

In the current age, most educators believe that one of the important goals of higher education is to focus on critical thinking. Critical thinking is a kind of thinking that comes with questions about a given subject and trying to find the most reliable and compelling answer. Critical thinking means correct thinking and effort to understand the confident world of consciousness. Such a method involves mental functions and data evaluation. Critical thinking has emerged with the advent of modern communication achievements. Many of the scholars consider human thinking power thinking way as most important aspects of human differentiation from other creatures. They define it as ability to analyze human relationships.

For many critical thinkers, various lists have been written. Robert Ennis was one of the first applied to critic of thinking skills. After Ennis, many people, including Peter Fasione, Edward Glaser, Squeak Fisher, and ... included lists of critical thinking skills, some of which were similar to the Ennis Index. In 1963, Robert Ennis wrote a critical article with "Definition of Critical Thinking" topic. In this paper, he tried to focus on the practical aspects of logic, and to create a link between formal and functional logic. Ennis later defined critical thinking as reasonable and rational thinking that focuses on our decision about what we will do or believe (Ennis, 1987: 16). Among other influential thinkers is Matthew Lipman. He defines critical thinking as competent and responsible thinking which facilitates good judgment, because (A). It is based on marks, (B) It is self-corrected, (C) It is sensitive to the field (lipman,1988: 39).

Research background.

Most research in the field of critical thinking is in one of the following three categories: The first group is a research that examines the amount of critical thinking in individuals. Most of the research (in this field) is in this group. The author of this research has avoided mentioning them due to the relatedness of the above items. However, there are researches that examine them on individuals, but because of the impact of literature and story on developing critical thinking skills; in some way, they are related to the research. Research of Tarkington and Neuter are relevant to the present study due to their influence on this kind of thinking, as well as the studies of Carlson et al. (1997), which were conducted through experimental research on typical stories of children's literature are related to this research. The research of Pish-Ghadam, Eskandari and Kiani are in this group.

The second group includes research that measures the size of critical thinking in the text, but the text of the study is not the same as the present study. Alipour and Pasiar have been included in this category because they have been studying textbooks.

The third group is research that has more relevance to this research because of its research on the storyline. Maktabi-fard in a study (Studying the skills and components of critical thinking in the Iranian narrative stories of C group) surveyed 125 stories that published between 1961 to 2003 years on the list of suitable books about the Children's Book Council. Farzanfar examined the philosophy of childhood and story role on the cultivation of philosophical spirit in children with viewpoint of education history. Rashnev in a research Like School Research examined the abilities of the children's and adolescent's intellectual development center in the teenage age group.

Research method and statistical society.

The present study was conducted by analytical methodology. The content of the stories is based on one of the credible lists of critical thinking skills. The study population of this study is the Iranian

fantasy novels of the 80s, which are specifically for adolescents (age group D and E or age group of 16 to 10 years old). This age group has been selected based on the Piaget's mental development theory, the beginning of abstract thinking and formal reasoning, in the sense that the adolescent in this period can imagine all solutions of problem and consider a problem from different angles. Thus, it can be said that in this period, different types of thinking including critical Thinking develops in person. (Dorothy, 2001: 38). This has been studied in the following novels:

1. Lullaby for Dead Girl: Hamid Reza Shahabadi.
2. Bombak ship scorpion: Farhad Hassan-zadeh. Tehran.
3. Hasti: f. Hassan-zadeh.
4. Corp and me: Arman Arian.
5. The night that grasskeeper did not sing: JamshidKhanian.
6. West seventh floor: JamshidKhanian.
7. The emperor of the words: Ahmad Akbarpour.
8. One thousand and one year: Shahriyar Mandenipoor.
9. I am not the servant of Dad: Ahmad Akbarpour.
10. Wake up me after the war: AbbasJahangirian.
11. King of the Dwarf and Forty Hardships: Mehdi Mirkiayei.

Story and Critical Thinking.

The story is one of the foundations that can provide an objective and tangible atmosphere for children and adolescents to gain personal experience. The fiction experiences for the child is accompanied by a kind of conjugal thought and teach many of the content in indirectly and non-educational form. On the other hand, the children have a lot of objective experiences that can help them to develop new

concepts in their minds, or concepts that they already have in their minds can process new concepts in their minds or repair concepts that already exist.

Books whether story or non-story are important sources for generalizing or correcting children's mental imagery. The story provides the most usual starting point for encouraging the child to meditate and provide a natural means for fostering knowledge of thought and language skills. Many argue that the story is a powerful structure for organizing and communicating information as well as creating meaning in life and the environment, and storytelling motivates students to think about their own approaches in solving the problem and to share the obscure nodes of the story.

Perhaps the question arises as how the story develops such skills especially the critical thinking skills? In response to this question, Fisher writes that they are potentially powerful in terms of emotional context and provide potential challenges for cognitive processing. The story can, in practice, be the most sophisticated subject matter for the child, because the elements, issues and relationships appear in the particular events.

Getting and understanding the story requires the attention to the spot and the effort to understand. The story is for the child to be part of the reality that one can rely on, and that is why it is important to receive the correct story and hear it again (Fisher, 2006: 137). It is clear that adolescents, in accordance with their intellectual growth and ability understand this world and what is happening, and what makes this possible, is the semantic structure of the story. So that every story has different angles that human beings analyze in different periods of their lives.

Indicators of Critical Thinking.

Several different titles have been presented from the point of view of experts in the field of critical thinking. One of the people who has made great strides in this field is Peter facione, the inventor of the most widely used critical thinking tests (the California Exam (CCTST)).

According to Facione, a critical thinker must have six cognitive skills, and it is referred as critical core thinking skills. The Facione critical thinking is as follows:

1. Interpretation. Understanding and expressing the concept of wide range of experiences, situations, data, events, judgments, conventions, beliefs and rules, but generally speaking, it is possible to interpret the process of understanding and expressing the criteria. The commentary consists of three sub-skills, which are categorization, decoding concepts, and clarifying meanings.

2. Analysis .The identification of the actual and objective deductive relationships among the explanations, questions, concepts, descriptions or other forms of expression expressed by one opinion. This skill includes two sub-skills of testing ideas, identifying and analyzing arguments.

3. Validation. Identify the validity of the stated content.

4. Inference. Identify and maintain the elements that are needed to draw up reasonable outcomes. In other words, the detection of relevant information in a single article and the extraction of the results presented in the article in any form are floating and are not expressed explicitly. Subjective skills of inference are the examination and searching of evidence, guessing of variables and drawing results.

5. Description. The ability to provide a convincing and logical method that is result of one's arguments. This ability enables a person to have an overview of a large image. In other words, the individual expresses his reasons in the form of evidence and concepts in a methodical and valid way. The explanatory skill consists of three subfields of skills: results expression, proof of methods and arguments.

6. Self-regulation. It is the most important cognitive skill. This skill allows an individual to review his cognitive activities, and with the help of it, can promote his thinking. Self-regulation includes two Sub-skills: Self-Assessment and Self-Improvement (Facione, 2011:5).

Data analysis.

In the present study, a series of critical thinking skills was used to examine the text of stories. In this study were analyzed only the characters of the story. By analyzing the content of the action examined the performance and conversations of all novels characters, the situation of the novels is summarized as follows, while in the summary of each story, for solving the ambiguity of special skill in the personality of the story, the researcher gave an example as annotated in summary of each story.

Lullaby for the Dead Girl / Hamid Reza Shah-abadi.

The Lullaby novel for the dead girl deals with the events that occur in the Arghavan Complex for Zohreh and Mina. And Zohreh is the only daughter of a seven-person family with four brothers but their busy family does not have warm relations. One day, Zohreh saw a girl named Hakimeh in her room whose hands were burnt up elbows and had high gray hair. Zohreh started friendly relation with Hakimeh, a girl from Quchan, died about 100 years ago, talk and visits her everywhere. That's why everyone thinks Zohreh has a psychological problem. One day, Zohreh tells the story of Hakimeh (the dead girl) for her friend (Mina), because Mina does not believe her, tells her that I want to see Hakimeh too, while Mina's thoughts focus on Zohreh's words, Mina's father who publishes books, gives her a book to correct its mistake. This book is the memoirs of MirzaJa'far Khan MonshiBashi, who is in charge of the National Assembly to go to Quchan and discuss the sale of Goochani by the family. The memoir of MirzaJa'far Khan was written by Mr. Naseri, which gave to print to his friend Majid (the father of Mina).

In the story of a lullaby for the dead girl, the characters used a fairly good level of critical thinking skills. Mina has used three skills critical thinking more than the rest of the characters. Also, each episode of the story is narrated by one of the main characters of the story, and as such, these characters have had the opportunity to influence the critical thinking skills. In addition, throughout the story,

there are ambiguities that involve the reader intellectually with the work, for example: Mina is correcting MirzaJafar Khan's memoirs' book, and this is happening while listening to the story of Zohre about the dead girl (Hakimeh), also reminding her brother (Mohsen) usual conversations about Einstein's theory of relativity: I think how a dead person can still be alive somewhere in time? Zohreh had told me two days ago that he saw Hakimeh, a girl who died 100 years ago how to be alive in the corner time. Where is the corner? 100 years ago? I want to ask Mohsen how 100 years ago could coincide with today (shahabadi, 2008: 43).

He tries to communicate the events of the story and what he heard and identify the real conclusion of this story, so she uses analysis skills.

Bombacship scorpion: Farhad Hassan-zadeh.

The main character and narrator of novel is a teenage boy who lost his mother last year due to the disease of cancer. Two of her sisters are married and live in other cities. As a result, he also lives alone with his addicted father. The story is composed of 26 episodes and is in the days of 57th Revolution, he has three friends "Shokri", "Manou", "Mamdou" that together in the cemetery of Abadan, wash the graves. He and his friends have a wooden ship. In fact, the ship's main owner has been sentenced to life imprisonment for murder. So, the ship is wagon of scorpion group. They named it Bombac. One night they saw in the cemetery that the car came and buried a big box. They find nothing just book and picture in the box. The friends are suggesting that they put the box in the water, but he didn't accept it and put the box in the Bombac. He understood that the photos belong to Abadan neighborhood. For this reason, he goes to their home, and after explaining the story, establishes a friendly relationship with Keyvan, the son of that family. Keyvan' father is a political prisoner and his family have been temporarily removed his books and photos of home. Poverty of Khelo and

wealth of Keyvan show the climate of revolution days in the perspective of story characters and the special pleasures and adventures of The Scorpio group through the story.

According to a study conducted in this narrative, only Khelo, the main character of the story used a few critical thinking skills, for example: when he wants to remind a number, he fits that number with an indication; for example, when he saw the car reminds car number as follow: last year, this year, Azar. Do not be surprised. This is the best way to remind: Associate the number to one thing, and then, you always remember. Last year was 56, this year is 57, and Azar is 9th month. It numbered 56579 Abadan 11 p. 84 (Hassanzadeh, 2009: 68).

The use of classification method and logical connection between components is used to remember this number, so it can be said that he used interpretation skill.

Hasti: Farhad Hassanzadeh.

Hasti. The main character and narrator of the story is a twelve year old girl who loves the world of boys. He goes up the tree, plays football and walks on his hands. In the days before the Iran and Iraq war, her hands are breaking off during a football game. Her mother is pregnant (she is in ninth months), so his father is forced to leaving to work on a tanker ship. One day, Hasti and her mother is alone in the house, when the first bombardment of the Iran-Iraq war begins. She and her mother remain under the rubble. Hasti has a whistle in her neck, and with its sound, it tells her place to the rest. Hasti was intelligent in the hospital, now in addition to her broken hand, her head is broken, too. Mother gives birth and Sohrab is born. Her father's hand was broken in the street during the bombing. The family lives a few days at Bibi's house, but uncle Jamshid, who is in war with Iraq, tells them that they must leave Abadan as soon as possible.

The atmosphere of the story is the initial feelings of the war that smells death at any moment of living. No car can be found to remove a family from the city; if so, the driver is willing to do so at a very high cost, and they do not have enough money. Uncle Jamshid takes them to the near of Bahman-shir River and they go with boat. He also gave his motor to their parents, Bibi and newly born Sohrab in order to go with motor after getting off the boat. Hasti along with other family members live their despite the war conditions in Mahshahr. In the end, she goes to Abadan to resist war along with her aunt "Nasrin" and "uncle Jamshid. (Hassanzadeh, 2010: 41).

In the novel, the characters of the story have used a fairly good level of critical thinking skills, and Aunt Nasrin has used critical thinking skills more than other characters by employing 4 skills. Hasti, the main character, uses critical thinking skills in some cases, but in this story, the sub-characters have a greater influence, as Aunt Nasrin uses critical thinking skills more than other characters, as example: Aunt Nasrin and Da'ayiJamshid's performance in Abadan city in a disastrous situation, indicate self-discipline, because in the conditions that everyone left the whole city to save their lives, they fight for their value.

Parsian and I; Dragon Palace: Arman Arian.

Ardeshir is a modern teenager who lives well with his writer father and his kind mother in the woods. In this story, he takes time from the contemporary world, and comes out from the age of Zahak Mardush (AghiDahak). Ardeshir experiences modern, Iranian and humanistic life and gets familiar with all the angles of this Iranian history mythical story along with Kaveh and Fereydoun and Iraj...

Parsian and I novel. The dragon palace has a lot of personality in the story; most of these characters use one or more critical thinking skills. In this tale, insignificant characters also use critical thinking skills. This narrative story is based on people understanding against the power of ruler and maybe that is why the use of critical thinking skills is 24.

In this novel, Ardeshir, the main character of the story, with nine points has used critical thinking skills more than the rest of the characters, and because he has used self-regulation skills, he is considered a critical thinker; for example, during his stay in capital, on the orders of AghihDahak, brought King Jamshid after the years to the city and they want people to throw anything they can. All people are throwing, except a blacksmith, among the crowd he cries out all knows me; we are seven brothers, there is our shop and have no fear just God. But the curse on you that delight magic witchcraft, you struck a stone on the Persian kingdom, when his hands were not chained, he based this city (Arian, 2007:151). The Blacksmith sectioned the person against the kingdom who has a worthwhile service and considers it a false one; therefore, the evaluation skill has been used.

Parsian and I: the secret of the mountain bird.

In the second volume of Parsian and I, Siavash, the main character of the story, like the first volume, is today's teenager who travels and moves with the help of Simorgh, he is part of Iranian history myths. Siavash, along with Rostam passes Seven Khan, in the battles of the Pahlavan will be the partner of their sad and joy.

In the Parsian and I novel. The mystery of Bird Mountain is the main character of Siavash's story. Critical thinking uses analytic skills only in four, and other characters in the story also use other skills several times. The story is in well rank in terms of critical thinking. Example: Siavash has a great happy day with the family of Zal, and Rostam runs hard days in the desert. Until one day, sealed names by Goshtasb (the king of Balkh) reached their hands, he wanted Rostam, and he sent his son Esfandiyar to fight with Rostam. Zal hears the news and says: "refused to give crown to his young son: surely the battle will take place. The excuse is to promote a new religion and the pure disobedience of the Balkh king; but in fact, the old king hopes that his son will be eliminated by Rostam" (Arian, 2007, 240).

In this statement, he has used inference, and by putting hidden elements forms assumption.

Parsian and I: Resurrection comes.

Bardia is the main character of this book's third volume, he is the third today's teenager. He travels to the time of Cyrus the Great King of the Achaemenian dynasty, and he has many experiences of Cyrus (his father) and Darius (his cousins). In the Parsian and I novel: the resurrection comes, the main character of the story is Bardia. He has critical thinking features, since he uses three times self-regulating skills in his actions. Other characters in the story who use critical thinking skills are Cyrus and Darius. In this story, critical thinking skills have been used fairly well.

In this novel, Bardia and Darius, the main characters of the story, have used four times critical thinking skills, but Bardia has used self-regulating skills in three parts, and therefore, it is among the critical thinkers. Example: Darius sees two weeks after Bahar's death that Bardia is still not in a good situation... ": It's cluttered so he decides to talk to him, no! If you want to do, you cannot do that, but what you need to understand is that you were not to blame, nobody was to blame ... you could do anything. All of us did the right thing, but did not. Bardia says: "No! We did not do it. Darius continues: Why you have to understand that you were not the culprit of Bardia! Would you have killed him if you knew this? ... Try to dominate yourself again and see what you want or do not want. Everything is going on! Do not let the bitterness of this event completely destroy you... I do not want to give a philosophical slogan, but you know well that everything is facts (Arian, 2007, 173). Darius used analytical skills because tries to identify the realities of this incident and, by expressing them, will provide justifications for Bardia calmness.

The night that jarvasak didn't sing: jamshid khanian.

Milo is the main character and narrator of the story, the only son of the family who has a sister named Mahi, and with his parents and his grandmother (Bibi) lives in Khorramshahr. The story is about an

Khorramshahri family who lives in the early days of the war and wants to leave Khorramshahr, and their departure from Khorramshahr comes with adventures, including that BibiJavaher didn't want to leave the city, and the father of the family, using the explanatory skill in his words, finally satisfied Bibi. Bridegrooms of Mahi (family daughter) try to definite their marriage". In the meantime, there are other adventures that delay the departure of the family.

The main character of the story, Milo takes care of all the events around her, with a very high precision, delaying the family and constantly thinking about the conditions. But he does not use the critical thinking skills according to the Facione list, except one case. So, the characters of the story used a bit of critical thinking skills. While all members of the family are gathering Bib icon says "I'm not going with you," The father looks at the bibi and says in a gentle tone, "Is it easy for me to go?" Not to Hazrat Abbas. But we have to go. Have you remembered I forget to go ceremony in Friday night? It is my duty. The Iraqi is coming out of the barracks to cross the city (khanian,2009: 26).

The father of the family tries to provide reasonable reasons to show the danger likely to endure, and eventually convinced Bibi that travel. Father used explanatory skills in this part, he had the ability to satisfy the Bibi with rational reasons.

Seventh West Floor: Jamshid Khanian.

The story is quoted from a 14 years old boy named Amir Ali. He goes to his apartment to take care of the writer's old man. The old man's house is located in the western seventh floor of the Milad Complex. Amir Ali's mother is tailor, but his father has died.

The whole story takes place in two consecutive days, the first day when Amir Ali comes to the old man's house and through his daughter learns to care old man and the second day when his work ends. In the novel, Amir Ali (the main character) is a responsible and accurate boy. During the narrative, when he steps up the building influences various personalities of the building, but since his feedback

on performance and decisions are not newsworthy, this story is not well in the list of the research, and the story is not considered critical thinking skills.

The Emperor of words: Ahmad akbarpour.

The author of the book read many years ago a poem with the name "world map" written by an eleven-year-old called Yun Suk) and always wants to find this poet during the life. According to author, this matter inspires him to write the story of the Emperor's words.

The story is about a book-reader boy who starts to read the new book. The story that is about a Chinese girl called Sunny Chung that once erased the map lines. The story of the Emperor of Words enters the book with Sonny and get associated to this adventure. The story despite being in the world of imagination depicts many of the facts surrounding us such as violent encounters and unreasonable imprisonments, but the characters of the story, in their performance, haven't critical thinking skills, except one case. Example: When Sunny comes to Korea with a boy, they meet a group of gypsies on one of the Korean beaches. A gypsy old woman predicts them that Ion Sook is dead and their journey is in vain, but the boy says to Sanni: "We should never believe in prediction and we must go to Korea (Akbarpour, 2002, 35).

"The boy judges the prediction of the old woman and judges it incorrect; this is why he has used the assessment skill.

One thousand years old: Shahriyar Mandanipour.

One thousand year ago, 12stars (six sisters and six brothers) were in the form of a wing (near the polar star), and since the voices never go away, they just disappear from us; the whining of the pain and suffering people come to the stars from the earth, and they become very upset, so the stars decide to come to Earth on a cloudy night that does not find the sky from Earth.

The narrator is a storyteller who lives in a city that stars land. The stars knocked at home and asked him to be their guide at night so that the stars can find the saddest people in the city. The stars along with the writer go to those, who according to the author, need help. The story is full of characters, although each of them has several pages or several lines of story, but the problems cause the suffering of each of these characters, and are symbol of today's human issues.

The characters of the novel have used relatively good critical thinking skills. However, most of the characters that enter the story lack critical thinking skills. In fact, it can be said that by showing such a character, the author has increased the skills of the reader in reverse way. Example: The author takes the star to a mother home whose child was killed in a war and is very upset. At night, mom always turns on bright lantern in front of her house, because she feels her child is returning and cannot find the house in the dark. But stars did not do. One of stars said: "They do not do anything for this mother". One of the stars in the author's answer says, "Let's live a dead man". We cannot replace the dead person. We cannot even erase the minds of someone who is dead from someone who loves him. Soon, we all thought together that we would all be happy. But we saw that we would not be ashamed of our mother as suffering from that (Mandanipour, 2009: 61).

The star is able to understand and express the problem of death and its sorrow for the loved ones. He understands that it is impossible to solve a group of problems in human life, and one should not follow that it is impossible to solve a group of problems in human life and one should not seek a solution to solve it. Death is one of these problems. An individual who dies does not have the opportunity to return to life or clear his mind of his loved ones. The only way is to cope with matter. As a result, the star has used interpretive skill.

I am not servant of my dad: Ahmad Akbarpour.

David is the main character of the story, is a good guy who listens to his parents and helps the mat all times. Mehrab, Yahya and Younes are his other brothers, who because of the fact that David performs all the commandments of Father, has named him Daddy Baba. The father of the family is very foolish. One day a packet of money falls from the father's pocket in the toilet, and the story issue starts with money and ends up with money.

Most parts of the story are expressed in the language of David, but Younes, Sarah and Father express an episode of the story from their own view point, and find the opportunity for effective influence. The father's question in this story is to raise money from the well that has engaged all his thoughts, but because of his misery, the solution he finds (raising money by one of the children) is not in accordance with critical thinking skills.

Other story characters, influenced by the village culture of their residence place, do not use critical thinking skills to solve any of their problems.

Awake me after war: Abbas Jahangiran.

Hami is a teenage boy who lost his parents during the Iran-Iraq war a few years ago. He and his grandmother come to Qom from Abadan to live. A day Hami in the basement of the house heard the neighboring daughter's voice. He finds that stanchions are located near the roof of their basement, which is close to the basement of the neighboring house. This hinges to the side of the patronage.

The Hami, the main character of the story, is the son of an artist who has a good sound in addition to the line and painting, but his grandmother's beliefs and the wartime context of the belief that music is haram, will prevent him from pursuing this art. Because of their bad economic conditions, the Hami decides to find a job. The events that occur in the story are accompanied by folk and superstitious beliefs that they believe in their storytellers and they do not even think about their integrity. For

example, when the only pant soft Hamiare torn is Eid-Ghadir, and all the tailor of the city does not work that day, because they consider doing work on this day is bad. In another example, Hami goes to work on the Jamkaran wells, and in this episode, there are people that try to solve their problem with superstitious beliefs. Story characters do not use critical thinking skills to solve their problems just two times; example: The work of the Hami is very high in the graveyard. People from other cities send their dead to Qom, because they believe that Qom is clean and everyone is buried here, the pressure of his grave is low and he goes to Paradise. Ismail (a student of Haj Ghafour) is one of the characters in the story, but when he hears that says: they can't escape from grave pressure! They think What's wrong do in their lives, as well as buried in Qom, they all enter to Paradise in two steps, (Jahangirian, 2010: 31).

The dwarf king and forty big troubles: Mehdi Mirkiaea.

The dwarf king is like all kings with strange cravings and strange habits, with selfishness and self-determination, a lot of cruelty and of course, funny things that all the inhabitants of the land look like to the king; the dwarf, the scumbag, Black!

Meanwhile the maternity has wards of the king and for king respecting whenever a child is born, at the very first moment wear the black army dress, shave his hair and then, lift his hand to the king's royal greetings and take photos of her, or even, the situation was such that magic lamp giants also commanded the king to be the dwarf of the lights! And for the gladness of the people, the soldiers of the king shot a funny gas every day in the streets of the city, so that everyone would know that in the kingdom, people are happy and no one is sad, a king who does not even defy a fictional character, publishes a new book titled "Little Ruth" instead of "Little Prince"! In this new book, the little prince also defies and goes out of the king's star, but when in the desert, the snake wants to bite him, the snake tells him that the little prince has denied the king's command and you must be punished by me,

I bite you. A king whose only friend is a picture of a fish canned on a can and even for desire of it is crucified.

The kingdom is like all the kings and like all the other people who have strange cravings. He likes to be dwarfs, hairless, big nose in his kingdom because he is dwarf, and has no hair, he has big nose. Even punish the people who see in sleep after awakening! King also has expectations from others. For example, he is expecting flowers from the garden and he wants to hang all the medals of the world. The king's commander is also a dwarf general, not just him, but all the members of the army are dwarfs (mirkiaea, 2001: 31).

For this king occurs thirty-eight events, and eventually dies one day, like all other kings, when workers at the official funeral ceremony found gold, the joy of people goes to the air and the king is forgotten. The main character of the story is the king, who has a critical thinking of critical thinking skills, and has clearly featured this feature in every 38 episodes.

CONCLUSIONS.

After reviewing theoretical foundations and research backgrounds, the questions that were formed by researchers in the minds of the researchers, so that the most effective method of teaching is to focus the learner's thought on thought, experience and question; therefore, for learning to think, the stories can play a significant role as educational tools, as a tool for the entertainment of children and adolescents.

To teach thinking by story, we face with two kinds of stories: the first group includes stories with predetermined goals and direct teaching. Like the Lipman and Sharp stories, ordinary stories can be found in the second category, which we know as literary works. The researches of Fard, Farzanfar, and Rashnev confirm that if ordinary stories have a high literary degree, they can play an effective role in teaching.

This research is done in juvenile group with appropriate literary quality. The results show that the studied novels, although not written for the purpose of teaching, but with the best returns, had a good degree of critical thinking skills according to the survey list.

This research confirms the views of MaktabiFard, Farzanfar and Rashnev. If ordinary story has suitable literary quality can play its role in indirect way. As analyzes show, the first volume of the Parsian and I novel, Dragon Palace, has the highest amount of critical thinking skills used by the characters of the story. It ranked first of the novels.

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