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TÍTULO: Explicando y analizando la relación entre las “vacaciones del Norouz” (Norouz Holiday) y el “diseño de historia” (Story Design) y las habilidades de aprendizaje triple de los estudiantes de escuela primaria en el sistema educativo iraní.

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RESUMEN: Este estudio se llevó a cabo para analizar y explicar la relación entre "Norouz Holiday and Story Design" y las habilidades de aprendizaje triple de los estudiantes de escuela primaria. Se trata de una investigación cualitativa, descriptiva-analítica. El investigador ha identificado los componentes de la investigación que incluyeron el Norouz Holiday and Story Design, el tiempo libre, la relación entre la lectura de historias, la escritura de historias y la narración de cuentos con habilidades triples, y al referirse a la literatura e investigaciones realizadas en los países. Los hallazgos indican que el tiempo libre para los estudiantes es un factor efectivo en su desarrollo intelectual, físico y moral; especialmente en una era en la que el modernismo, a pesar de la creación de instalaciones, causa un estrés mental y psicológico severo en los estudiantes. Los resultados del estudio mostraron el establecimiento de los mecanismos necesarios para fortalecer el estilo de vida islámico-iraní en todas las áreas de la educación.

PALABRAS CLAVES: Nowruz Holiday and Story Design, tiempo libre, habilidades de aprendizaje triple, sistema educativo iraní.

TITLE: Explaining and Analyzing the Relationship between “Norouz Holiday and Story Design” and Triple Learning Skills of Elementary School Students in Iranian Educational System.

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ABSTRACT: This study was conducted to analyze and explain the relationship between “*Norouz Holiday and Story Design*” and triple learning skills of elementary school students. This is a qualitative, descriptive-analytic research. The researcher has identified the research components that included the *Norouz Holiday and Story Design*, leisure time, the relationship between story reading, story writing and storytelling with triple skills, and by referring to the literature and researches done in countries. Findings indicate that leisure time for students is an effective factor in their intellectual, physical and moral development; especially in an era in which modernism, despite the creation of facilities, causes severe mental and psychological stress on students. The results of the study showed the establishment of necessary mechanisms to strengthen the Islamic-Iranian lifestyle in all areas of education.

KEY WORDS: Norouz Holiday and Story Design, Leisure time, Triple Learning Skills, Iranian Educational System.

INTRODUCTION.

The educational system is one of the largest and most extensive systems within each community that determines the fate of society in the long term. If education is designed properly in terms of goals,

structure and resources; it will ensure development of society in the long term and will be effective (Imani, 2007). The school is the most important educational institution, the main activity is to educate the present generation for the future of society (Pour Alireza Totkale, 2009).

The youths and teenagers of every society are valuable assets that will undertake the heavy burden of administrating the country's affairs in future. Today, government officials have realized that if they do not take the principled measures and plans to spend the leisure time of youths and teens, many dangers will threaten the community and, in terms of the education, irreparable disorders will be emerged in behavior and personality of people. Hence, considering leisure time is an effective factor in the intellectual, physical and moral development of individuals; in the era that modernity, despite the creation of facilities; causes severe mental and psychological stresses on individuals.

In *Norouz Holiday and Story Design* at norouz leisure times, students should be able to write their observations from nature and travel or listen to the story of grandmothers and grandfathers' story to create an intergenerational communication. The purpose of the *Norouz Holiday and Story Design* is to enhance the skill of speaking, reading, writing, and imagine power of the students in the proper educative form. In the current situation where students spend a lot of time in cyberspace, it can invite them to a new area by charming storytelling. Dumazdier considers leisure time a series of activities that a person does them with desire to rest, recreation, diversify, develop information, education, social participation, and expand his free and creative power after graduation from professional, family requirements (Dumazdier, 1972). *Leisure* is when a person has the power to use the individual and the environment facilities and recreate himself (Zolaktaf, 2002). Illustrated narratives on the wall of the ancient caves in Europe, Asia and Australia show that prehistoric human told story before he was able to write.

During thousands of years before the emergence of the handwriting, the most beautiful stories were preserved through storytelling and were transmitted from generation to generation. Undoubtedly, these stories are remained due to the people's interest in hearing them. Storytelling is one of the most important tools by which it can be thought visual, auditory focus and social skills to children and use it as a method for teaching social concepts to children (Shahmorad, 2012; Eivvandi et al, 2015).

In general, people with linguistic deficiencies have a lot of difficulty in storytelling. Three main factors in the storytelling process are story, storyteller and audience. Each of these factors plays a crucial role in the storytelling process, and lack of each of them means lack of storytelling. Of course, it should not be ignored that in addition to these factors, time and place are also effective (Nazemi, 2006; Gamarra et al, 2018).

In Sura Yusuf: "In their adventures, it is an experienced lesson for the owners of thought, these stories are not false, but are heavenly revelation and are in harmony with the former heavenly books, and everything that is described about the foundation of happiness and human guidance and mercy is for the group who believes". The Holy Qur'an, which is the book of life, has narrated more than 200 stories that can be stated about religious education. Storytelling as a means of teaching that can encourage students to discover the meaning of their own uniqueness and increase their ability to establish true communication between thoughts and feelings (self-esteem and self-concept).

Writing skill in the today's complex world, where the signs of writing have uncontested domination, have become increasingly important. The massive amount of knowledge, information and the increasing need to organize, transfer and accumulate this knowledge in order to use it requires an individual to acquire sufficient skill in this field (Brooks & Grundy, 1998). According to the presented explanations, the research questions are:

- What is the purpose of *Norouz Holiday and Story Design*, and triple skills?
- What is the relationship between story reading, story writing and storytelling with triple skills?
- What solutions are proposed for more benefit of students from the Norouz holiday?

DEVELOPMENT.

Methodology.

Regarding the information sources in this study and the nature of the subject; the present research is a qualitative research and it is a descriptive-analytic research. In other words, in order to explain and analyze the relationship between *Norouz Holiday and Story Design* by learning the triple learning skills in the students; first of all, the literature related to the subject of research was comprehensively collected and explained. Then, the components of the research were identified and described. Finally, the relationship between *Norouz Holiday and Story Design* was analyzed by learning the triple learning components in the students.

Findings.

What is now being deduced from the term of educational system, raises much wider dimensions that does not suffice into the classroom environment and book within the school framework and does not end to the number of years a person goes to school, but the broader concept of learning, regardless of where, how and at what age learning is done, is intended (Mashayekh, 1991).

The official educational system includes two pre-elementary, elementary and high school educational systems. Education is the most important task of a country. If a country wants to achieve material dignity, spiritual happiness, political domination, scientific advancement, the advancement of the life, and in general, to any aspiration; it must engage in education as a fundamental task. If education, which has twelve years of the best season of a person's life, works desirably causes the young people

who are molded here are eventually formulated and less likely to have a fundamental change in his future events (Supreme Leader, 2007; Avazzadeh, 2015; Venkateswararao & Sujana, 2019).

In all the educational systems of the world, the most important course of study is elementary course. Because the formation of personality and the more comprehensive development of a person are carried out in this course. It should be noted that Article 26 of the *Declaration of Human Rights* from the elementary course is considered as a right (Persian Encyclopedia of Vista, 2011).

Norouz holiday equal to March 21 is the celebration of the beginning of year and it is one of the oldest celebrations since ancient times. The time of norouz is at the beginning of the spring and considered the beginning of the New Year in Iran and in Persian-speaking countries. According to experts, the absence of homework in norouz holiday which usually lasts for 20 days, is harmful for students. Therefore, in these days, story reading, story writing and storytelling (*Norouz Holiday and Story Design*) is an effective step in the growth of students' creativity. In order to create the ground for enjoying students from norouz holiday using a variety of learning opportunities appropriate with individual and local cultural needs to enhance basic skills; in line with the provisions of the fundamental transformation document based on creativity and innovation in children, it is the focus of norouz holiday's activities. In other words, in accordance with strategy 2-5, the fundamental transformation document attempts to create the necessary mechanisms to strengthen Islamic-Iranian lifestyle in all areas of education.

In the *Norouz Holiday and Story Design* at noruz leisure times, students should write their observations from nature and travel, or they should listen to the story of grandmothers and grandfathers to create an international connection. The purpose of the *Norouz Holiday and Story Design* is to enhance the ability to speak, read, write, and imagine power of the students in the proper educational form.

The International Department of Sociology has defined leisure as follows: Leisure is a set of activities that a person performs it by satisfaction for rest and recreation or for the purpose of developing knowledge and social participation voluntarily after release from personal, familial, and social requirements (Saroukhani, 1992).

Leisure activities have a great importance, as experts consider it as a mirror of the culture of a community. In their view, how people spend their leisure time in a community reflects the cultural characteristics of that society. Due to the economic, social and cultural conditions, the family can provide suitable facilities for spending leisure time of its members. Recognizing that parents have from personality traits, talents, desires, the strengths and weaknesses of their children raises them as competent authorities to help them properly spend their children's leisure time (National Youth Organization, 2002). Pear states that "the existence and originality of culture are based on the leisure time of the people that live in that community (the topic series of culture, 1994). Verbal skills can enhance the ability of students to resolve conflicts between the individual slowly and with discussion (interpersonal interactions). Also, storytelling and listening to it encourage students to exploit their imagination (visualization and mental imagery). This powerful imagination can increase self-esteem and personal motivation in students, because they imagine themselves capable of achieving their aspirations (Zipes, 1995).

Writing skill in today's complex world has become more important than written signs have domination in it. The massive amount of knowledge, information and news and the increasing need to organize, transfer and accumulate this knowledge in order to use it requires an individual to acquire sufficient skill in this field (Brooks & Grundy, 1998).

Two skills of "Listening and Reading" are called received skills, and two skills of "Speaking and Writing" are called production skills. Writing skill is the last skill of the language that a person achieves. Achieving this skill, like speaking, is not the natural and inherent result of puberty; but

being in learning environment and gaining pre-skills and pre-requisites of writing that one of the most important of which is reading skill.

The ability to express personal opinions in writing (Writing Skills) is a great goal of many speakers that the existence of a syndrome of writing provide the possibility for them, and of course, it is a goal that will never be fully met (Celce Murcia, 2001; Merkitabeyev et al, 2018; Pandian et al, 2017).

Writing both in terms of time of achieving and in terms of productive ability is the last and most difficult skill of the language that to achieve it. One must, in addition to having sufficient skill in listening and speaking, be able to understand the relationship between the vocals and graphic images, short and long memory for maintaining the forms of letters and connections, the ability to move for writing, understanding the relation between muscles of movement and vision, and the coordination between them in writing, ability to understand meaning from writing and many other skills (Dadsetan, 2006).

Since the ability to write is one of the productive capacities of language which is directly related to the level and quality of individual experiences in different fields and cognitive knowledge (Noel, 1995); applying indirect ways of teaching such as playing and tale in teaching skills is a necessity. It seems that since the teachings are well understood and meaningful for the child during the story, the likelihood of their application and generalization by the child in similar fields increases (Heffner, 2003). Further, domestic and foreign studies related to leisure and story reading, story writing and storytelling and its relationship with triple skills are mentioned. _Mohammadi and Arghan (2017) in the article "The Effect of Book Garden on Promoting Book Reading Culture" found that the level of reading book in Iran is very low.

Reading book especially studying literary works that varies from studying textbooks, have many functions. One of them is the sociability of the young generation, because its low-level causes worry in young people and adolescents. There are several reasons for this issue, such as: expensive books,

lack of study opportunities and the possibility of buying books for economic reasons, the weakness of book reading culture and the lack of proper education in childhood for reading book price, lack of proper printing of books in different pieces and portability, lack of planning for different groups and tastes in publishing books, the role of mass media in filling leisure time, and the lack of writers who can meet the needs of society by their writing. Planning to increase study in leisure time is one of our community's necessities. However, with a good policy and understanding the causes of the lack of interest in studying at each of these levels, it can help to increase the level of reading in the community.

Kiyani (2016) in her research "Poetry and Story and its Impact on Education of Elementary School" examined the impact of literary works on education of elementary school children. In her view, the importance of this is because children's learning is facilitated by literary works, and the effect of the lessons using literary tool is far greater in the intellectual and linguistic development of children, which helps the teacher in the teaching process. In this research, five books and twelve articles were studied to be familiar with the literary works including poetry and story, and their impact on education of elementary school.

The study of literary works reveals the history and culture of each nation to the audience and affects the reader's perception and understanding. Since the impact of this issue on elementary school students is more than the higher levels, as well as the understanding and impact of some lessons by poetry and story in learners of this grade can be far more than other educational materials. Thus, encouraging students to read poetry and story books by teachers and creating habit of reading and reading by parents has significant effects. This issue causes children to take experience from literary personalities on their own and select the best ones as model and become familiar with the cultures of themselves and the alien. They also learn to gain values, beliefs, norms and avoid correct

misconceptions. Therefore, the results indicate that studying literary works can be the best way to change attitude and culture in children.

Shabib Asl et al. (2015) studied the impact of storytelling on increasing verbal intelligence of preschool children in Ahvaz in a research entitled "The Effect of Storytelling on Verbal Intelligence (vocabulary, general information, comprehension) of pre-school children". The results of the data analysis indicated that the storytelling method had an impact on the verbal intelligence of the experimental group in comparison with the control group and this effect was also stable after one month of follow up.

Chaboki (2013) in the study "Globalization and Change of Leisure time Style (case study of Tehran city)" investigated the relationship between the use of cultural instruments of globalization (radio, television, satellite, internet and mobile), by changing the style of spending leisure time of Tehran residents.

The way of spending leisure time is influenced by the culture and values governing each society. Today, the cultural instruments of globalization facilitate and accelerate the transfer of the culture of various nations, and caused the leisure time style, in spite of the effects of inside culture to be affected by other cultures. The study of this phenomenon is necessary due to its impact on the family and society. The results showed that the way of spending leisure time in Tehran, under the influence of globalization, has gone away from the Iranian-Islamic style to the modern Western style.

Shahmorad (2012) in her dissertation titled "The Effect of Storytelling on the Visual and Auditory Attention and Focus, and Social Skills of Elementary School Children", used the semi-experimental research with pre-test and post-test design with control group. The findings indicated that storytelling is effective in increasing visual focus, as well as auditory focus and increasing social skills of elementary school children.

Faramarzi et al. (2011) investigated the effect of educational intervention based on the linguistic experience approach on writing skills (composition) of fifth-grade elementary school students by experimental and pre-test, post-test design with control group. Findings showed that educational intervention based on linguistic experience approach influences students' performance in writing skill, which can be used to improve the writing skill of children.

Haj Abdul Baghi (2007) in a research on "Studying the Leisure Time of High School Students in Tehran" and using a survey method, it was found that among leisure activities, spending leisure time with their friends, family, and listening to music, has been at the first to third priority.

Hadi et al. (2018) in a research entitled " Their Stories, Our Stories and My Story: A Portfolio for Teaching Reading and Writing of Personal Narrative", provides some ideas for teachers how they can integrate reading and writing activities with personal narrative.

Printer and Bolay (2017) in a research entitled "Story Based Activities Enhance Literacy Skills in Preschool Children" examined the effect of story-based activities on literacy skills in pre-school children. The results showed that story-based activities caused to significantly increase reading and writing skills, alphabet, and vocabulary and pronunciation phonological awareness in pre-school children.

Obidollah (2016) in the research on "The Role of Thinking and Understanding as Two other Major Skills in Language Learning" concluded that learning a language means that the child gained four main skills of listening, speaking, reading, and writing. It is completely impossible to learn a language without the ability to acquire the skills mentioned. Also, two other skills of "thinking" and "understanding" play an important role in language learning. Therefore, the results indicate that these two new skills, along with the four main skills and their role in the deep learning process of language, are effective. Also, how to use some techniques in the classrooms to teach these two skills, and how they are evaluated, was presented.

Diaw (2009) considers the use of storytelling methods in teaching to motivate learners to learn more effectively. Teaching with the help of storytelling increases students' motivation to learn because of their adaptation to the children's intentional desire and stimulate their emotions. So, storytelling is not only fascinating and exciting, but also it has a significant impact in profound and meaningful learning.

CONCLUSIONS.

According to the research conducted, it can be concluded that: Leisure activities are very important, as experts consider it as the mirror of culture of a society. In their view, how people spend their leisure time in a community is a sign of the cultural characteristics of that society.

Nowadays, the optimal filling of leisure time of adolescents and young people on the norouz holiday is considered as one of the important issues of this prosperous stratum. Due to the influx of cyberspace, children spend a lot of time on mobile and tablet in cyberspace or they watch television and so unilateral recipients of information. These issues caused that the book to be unavailable for children.

Planning of leisure time in norouz is the most appropriate condition for raising the power of the students' initiative and creativity. In order to prevent students from engaging in activities in norouz during their free time that keep them away from the book and the story, and engage in cyberspace, it is tried to use three forms of storytelling, story reading, and story writing in the *Norouz Holiday and Story Design* and to be created re-familiarity with book to be enhanced students' speaking, written and listening skills.

Nowadays, the use of story and story reading is a necessary tool for advancing children's thinking. Since the impact of this issue on elementary school students is more than the higher levels, as well as understanding of some lessons by poetry and story in the students of this section can be much more than other materials and other educational means. Therefore, encouraging students to read poetry and story books by the teacher and creating the habit of studying and reading by parents has significant

effects. Regarding the results obtained in this study, educational intervention based on linguistic experience approach has an effect on the performance of students in writing skill and it can be used to improve the writing skill of children.

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