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An Effectiveness of Teaching Positive Thinking and Emotional Self-Regulation Competences on Creativity, reducing Exam Anxiety and Academic Achievement in Senior High School

Students in Tehran

Article Info

Abstract

Authors:

Purpose : Teaching students' positive thinking competences is

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very useful to strengthen and improve positive communication

with themselves, positive communication with others and their

life, as well as increasing their self-esteem and academic success.

Considering the importance of positive thinking and its broad

aspects, including its role in adolescent adaptation, the present

study investigated the effectiveness of teaching positive thinking

and emotional self-regulation competences on creativity,

Keywords:

Positive Thinking, Emotional

Self-Regulation, Creativity,

Anxiety, Academic

Achievement, Students

reducing anxiety and academic achievement in senior high school

students in Tehran .

Methodology : The scores of experimental variables were

evaluated in pre-test and post-test stages. The statistical

population was high school students in Tehran. The statistical

sample of this study includes 45 students (15 people in the first

group) positive thinking competence, (15 people in the second

group) emotional self-regulation competence and 15 people in

Article History:

the control group.

Findings : For sampling, first, two high schools were selected by

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convenience sampling method and 45 high school students were

randomly selected from the senior high school students and

placed in experimental and control groups. The research

instruments were Beck Anxiety Inventory (BAI) and Abedi

Creativity Questionnaire that were administered to both control

and experimental groups before and after providing positive

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thinking competences training to experimental group .

Conclusions : Descriptive and inferential statistics including

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mean and standard deviation and analysis of covariance and

multivariate repeated measures analysis test were used to analyze

the data. The results showed that teaching positive thinking and

emotional self-regulation competences has a significant effect on

creativity, reducing exam anxiety and academic achievement in

students.

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۲ ﺍﺛﺮﺑﺨﺸﻲ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺑﺮ ﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ، ﻛﺎﻫﺶ ﺍﺿﻄﺮﺍﺏ...

ﻓﺼﻠﻨﺎﻣﻪ ﺗﻌﺎﻟﻲ ﻣﺸﺎﻭﺭﻩ ﻭ ﺭﻭﺍﻥ ﺩﺭﻣﺎﻧﻲ

ﺩﻭﺭﻩ ،۱۲ ﺑﻬﺎﺭ ،۱۴۰۲ ﺻﻔﺤﺎﺕ 1 - 13

ﺗﺎﺭﻳﺦ ﺩﺭﻳﺎﻓﺖ ۱۴۰۰/۱۲/۰۵ :

ﺗﺎﺭﻳﺦ ﭘﺬﻳﺮﺵ ۱۴۰۱/۱۱/۲۳ :

ﺍﺛﺮﺑﺨﺸﻲ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺑﺮ ﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ، ﻛﺎﻫﺶ

ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ ﻭ ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﺩﺭ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺳﺎﻝ ﺩﻭﻡ ﺩﺑﻴﺮﺳﺘﺎﻥ ﻣﺘﻮﺳﻄﻪ ﺷﻬﺮ ﺗﻬﺮﺍﻥ

ﺳﻴﺪﻩ ﺳﺤﺮ ﺣﺴﻴﻨﻲ ﻣﺎﺷﻠﻲ ، ۱ ﻣﻬﺮﻧﺎﺯ ﺁﺯﺍﺩﻳﻜﺘﺎ \*۲ ، ﻓﺮﻳﺒﺮﺯ ﺩﺭﺗﺎﺝ ۳

ﭼﻜﻴﺪﻩ

**ﻫﺪﻑ:** ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ، ﺑﻪﻣﻨﻈﻮﺭ ﺗﻘﻮﻳﺖ ﻭ ﺑﻬﺒﻮﺩ ﺍﺭﺗﺒﺎﻁ ﻣﺜﺒﺖ ﺑﺎ ﺧﻮﺩ، ﺍﺭﺗﺒﺎﻁ ﻣﺜﺒﺖ ﺑﺎ ﺩﻳﮕﺮﺍﻥ ﻭ ﺯﻧﺪﮔﻲ ﻭ

ﻧﻴﺰ ﺍﻓﺰﺍﻳﺶ ﺣﺮﻣﺖﺧﻮﺩ ﻭ ﻣﻮﻓﻘﻴﺖ ﺗﺤﺼﻴﻠﻲ ﺁﻧﺎﻥ ﺑﺴﻴﺎﺭ ﻣﻔﻴﺪ ﻭ ﺳﻮﺩﻣﻨﺪ ﺑﻪ ﻧﻈﺮ ﻣﻲﺭﺳﺪ. ﺑﺎ ﺗﻮﺟﻪ ﺑﻪ ﺍﻫﻤﻴﺖ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺟﻨﺒﻪﻫﺎﻱ

ﮔﺴﺘﺮﺩﻩ ﺁﻥ ﺍﺯﺟﻤﻠﻪ ﻧﻘﺶ ﺁﻥ ﺩﺭ ﺳﺎﺯﺵﻳﺎﻓﺘﮕﻲ ﻧﻮﺟﻮﺍﻧﺎﻥ، ﭘﮋﻭﻫﺶ ﺣﺎﺿﺮ ﺑﻪ ﺑﺮﺭﺳﻲ ﺍﺛﺮﺑﺨﺸﻲ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ

ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺑﺮ ﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ، ﻛﺎﻫﺶ ﺍﺿﻄﺮﺍﺏ ﻭ ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﺩﺭ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺳﺎﻝ ﺩﻭﻡ ﻣﺘﻮﺳﻄﻪ ﺗﻬﺮﺍﻥ ﭘﺮﺩﺍﺧﺖ .

**ﺭﻭﺵ : ﻧ**ﻤﺮﺍﺕ ﻣﺘﻐﻴﺮﻫﺎﻱ ﺁﺯﻣﺎﻳﺸﻲ ﺩﺭ ﻣﺮﺍﺣﻞ ﭘﻴﺶﺁﺯﻣﻮﻥ ﻭ ﭘﺲﺁﺯﻣﻮﻥ ﺑﺮﺭﺳﻲ ﺷﺪ. ﺟﺎﻣﻌﻪﺁﻣﺎﺭﻱ، ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺩﺑﻴﺮﺳﺘﺎﻥﻫﺎﻱ ﺗﻬﺮﺍﻥ ﺑﻮﺩﻧﺪ.

ﻧﻤﻮﻧﻪ ﺁﻣﺎﺭﻱ ﺍﻳﻦ ﭘﮋﻭﻫﺶ ﺷﺎﻣﻞ ۴۵ ﺩﺍﻧﺶﺁﻣﻮﺯ ۱۵) ﻧﻔﺮ ﮔﺮﻭﻩ ﺍﻭﻝ) ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ۱۵) ﻧﻔﺮ ﮔﺮﻭﻩ ﺩﻭﻡ) ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﻭ

۱۵ ﻧﻔﺮ ﮔﺮﻭﻩ ﮔﻮﺍﻩ ﻣﻲﺑﺎﺷﺪ .

**ﻳﺎﻓﺘﻪ ﻫﺎ:** ﺑﺮﺍﻱ ﻧﻤﻮﻧﻪﮔﻴﺮﻱ ﺍﺑﺘﺪﺍ ﺍﺯ ﺭﻭﺵ ﻧﻤﻮﻧﻪﮔﻴﺮﻱ ﺩﺭ ﺩﺳﺘﺮﺱ ﺩﻭ ﺩﺑﻴﺮﺳﺘﺎﻥ ﮔﺰﻳﻨﺶ ﻭ ﺍﺯ ﺑﻴﻦ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺩﻭﻡ ﺩﺑﻴﺮﺳﺘﺎﻥ ﺑﻪﺻﻮﺭﺕ

ﺗﺼﺎﺩﻓﻲ ۴۵ ﺩﺍﻧﺶﺁﻣﻮﺯ ﮔﺰﻳﻨﺶ ﻭ ﺩﺭ ﮔﺮﻭﻩﻫﺎﻱ ﺁﺯﻣﺎﻳﺶ ﻭ ﮔﺮﻭﻩ ﮔﻮﺍﻩ ﻗﺮﺍﺭ ﮔﺮﻓﺖ. ﺍﺑﺰﺍﺭ ﭘﮋﻭﻫﺶ، ﭘﺮﺳﺸﻨﺎﻣﻪ ﺍﺿﻄﺮﺍﺏ ﺑﻚ (BAI) ﻭ ﭘﺮﺳﺸﻨﺎﻣﻪ

ﺧﻼﻗﻴﺖ ﻋﺎﺑﺪﻱ ﺑﻮﺩ ﻛﻪ ﻗﺒﻞ ﻭ ﺑﻌﺪ ﺍﺯ ﺍﺭﺍﺋﻪ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﺑﺮ ﮔﺮﻭﻩ ﺁﺯﻣﺎﻳﺶ، ﺑﺮﺍﻱ ﻫﺮ ﺩﻭ ﮔﺮﻭﻩ ﮔﻮﺍﻩ ﻭ ﺁﺯﻣﺎﻳﺶ، ﺍﺟﺮﺍ ﮔﺮﺩﻳﺪ .

**ﻧﺘﻴﺠﻪ ﮔﻴﺮﻱ** **: ﺑ**ﺮﺍﻱ ﺗﺠﺰﻳﻪﻭﺗﺤﻠﻴﻞ ﺩﺍﺩﻩﻫﺎ ﺍﺯ ﺁﻣﺎﺭ ﺗﻮﺻﻴﻔﻲ ﻭ ﺍﺳﺘﻨﺒﺎﻃﻲ ﺷﺎﻣﻞ ﻣﻴﺎﻧﮕﻴﻦ ﻭ ﺍﻧﺤﺮﺍﻑ ﻣﻌﻴﺎﺭ ﻭ ﺗﺤﻠﻴﻞ ﻛﻮﻭﺍﺭﻳﺎﻧﺲ ﻭ ﺁﺯﻣﻮﻥ ﺗﺤﻠﻴﻞ

ﺍﻧﺪﺍﺯﻩﮔﻴﺮﻱ ﻣﻜﺮﺭ ﭼﻨﺪ ﻣﺘﻐﻴﺮﻩ ﺑﺮﺍﻱ ﺗﺤﻠﻴﻞ ﺩﺍﺩﻩﻫﺎ ﺍﺳﺘﻔﺎﺩﻩ ﺷﺪ. ﻧﺘﺎﻳﺞ ﻧﺸﺎﻥ ﺩﺍﺩ ﻛﻪ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ

ﻫﻴﺠﺎﻧﻲ ﺑﺮﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ، ﻛﺎﻫﺶ ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ ﻭ ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﺩﺭ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺗﺄﺛﻴﺮ ﻣﻌﻨﺎﺩﺍﺭﻱ ﺩﺍﺭﺩ .

**ﻛﻠﻴﺪ ﻭﺍﮊﻩ ﻫﺎ** **: ﺗ**ﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ، ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ، ﺧﻼﻗﻴﺖ، ﺍﺿﻄﺮﺍﺏ، ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ، ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ

۱ ﺩﺍﻧﺸﺠﻮﻱ ﺩﻛﺘﺮﻱ، ﮔﺮﻭﻩ ﺭﻭﺍﻧﺸﻨﺎﺳﻲ ﺗﺮﺑﻴﺘﻲ، ﻭﺍﺣﺪ ﻋﻠﻮﻡ ﻭ ﺗﺤﻘﻴﻘﺎﺕ، ﺩﺍﻧﺸﮕﺎﻩ ﺁﺯﺍﺩ ﺍﺳﻼﻣﻲ، ﺗﻬﺮﺍﻥ، ﺍﻳﺮﺍﻥ.

۲ ﺩﺍﻧﺸﻴﺎﺭ، ﮔﺮﻭﻩ ﺭﻭﺍﻥﺷﻨﺎﺳﻲ، ﻭﺍﺣﺪ ﺍﺳﻼﻣﺸﻬﺮ، ﺩﺍﻧﺸﮕﺎﻩ ﺁﺯﺍﺩ ﺍﺳﻼﻣﻲ، ﺗﻬﺮﺍﻥ، ﺍﻳﺮﺍﻥ (ﻧﻮﻳﺴﻨﺪﻩ ﻣﺴﺌﻮﻝ) m.azadyekta@yahoo.com

۳ ﺍﺳﺘﺎﺩ، ﮔﺮﻭﻩ ﺭﻭﺍﻥ ﺷﻨﺎﺳﻲ ﺗﺮﺑﻴﺘﻲ، ﺩﺍﻧﺸﮕﺎﻩ ﻋﻼﻣﻪ ﻃﺒﺎﻃﺒﺎﻳﻲ، ﺗﻬﺮﺍﻥ ، ﺍﻳﺮﺍﻥ.

ﻓﺼﻠﻨﺎﻣﻪ ﺗﻌﺎﻟﻲ ﻣﺸﺎﻭﺭﻩ ﻭ ﺭﻭﺍﻥ ﺩﺭﻣﺎﻧﻲ، ﺩﻭﺭﻩ ،۱۱ ﺯﻣﺴﺘﺎﻥ ۱۴۰۱ ﺻﻔﺤﻪ ۳

**ﻣﻘﺪﻣﻪ**

ﺩﺭ ﺩﻧﻴﺎﻱ ﻛﺸﺎﻛﺶ ﺑﺮﺍﻧﮕﻴﺰ ﺍﻣﺮﻭﺯ ﺩﺍﺷﺘﻦ ﺍﻧﺮﮊﻱ، ﺟﺪﻳﺖ، ﺍﺷﺘﻴﺎﻕ ﻭ ﺧﻮﺵﺑﻴﻨﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﺩﺭ ﺗﻤﺎﻡ ﻣﺮﺍﺣﻞ ﺯﻧﺪﮔﻲ ﺍﻣﺮﻱ

ﺣﻴﺎﺗﻲ ﺍﺳﺖ ﻭ ﺑﺎﺯﺧﻮﺭﺩ ﻣﺜﺒﺖ ﺑﻪﻋﻨﻮﺍﻥ ﻣﻬﻢﺗﺮﻳﻦ ﻋﺎﻣﻞ ﻣﻮﻓﻘﻴﺖ ﺍﻓﺮﺍﺩ ﺷﻨﺎﺧﺘﻪﺷﺪﻩ ﺍﺳﺖ. ﺍﻳﻦ ﺑﺎﻭﺭﻫﺎ ﻣﻨﺸﺄ ﮔﺮﻓﺘﻪ ﺍﺯ ﺗﻔﻜﺮﺍﺕ ﻭ

ﺗﺤﻤﻴﻞﻫﺎﻱ ﺫﻫﻨﻲ ﻣﺜﺒﺖ ﻳﺎ ﻣﻨﻔﻲ ﺍﻓﺮﺍﺩ ﻫﺴﺘﻨﺪ. ﺑﺮﺧﻮﺭﺩﺍﺭﻱ ﺍﺯ ﺑﺎﺯﺧﻮﺭﺩ ﻭ ﺷﻴﻮﻩ ﺗﻔﻜﺮ ﻣﺜﺒﺖ ﻣﻮﺟﺐ ﻣﻲﺷﻮﺩ ﻛﻪ ﻫﻤﻮﺍﺭﻩ

ﺧﻮﺵﺷﺎﻧﺲ ﺑﻮﺩﻩ ﻭ ﺑﺎ ﺍﺳﺘﻔﺎﺩﻩ ﻣﻨﺎﺳﺐ ﺍﺯ ﻓﺮﺻﺖﻫﺎ ﺩﺭ ﺟﺮﮔﻪ ﺍﻓﺮﺍﺩ ﻣﻮﻓﻖ ﻗﺮﺍﺭ ﺑﮕﻴﺮﻳﻢ . ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻳﻚ ﻋﺎﺩﺕ ﺍﻧﺪﻳﺸﻴﺪﻥ ﺩﺭ

ﻣﻮﺭﺩ ﺍﺷﻴﺎء ﻭ ﺧﻮﺩﻣﺎﻥ ﺍﺳﺖ ﻛﻪ ﻭﺍﻗﻌﻲ ﻭ ﻣﺘﻌﺎﺩﻝ، ﺭﺍﻩﺣﻞ ﻣﺤﻮﺭ ﻭ ﻣﻔﻴﺪ ﺍﺳﺖ. ﻫﻤﭽﻨﻴﻦ ﺍﺛﺒﺎﺕﺷﺪﻩ ﻛﻪ ﺩﺭ ﺑﻬﺒﻮﺩ ﺧﻠﻘﻴﺎﺕ ﻣﺎ،

ﺳﻼﻣﺖ ﻭ ﺗﻮﺍﻧﺎﻳﻲ ﻣﺎ ﺑﺮﺍﻱ ﺣﻞ ﻣﺴﺎﺋﻞ ﻣﺆﺛﺮ ﺍﺳﺖ ﺑﻪﻋﺒﺎﺭﺗﻲﺩﻳﮕﺮ ﺗﻔﻜﺮ ﻣﻨﻔﻲ ﻣﻲﺗﻮﺍﻧﺪ ﻣﻨﺠﺮ ﺑﻪ ﺍﺿﻄﺮﺍﺏ ﺷﻮﺩ ﻭ ﺍﻧﮕﻴﺰﻩ ﻋﻤﻞ ﻣﺜﺒﺖ

ﺭﺍ ﻛﺎﻫﺶ ﺩﻫﺪ. ﻳﻚ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺶ ﻣﻲﺗﻮﺍﻧﺪ ﺩﺭ ﻣﻮﺭﺩ ﺁﻧﭽﻪ ﻣﻲﺗﻮﺍﻧﺪ ﺑﻪﺩﺭﺳﺘﻲ ﺍﻧﺠﺎﻡ ﺷﻮﺩ ﺑﻴﻨﺪﻳﺸﺪ ﻭ ﺧﻮﺑﻲﻫﺎ ﻭ ﻣﺰﺍﻳﺎﻱ ﺍﺷﻴﺎء ﺭﺍ

ﺑﺒﻴﻨﺪ ﻭ ﺩﺭ ﻫﺮ ﻣﻮﻗﻌﻴﺖ ﻳﻚ ﺷﻴﻮﻩ ﻣﻨﺎﺳﺐ ﺭﺍ ﺑﻴﺎﺑﺪ. ﺩﺭﻭﺍﻗﻊ، ﻫﺪﻑ ﺍﺯ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﺍﻳﻦ ﺍﺳﺖ ﻛﻪ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ

ﺍﺯ ﻃﺮﻳﻖ ﺩﻳﺪﮔﺎﻫﻲ ﻭﺍﻗﻊﺑﻴﻨﺎﻧﻪ ﺍﺯ ﺧﻮﺩ ﻭ ﺯﻧﺪﮔﻲ ﭘﻴﺪﺍ ﻛﻨﻨﺪ ﻭ ﺩﺭﺑﺎﺭﻩ ﻣﺸﻜﻼﺕ ﻭﺍﻗﻌﻲ ﺧﻮﺩ ﺑﻪﺩﺭﺳﺘﻲ ﻗﻀﺎﻭﺕ ﻛﻨﻨﺪ. ﻟﺬﺍ، ﺁﻣﻮﺯﺵ ﺍﻳﻦ

ﺗﻮﺍﻧﺶﻫﺎ ﺑﻪ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﻛﻤﻚ ﻣﻲﻛﻨﺪ ﺍﻋﺘﻤﺎﺩﺑﻪﺧﻮﺩ ﻗﺎﺑﻞﻗﺒﻮﻟﻲ ﺩﺍﺷﺘﻪ ﺑﺎﺷﻨﺪ ﻭ ﺑﻪ ﺩﻧﺒﺎﻝ ﺁﻥ ﺑﺎ ﺩﻳﮕﺮﺍﻥ ﺍﺭﺗﺒﺎﻁ ﺻﺤﻴﺢ ﻭ ﻣﺆﺛﺮ

ﺑﺮﻗﺮﺍﺭ ﻛﻨﻨﺪ، ﺑﺎﺯﻧﺪﮔﻲ ﻫﺪﻓﻤﻨﺪ ﺑﺮﺧﻮﺭﺩ ﻧﻤﺎﻳﻨﺪ ﻭ ﺩﺭ ﻣﻮﻗﻊ ﺑﺮﻭﺯ ﻣﺸﻜﻼﺕ ﺑﺎ ﺣﻔﻆ ﺭﻭﺣﻴﻪ ﺑﻪ ﺗﺼﻤﻴﻢﮔﻴﺮﻱ ﺻﺤﻴﺢ ﭘﺮﺩﺍﺧﺘﻪ ﻭ

ﺩﺭﻧﻬﺎﻳﺖ ﺑﺎ ﺁﺭﺍﻣﺶ ﻭ ﻧﺸﺎﻁ ﻣﺮﺍﺣﻞ ﺯﻧﺪﮔﻲ ﺭﺍ ﺑﺎ ﻣﻮﻓﻘﻴﺖ ﭘﺸﺖﺳﺮ ﮔﺬﺍﺭﻧﺪ ﭼﻨﻴﻦ ﺍﻓﺮﺍﺩﻱ ﺑﺎ ﺑﺎﺯﺧﻮﺭﺩ ﻣﺜﺒﺖ ﺩﺳﺖ ﺑﻪ ﺧﻼﻗﻴﺖ

ﻣﻲﺯﻧﻨﺪ ﻭ ﺍﺳﺘﻌﺪﺍﺩﻫﺎﻱ ﺧﻮﺩ ﺭﺍ ﺑﺮﻭﺯ ﻣﻲﺩﻫﻨﺪ .( Mirzaei Fandekht, 2013 ) ﻳﻜﻲ ﺍﺯ ﻣﺘﻐﻴﺮﻫﺎﻳﻲ ﻛﻪ ﺑﺎ ﺁﻣﻮﺯﺵ ﺁﻥ ﻣﻲﺗﻮﺍﻥ

(ﺧﻼﻗﻴﺖ ﻭ ﺍﺿﻄﺮﺍﺏ ﻭ ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ) ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺭﺍ ﺑﻬﺒﻮﺩ ﺑﺨﺸﻴﺪ، ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺍﺳﺖ. ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ

ﺑﻪ ﺗﻮﺍﻧﺎﻳﻲ ﺩﺭﻙ ﻭ ﻓﻬﻢ ﻫﻴﺠﺎﻥﻫﺎ ﻭ ﺗﻌﺪﻳﻞ ﺍﺻﻄﻼﺣﺎﺕ ﻭ ﺗﺠﺮﺑﻪ ﻫﻴﺠﺎﻧﻲ ﺑﺮﻣﻲﮔﺮﺩﺩ. ﻫﻨﺠﺎﺭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﻭﺍﺑﺴﺘﻪ ﺍﺳﺖ ﺑﻪ

ﺗﻌﺎﻣﻞﻫﺎﻱ ﺍﺟﺘﻤﺎﻋﻲ ﻭ ﺣﺮﻣﺖﺧﻮﺩ ﻣﺜﺒﺖ، ﺍﻓﺰﺍﻳﺶ ﻣﻜﺮﺭ ﺗﺠﺮﺑﻪﻫﺎﻱ ﻫﻴﺠﺎﻧﻲ ﻣﺜﺒﺖ، ﺑﺮﺧﻮﺭﺩ ﻣﺆﺛﺮﺗﺮ ﺩﺭ ﻣﻮﺍﺟﻬﻪ ﺑﺎ ﺷﺮﺍﻳﻂ ﺗﻨﺶﺁﻭﺭ

ﻭ ﺣﺘﻲ ﺗﻮﺳﻌﻪ ﻳﺎ ﺍﻓﺰﺍﻳﺶ ﭘﺎﺳﺦ ﺑﻪ ﺷﺮﺍﻳﻂ ﺍﺟﺘﻤﺎﻋﻲ ﻃﺒﻖ ﻣﺪﻝ ﺗﻨﻈﻴﻢ ﻫﻴﺠﺎﻥ ﮔﺮﻭﺱ، ﺗﻨﻈﻴﻢ ﻫﻴﺠﺎﻥ ﺷﺎﻣﻞ ﻫﻤﻪ ﺭﺍﻫﺒﺮﺩﻫﺎﻱ

ﺁﮔﺎﻫﺎﻧﻪ ﻭ ﻏﻴﺮﺁﮔﺎﻫﺎﻧﻪ ﻣﻲﺷﻮﺩ ﻛﻪ ﺑﺮﺍﻱ ﺍﻓﺰﺍﻳﺶ، ﺣﻔﻆ ﻭ ﻛﺎﻫﺶ ﻣﺆﻟﻔﻪﻫﺎﻱ ﻫﻴﺠﺎﻧﻲ، ﺭﻓﺘﺎﺭﻱ ﻭ ﺷﻨﺎﺧﺘﻲ ﻳﻚ ﭘﺎﺳﺦ ﻫﻴﺠﺎﻧﻲ

ﺑﻪﻛﺎﺭﺑﺮﺩﻩ ﻣﻲﺷﻮﺩ؛ ﺑﻨﺎﺑﺮﺍﻳﻦ ﻛﺎﺭﻛﺮﺩﻫﺎﻱ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻥﻫﺎ ﻣﻲﺗﻮﺍﻧﺪ ﺑﻪﻋﻨﻮﺍﻥ ﭘﺎﺳﺦﻫﺎﻱ ﻫﻨﺠﺎﺭ ﻳﺎ ﻧﺎﻫﻨﺠﺎﺭ ﻭﺍﺑﺴﺘﻪ ﺑﻪ ﻧﻘﺶ،

ﺯﻣﻴﻨﻪ ﻭ ﺯﻣﺎﻧﺸﺎﻥ ﺗﻌﺮﻳﻒ ﺷﻮﻧﺪ. ﺗﻨﻈﻴﻢ ﻫﻴﺠﺎﻥ، ﻳﻚ ﻓﺮﺍﻳﻨﺪ ﭘﻴﭽﻴﺪﻩ ﻭ ﭼﻨﺪﻭﺟﻬﻲ ﺍﺳﺖ ﻛﻪ ﮔﺴﺘﺮﺵ ﺁﻥ ﻧﻘﺶ ﺣﻴﺎﺗﻲ ﺩﺭ ﺯﻧﺪﮔﻲ

ﺍﻧﺴﺎﻥﻫﺎ ﺍﻳﻔﺎ ﻣﻲﻛﻨﺪ. ﺩﺭ ﺗﺎﺋﻴﺪ ﺍﻳﻦ ﻣﺪﻋﺎ ﻣﻲﺗﻮﺍﻥ ﮔﻔﺖ ﻛﻪ ﺗﻨﻈﻴﻢ ﻫﻴﺠﺎﻥ، ﺍﺳﺎﺱ ﺗﻮﺍﻧﺶ ﺍﺟﺘﻤﺎﻋﻲ ﻭ ﺭﻭﺍﻧﺪﺭﺳﺘﻲ ﺭﻭﺍﻥﺷﻨﺎﺧﺘﻲ

ﺍﺳﺖ ﻭ ﻧﻘﺶ ﻋﻤﺪﻩﺍﻱ ﺩﺭ ﻣﺪﻳﺮﻳﺖ ﺗﺠﺎﺭﺏ ﻫﻴﺠﺎﻧﻲ ﺑﺮﺍﻱ ﺍﻫﺪﺍﻑ ﺷﺨﺼﻲ ﻭ ﺍﺟﺘﻤﺎﻋﻲ ﺩﺍﺭﺩ. ﻣﺘﻐﻴﺮ ﺩﻳﮕﺮﻱ ﻛﻪ ﺑﺎ ﺁﻣﻮﺯﺵ ﻣﺜﺒﺖ

ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﺁﻥ ﺭﺍ ﺑﻬﺒﻮﺩ ﺑﺨﺸﻴﻢ، ﺧﻼﻗﻴﺖ ﺍﺳﺖ. ﻣﺘﻐﻴﺮ ﺩﻳﮕﺮﻱ ﻛﻪ ﺑﺎ ﺁﻣﻮﺯﺵ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﺁﻥ ﺭﺍ

ﺑﻬﺒﻮﺩ ﻣﻲﺑﺨﺸﻴﻢ، ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﺍﺳﺖ. ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ، ﻣﻌﻠﻮﻣﺎﺕ ﻳﺎ ﺗﻮﺍﻧﺶﻫﺎﻱ ﺍﻛﺘﺴﺎﺑﻲ ﻋﻤﻮﻣﻲ ﻳﺎ ﺧﺼﻮﺻﻲ ﺩﺭ

ﻣﻮﺿﻮﻉﻫﺎﻱ ﺩﺭﺳﻲ ﺍﺳﺖ ﻛﻪ ﻣﻌﻤﻮﻻً ﺑﻪﻭﺳﻴﻠﻪ ﺁﺯﻣﺎﻳﺶﻫﺎ ﻳﺎ ﻧﺸﺎﻧﻪﻫﺎ ﻭ ﻳﺎ ﻫﺮﺩﻭ ﻛﻪ ﻣﻌﻠﻤﺎﻥ ﺑﺮﺍﻱ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﻭﺿﻊ ﻣﻲﻛﻨﻨﺪ،

ﺍﻧﺪﺍﺯﻩﮔﻴﺮﻱ ﻣﻲﺷﻮﺩ. ﺑﻪﻃﻮﺭﻛﻠﻲ، ﺟﺎﻳﮕﺎﻩ ﻭﻳﮋﻩ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺩﺭ ﺗﺤﻮﻻﺕ ﺁﻳﻨﺪﻩ ﻫﺮ ﺟﺎﻣﻌﻪﺍﻱ ﻣﺴﺌﻠﻪﺍﻱ ﺣﺎﺋﺰ ﺍﻫﻤﻴﺖ ﺍﺳﺖ ﻭ ﺑﻪﺗﺒﻊ

ﺍﻳﻦ ﻣﻮﺿﻮﻉ، ﺁﻣﻮﺯﺵﻭﭘﺮﻭﺭﺵ ﺑﻪﻋﻨﻮﺍﻥ ﻣﻨﺸﺄ ﻭ ﭘﺎﻳﻪ ﻭ ﺍﺳﺎﺱ ﺗﺮﺑﻴﺖ ﻧﻴﺮﻭﻱ ﺍﻧﺴﺎﻧﻲ ﺑﺮﺍﻱ ﺁﻳﻨﺪﻩ، ﺍﻫﻤﻴﺖ ﻭﻳﮋﻩ - ﺍﻱ ﺩﺍﺭﺩ. ﻧﻌﻴﻤﻲ،

ﺷﻔﻴﻊﺁﺑﺎﺩﻱ ﻭ ﺩﺍﻭﻭﺩ ﺁﺑﺎﺩﻱ، ﻣﻌﺘﻘﺪ ﺍﺳﺖ ﻫﺮﮔﺎﻩ ﺑﺮ ﺟﻨﺒﻪﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻓﻜﺎﺭ ﺑﻴﺸﺘﺮ ﺗﺄﻛﻴﺪ ﻣﻲﺷﻮﺩ ﻋﻤﻠﻜﺮﺩ ﻓﺮﺩ ﺗﻘﺮﻳﺒﺎً ﻳﻚ ﻭ ﻧﻴﻢ ﺑﺮﺍﺑﺮ

ﺯﻣﺎﻧﻲ ﺍﺳﺖ ﻛﻪ ﺑﺮ ﺟﻨﺒﻪﻫﺎﻱ ﻣﻨﻔﻲ ﺍﻓﻜﺎﺭ ﺗﺄﻛﻴﺪ ﺷﻮﺩ. Akkanat, 2015 ) & ( Usta ﺩﺭ ﭘﮋﻭﻫﺶ ﺧﻮﺩ ﻧﺸﺎﻥ ﺩﺍﺩﻧﺪ، ﺍﺳﺎﺱ

ﺭﻭﺍﻥﺩﺭﻣﺎﻧﮕﺮﻱ ﻣﺜﺒﺖﮔﺮﺍ، ﺑﺮ ﺍﻳﻦ ﺍﺳﺎﺱ ﺍﺳﺖ ﻛﻪ ﺍﻧﺴﺎﻥﻫﺎ ﻏﺎﻟﺒﺎً ﺗﻤﺎﻳﻞ ﺫﺍﺗﻲ ﺑﻪ ﺗﺤﻮﻝ، ﺷﻜﻮﻓﺎﻳﻲ ﻭ ﺷﺎﺩﻛﺎﻣﻲ ﺩﺍﺭﻧﺪ ﺗﺎ ﺍﻳﻨﻜﻪ ﺩﺭ

ﺟﺴﺘﺠﻮﻱ ﺭﺍﻫﻲ ﺑﺮﺍﻱ ﮔﺮﻳﺰ ﺍﺯ ﻧﮕﺮﺍﻧﻲ، ﺑﺪﺑﺨﺘﻲ ﻭ ﺍﺿﻄﺮﺍﺏ ﺑﺎﺷﻨﺪ. ﻣﻲﺗﻮﺍﻥ ﮔﻔﺖ ﻛﻪ ﺁﻣﻮﺯﺵ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻋﺎﻣﻞ ﺑﻬﺘﺮ ﺩﻳﺪﻥ

ﺯﻧﺪﮔﻲ ﺩﺭ ﺍﻓﺮﺍﺩ ﻣﻲﺷﻮﺩ ﻭ ﺍﻳﻦ ﺍﻓﺮﺍﺩ ﺩﺭ ﺷﺮﺍﻳﻂ ﻧﺎﮔﻮﺍﺭ ﻓﻘﻂ ﺟﻨﺒﻪﻫﺎﻱ ﻣﻨﻔﻲ ﺭﺍ ﻣﻮﺭﺩﺗﻮﺟﻪ ﻗﺮﺍﺭ ﻧﺪﺍﺩﻩ، ﺑﻠﻜﻪ ﺟﻨﺒﻪﻫﺎﻱ ﻣﺜﺒﺖ ﻧﻴﺰ

ﺗﻮﺟﻪ ﻛﺮﺩ ﻭ ﻣﺸﻜﻞ ﺭﺍ ﺍﺯ ﻣﻨﻈﺮ ﺩﻳﮕﺮﻱ ﻫﻢ ﻣﺪﻧﻈﺮ ﻗﺮﺍﺭ ﻣﻲﺩﻫﻨﺪ ﻭ ﺍﻳﻦ ﺍﻣﺮ ﺑﻪ ﻛﺎﻫﺶ ﻧﮕﺮﺍﻧﻲ ﻭ ﺍﺿﻄﺮﺍﺏ ﺁﻥﻫﺎ ﻣﻲﺍﻧﺠﺎﻣﺪ

Hirsch, 2016 ) & .( Eagleson, Hayes, Mathews, Perman, ﻧﺘﺎﻳﺞ ﺣﺎﻛﻲ ﺍﺯ ﺁﻥ ﺑﻮﺩ ﻛﻪ ﻓﻦ ﻣﺜﺒﺖﮔﺮﺍ ﺗﺄﺛﻴﺮ

ﻣﻌﻨﻲﺩﺍﺭﻱ ﺭﻭﻱ ﺍﺧﻼﻗﻴﺎﺕ ﻣﻌﻠﻤﺎﻥ ﺩﺍﺭﺩ. ﻃﺎﻫﺮﻧﺸﺎﻁﺩﻭﺳﺖ ﺩﺭ ﻣﻄﺎﻟﻌﻪ ﺧﻮﺩ ﺑﺎﻫﺪﻑ ﺑﺮﺭﺳﻲ ﺍﺛﺮﺑﺨﺸﻲ ﻣﺪﺍﺧﻠﺔ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﺑﺮ

ﺑﻬﺒﻮﺩ ﻣﺆﻟﻔﻪﻫﺎﻱ ﺷﺎﻳﺴﺘﮕﻲ ﺗﺤﺼﻴﻠﻲ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺩﺧﺘﺮ ﻭ ﭘﺴﺮ ﻣﻘﻄﻊ ﻣﺘﻮﺳﻄﺔ ﺩﻭﺭﻩ ﺍﻭﻝ ﺷﻬﺮ ﺗﺒﺮﻳﺰ ﺑﻪ ﺍﻳﻦ ﻧﺘﻴﺠﻪ ﺭﺳﻴﺪﻧﺪ ﻛﻪ ﺩﺭ

ﺍﺭﺗﻘﺎﻱ ﺷﺎﻳﺴﺘﮕﻲ ﺗﺤﺼﻴﻠﻲ، ﻋﺎﻣﻞ ﻣﺪﺍﺧﻠﻪ ﻣﻌﻨﻲﺩﺍﺭ ﺑﻮﺩﻩ (۰/۰۰۸) ﻭﻟﻲ ﺍﺛﺮ ﺟﻨﺴﻴﺖ ﻣﻌﻨﻲﺩﺍﺭ ﻧﺒﻮﺩﻩ ﺍﺳﺖ Tahir Neshat )

.( Dost, 2018 ﻋﺎﻣﻞ ﻣﺪﺍﺧﻠﻪ ﺩﺭ ﺯﻳﺮﻣﻘﻴﺎﺱ ﺟﻬﺖﮔﻴﺮﻱ ﻧﺴﺒﺖ ﺑﻪ ﺧﻮﺩ ﺩﺭ ﺳﻪ ﺳﻄﺢ (۰/۰۰۸) ﻭ ﺩﺭ ﺯﻳﺮﻣﻘﻴﺎﺱ ﺟﻬﺖﮔﻴﺮﻱ

۴ ﺍﺛﺮﺑﺨﺸﻲ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺑﺮ ﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ، ﻛﺎﻫﺶ ﺍﺿﻄﺮﺍﺏ...

ﻧﺴﺒﺖ ﺑﻪ ﻳﺎﺩﮔﻴﺮﻱ ﺩﺭ ﺳﻪ ﺳﻄﺢ (۰/۰۱) ﺍﺛﺮ ﻣﻌﻨﺎﺩﺍﺭﻱ ﺩﺍﺷﺘﻪ ﺍﺳﺖ.

ﻧﻜﺘﻪ ﺣﺎﺋﺰ ﺍﻫﻤﻴﺖ ﺁﻧﻜﻪ ﭘﮋﻭﻫﺶﻫﺎﻱ ﺻﻮﺭﺕ ﮔﺮﻓﺘﻪ ﺩﺭ ﺍﻳﻦ ﺣﻮﺯﻩ ﺑﻪﺻﻮﺭﺕ ﺗﻚﺑﻌﺪﻱ ﺑﻮﺩﻩ ﻭ ﺗﺎﻛﻨﻮﻥ ﭘﮋﻭﻫﺸﻲ ﺑﻪ ﻫﺮ ﺳﻪ ﺑﻌﺪ ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ، ﺧﻼﻗﻴﺖ ﻭ ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﻧﭙﺮﺩﺍﺧﺘﻪ ﺍﺳﺖ ﻭ ﺍﺯ ﺳﻮﻱ ﺩﻳﮕﺮ ﭘﮋﻭﻫﺶﻫﺎ ﺑﻪ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﻳﺎ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﺗﻮﺟﻪ ﻧﻤﻮﺩﻩ ﻭ ﭘﮋﻭﻫﺸﻲ ﺩﺭ ﺣﻮﺯﻩ ﺁﻣﻮﺯﺵ ﻫﻢﺯﻣﺎﻥ ﺍﻳﻦ ﺩﻭ ﻣﺆﻟﻔﻪ ﻭﺟﻮﺩ ﻧﺪﺍﺭﺩ ﻭ ﺍﺯﺍﻳﻦﺭﻭ ﻣﻘﺎﻟﻪ ﺣﺎﺿﺮ ﺑﻪ ﺩﻧﺒﺎﻝ ﺁﻥ ﺍﺳﺖ ﻛﻪ ﺑﻪ ﺍﻳﻦ ﺳﺆﺍﻝ ﻣﻬﻢ ﭘﺎﺳﺦ ﮔﻮﻳﺪ ﻛﻪ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﭼﻪ ﺗﺄﺛﻴﺮﻱ ﺑﺮ ﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ، ﻛﺎﻫﺶ ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ ﻭ ﭘﻴﺸﺮﻓﺖ

ﺗﺤﺼﻴﻠﻲ ﺩﺭ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺳﺎﻝ ﺩﻭﻡ ﺩﺑﻴﺮﺳﺘﺎﻥ ﻣﺘﻮﺳﻄﻪ ﺷﻬﺮ ﺗﻬﺮﺍﻥ ﺩﺍﺭﺩ؟

ر

**روش شناسی**

ﭘﮋﻭﻫﺶ ﺣﺎﺿﺮ ﺍﺯ ﻧﻮﻉ ﻧﻴﻤﻪ ﺁﺯﻣﺎﻳﺸﻲ ﺑﺎ ﻃﺮﺡ ﭘﻴﺶﺁﺯﻣﻮﻥ ﻭ ﭘﺲﺁﺯﻣﻮﻥ ﺑﺎ ﮔﺮﻭﻩ ﮔﻮﺍﻩ ﺍﺳﺖ ﺑﻪﺍﻳﻦﺗﺮﺗﻴﺐ ﻛﻪ ﺍﺯ ﻧﻤﻮﻧﻪﻫﺎ

ﭘﻴﺶﺁﺯﻣﻮﻥ ﮔﺮﻓﺘﻪ ﺷﺪ؛ ﺳﭙﺲ ﮔﺮﻭﻩ ﺁﺯﻣﺎﻳﺶ ﺗﺤﺖ ﺗﺄﺛﻴﺮ ﻣﺘﻐﻴﺮ ﻣﺴﺘﻘﻞ ﻗﺮﺍﺭ ﮔﺮﻓﺖ ﻭ ﮔﺮﻭﻩ ﮔﻮﺍﻩ ﻫﻴﭻ ﻣﺪﺍﺧﻠﻪﺍﻱ ﺭﺍ ﺩﺭﻳﺎﻓﺖ ﻧﻜﺮﺩ.

ﺑﻌﺪ ﺍﺯ ﺍﺗﻤﺎﻡ ﺟﻠﺴﻪﻫﺎﻱ ﺍﺛﺮﺑﺨﺸﻲ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ، ﺍﺯ ﻫﺮ ﺩﻭ ﮔﺮﻭﻩ ﭘﺲﺁﺯﻣﻮﻥ ﺑﻪ ﻋﻤﻞ ﺁﻣﺪ ﻛﻪ

ﻗﺼﺪ ﺩﺍﺷﺖ ﺍﺛﺮﺑﺨﺸﻲ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺑﺮ ﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ، ﻛﺎﻫﺶ ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ ﻭ

ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﺩﺭ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺳﺎﻝ ﺩﻭﻡ ﺩﺑﻴﺮﺳﺘﺎﻥ ﻣﺘﻮﺳﻄﻪ ﺷﻬﺮ ﺗﻬﺮﺍﻥ ﺭﺍ ﻣﻮﺭﺩﻣﻄﺎﻟﻌﻪ ﻗﺮﺍﺭ ﺩﻫﺪ.

ﺟﺎﻣﻌﻪ، ﻧﻤﻮﻧﻪ ﻭ ﻓﻦ ﻧﻤﻮﻧﻪﮔﻴﺮﻱ: ﺟﺎﻣﻌﻪ ﺁﻣﺎﺭﻱ ﭘﮋﻭﻫﺶ ﺣﺎﺿﺮ ﺷﺎﻣﻞ ﻛﻠﻴﻪ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺩﻭﻡ ﺩﺑﻴﺮﺳﺘﺎﻥ ﻣﻲﺑﺎﺷﺪ. ﻧﻤﻮﻧﻪ ﺁﻣﺎﺭﻱ ﺍﻳﻦ

ﭘﮋﻭﻫﺶ ﺷﺎﻣﻞ ۴۵ ﺩﺍﻧﺶﺁﻣﻮﺯ ۱۵) ﻧﻔﺮ ﮔﺮﻭﻩ ﺁﺯﻣﺎﻳﺶ ﺍﻭﻝ) ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ۱۵) ﻧﻔﺮ ﮔﺮﻭﻩ ﺁﺯﻣﺎﻳﺶ ﺩﻭﻡ) ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ

ﻫﻴﺠﺎﻧﻲ ﻭ ۱۵ ﻧﻔﺮ ﮔﺮﻭﻩ ﮔﻮﺍﻩ ﻣﻲﺑﺎﺷﺪ.

ﻓﻦ ﺍﺟﺮﺍ: ﺩﺭ ﺍﻳﻦ ﻓﻦ ﺑﻪﺻﻮﺭﺕ ﺗﺼﺎﺩﻓﻲ ﺧﻮﺷﻪﺍﻱ ﻣﺪﺭﺳﻪﺍﻱ ﺩﺭ ﺷﻬﺮ ﺗﻬﺮﺍﻥ ﮔﺰﻳﻨﺶ ﺷﺪ ﻭ ﺑﺎ ﻓﻦ ﻧﻤﻮﻧﻪﮔﻴﺮﻱ ﺩﺭ ﺩﺳﺘﺮﺱ ﻭ ﺑﻪﻃﻮﺭ

ﺗﺼﺎﺩﻓﻲ ۴۵ ﻧﻔﺮ ﮔﺰﻳﻨﺶ ﺷﺪﻩ ﻭ ﺁﺯﻣﻮﻥ ﺍﺟﺮﺍ ﮔﺮﺩﻳﺪ. ﺳﭙﺲ ﺍﻓﺮﺍﺩﻱ ﻛﻪ ﻛﻤﺘﺮﻳﻦ ﻧﻤﺮﻩ ﺭﺍ ﻛﺴﺐ ﻛﺮﺩﻩ ﺑﻮﺩﻧﺪ ﻣﺸﺨﺺ ﺷﺪﻧﺪ ﻛﻪ

ﺑﻪﺻﻮﺭﺕ ﺗﺼﺎﺩﻓﻲ ﺩﺭ ﺳﻪ ﮔﺮﻭﻩ ﺁﺯﻣﺎﻳﺶ ﺍﻭﻝ ﻭ ﮔﺮﻭﻩ ﺁﺯﻣﺎﻳﺶ ﺩﻭﻡ ﻭ ﮔﺮﻭﻩ ﮔﻮﺍﻩ ﻗﺮﺍﺭ ﮔﺮﻓﺘﻨﺪ. ﺩﺭ ﻫﺮ ﮔﺮﻭﻩ ۱۵ ﻧﻔﺮ ﻣﻮﺭﺩ ﺁﺯﻣﻮﻥ ﻗﺮﺍﺭ

ﮔﺮﻓﺖ ﺷﺪ. ﻗﺒﻞ ﺍﺯ ﺷﺮﻭﻉ ﺁﻣﻮﺯﺵ ﺑﻪ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﻧﻤﻮﻧﻪ (ﮔﺮﻭﻩ ﺁﺯﻣﺎﻳﺶ ﺍﻭﻝ ﻭ ﺩﻭﻡ ﻭ ﮔﺮﻭﻩ ﮔﻮﺍﻩ) ﭘﺮﺳﺸﻨﺎﻣﻪ ﺧﻼﻗﻴﺖ ﻋﺎﺑﺪﻱ ﻭ

ﭘﺮﺳﺸﻨﺎﻣﻪ ﺍﺿﻄﺮﺍﺏ ﺑﻚ ﺩﺍﺩﻩ ﺷﺪ ﻭ ﻧﻤﺮﺍﺕ ﺁﻥﻫﺎ ﺍﺳﺘﺨﺮﺍﺝ ﺷﺪ. ﺳﭙﺲ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ

ﻫﻴﺠﺎﻧﻲ ﺩﺭ ۸ ﺟﻠﺴﻪ ﺑﻪ ﮔﺮﻭﻩ ﺁﺯﻣﺎﻳﺶ ﺍﻭﻝ ﻭ ﺩﻭﻡ ﺩﺍﺩﻩ ﺷﺪ ﺟﺪﻭﻝ ۱ ﻭ .۲ ﭘﺲ ﺍﺯ ﻳﻚ ﻫﻔﺘﻪ ﺍﺯ ﺍﺗﻤﺎﻡ ﺁﻣﻮﺯﺵ ﺩﻭﺑﺎﺭﻩ ﭘﺮﺳﺸﻨﺎﻣﻪ

ﺧﻼﻗﻴﺖ ﻋﺎﺑﺪﻱ ﻭ ﺍﺿﻄﺮﺍﺏ ﺑﻚ ﺑﺮﺍﻱ ﻫﺮ ﺳﻪ ﮔﺮﻭﻩ ﺁﺯﻣﺎﻳﺶ ﺍﻭﻝ ﻭ ﺩﻭﻡ ﻭ ﻣﻬﺎﺭﮔﺮﻱ ﺑﻪ ﺍﺟﺮﺍ ﺩﺭﺁﻣﺪ ﻭ ﻧﻤﺮﺍﺕ ﺍﺳﺘﺨﺮﺍﺝ ﺷﺪ. ﺩﺭﺍﻳﻦﺑﻴﻦ

ﻣﻘﺎﻳﺴﻪ ﻧﻤﺮﺍﺕ ﻗﺒﻞ ﻭ ﺑﻌﺪ ﺍﺯ ﺁﻣﻮﺯﺵ، ﻣﻴﺰﺍﻥ ﺍﺛﺮﺑﺨﺸﻲ ﻭ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺑﺮ ﺗﻐﻴﻴﺮ

ﺳﺎﺯﺵﻳﺎﻓﺘﮕﻲ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺭﺍ ﻣﺸﺨﺺ ﻛﺮﺩ. ﺁﻣﺎﺩﻩﺳﺎﺯﻱ ﻓﻀﺎ ﻭ ﺍﺟﺮﺍﻱ ﭘﻴﺶﺁﺯﻣﻮﻥ، ﺁﻣﻮﺯﺵ ﻭ ﭘﺲﺁﺯﻣﻮﻥ ﺑﻪ ﻃﻮﻝ ﺍﻧﺠﺎﻣﻴﺪ. ﭘﺲ ﺍﺯ

ﺍﺗﻤﺎﻡ ﺟﻠﺴﺎﺕ ﻭ ﺗﻜﻤﻴﻞ ﭘﺮﺳﺸﻨﺎﻣﻪﻫﺎ، ﺍﺯ ﺁﺯﻣﻮﻥ ﺗﺤﻠﻴﻞ ﺍﻧﺪﺍﺯﻩﮔﻴﺮﻱ ﻣﻜﺮﺭ ﭼﻨﺪ ﻣﺘﻐﻴﺮﻩ ﺑﺮﺍﻱ ﺗﺤﻠﻴﻞ ﺩﺍﺩﻩﻫﺎ ﺍﺳﺘﻔﺎﺩﻩ ﺷﺪ.

ﺟﻠﺴﻪ

ﺟﻠﺴﻪ ﺍﻭﻝ

ﺟﻠﺴﻪ ﺩﻭﻡ

ﺟﻠﺴﻪ ﺳﻮﻡ

ﺟﻠﺴﻪ ﭼﻬﺎﺭﻡ

ﺟﻠﺴﻪ ﭘﻨﺠﻢ

ﺟﺪﻭﻝ .۱ ﻣﻔﺎﻫﻴﻢ ﻣﻄﺮﺡﺷﺪﻩ ﺩﺭ ﺟﻠﺴﺎﺕ ﺁﻣﻮﺯﺵ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ

ﺷﺮﺡ ﺟﻠﺴﺎﺕ

ﺗﺸﺮﻳﺢ ﭼﮕﻮﻧﮕﻲ ﺍﻧﺠﺎﻡ ﻛﺎﺭ، ﻋﻠﺖ ﮔﺰﻳﻨﺶ ﺍﻓﺮﺍﺩ، ﺁﺷﻨﺎﻳﻲ ﺑﺎ ﻣﻔﻬﻮﻡ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ، ﺁﺷﻨﺎﻳﻲ ﺑﺎ ﮔﺮﻭﻩ ﻭ ﻣﻘﺮﺭﺍﺕ

ﺣﺎﻛﻢ ﺑﺮ ﺁﻥ

ﺁﺷﻨﺎﻳﻲ ﺑﺎ ﭼﮕﻮﻧﮕﻲ ﺷﻜﻞﮔﻴﺮﻱ ﺗﻔﻜﺮ ﻭ ﺑﺎﺯﺧﻮﺭﺩ

ﺁﺷﻨﺎﻳﻲ ﺑﺎ ﺍﻓﻜﺎﺭ ﻣﻨﻔﻲ ﻭ ﺭﺍﻫﻪﺍﻱ ﺗﻌﺪﻳﻞ ﺁﻥ، ﺗﻔﻜﺮ ﻣﺜﺒﺖ ﻭ ﺗﺄﺛﻴﺮ ﺁﻥ ﺑﺮ ﺳﻼﻣﺘﻲ ﻭ ﻃﻮﻝ ﻋﻤﺮ ﺍﻓﺮﺍﺩ

ﺁﻣﻮﺯﺵ ﻣﺜﺒﺖ ﺑﻮﺩﻥ ﺍﺯ ﻃﺮﻳﻖ ﺑﻪ ﻛﺸﺎﻛﺶ ﻛﺸﺎﻧﺪﻥ ﺍﻓﻜﺎﺭ ﻣﻨﻔﻲ، ﺗﻐﻴﻴﺮ ﺗﺼﺎﻭﻳﺮ ﺫﻫﻨﻲ، ﺍﺳﺘﻔﺎﺩﻩ ﺍﺯ ﺯﺑﺎﻥ ﺳﺎﺯﻧﺪﻩ ﻭ

ﺗﺠﺪﻳﺪﻧﻈﺮ ﺩﺭ ﺑﺎﻭﺭﻫﺎ

ﺁﻣﻮﺯﺵ ﻣﺜﺒﺖ ﺑﻮﺩﻥ ﺍﺯ ﻃﺮﻳﻖ ﻧﻬﺎﺩﻳﻨﻪ ﻛﺮﺩﻥ ﺍﺳﺘﺮﺍﺗﮋﻱﻫﺎﻱ ﺗﻔﻜﺮ ﻣﺜﺒﺖ ﺩﺭ ﺯﻧﺪﮔﻲ، ﺍﺳﺘﻤﺮﺍﺭ ﺩﺭ ﺗﻤﺮﻳﻦ ﺍﻓﻜﺎﺭ

ﻣﺜﺒﺖ، ﻓﺮﺻﺖﻫﺎﻱ ﺗﻔﻜﺮ ﻣﺜﺒﺖ ﺍﺯ ﻃﺮﻳﻖ ﻛﻨﺎﺭ ﺁﻣﺪﻥ ﻭ ﺳﺎﺯﺵﻳﺎﻓﺘﮕﻲ ﺑﺎ ﻣﺸﻜﻼﺗﻲ ﻛﻪ ﻧﻤﻲﺗﻮﺍﻧﻴﻢ ﺁﻥﻫﺎ ﺭﺍ ﺣﻞ

ﻓﺼﻠﻨﺎﻣﻪ ﺗﻌﺎﻟﻲ ﻣﺸﺎﻭﺭﻩ ﻭ ﺭﻭﺍﻥ ﺩﺭﻣﺎﻧﻲ، ﺩﻭﺭﻩ ،۱۱ ﺯﻣﺴﺘﺎﻥ ۱۴۰۱ ﺻﻔﺤﻪ ۷

ﺟﻠﺴﻪ ﺷﺸﻢ

ﺟﻠﺴﻪ ﻫﻔﺘﻢ

ﺟﻠﺴﻪ ﻫﺸﺘﻢ

ﻛﻨﻴﻢ

ﺍﻣﺘﺤﺎﻥ ﻣﺜﺒﺖ ﺯﻧﺪﮔﻲ ﻛﺮﺩﻥ ﺍﺯ ﻃﺮﻳﻖ ﺍﻳﺠﺎﺩ ﻳﻚ ﺭﺍﺑﻄﻪ ﻣﺜﺒﺖ، ﺳﻼﻣﺘﻲ ﭘﻴﺶﻧﻴﺎﺯ ﻣﺜﺒﺖﮔﺮﺍﻳﻲ، ﺑﺮﻗﺮﺍﺭﻱ ﺭﻭﺍﺑﻂ

ﺧﻮﺏ ﺑﺎ ﺍﻃﺮﺍﻓﻴﺎﻥ ﻭ ﺩﻭﺳﺖ ﺩﺍﺷﺘﻦ ﺍﺯ ﺻﻤﻴﻢ ﻗﻠﺐ

ﻣﺜﺒﺖ ﺑﻮﺩﻥ ﺍﺯ ﻃﺮﻳﻖ ﺁﻣﻮﺯﺵ ﺷﻴﻮﻩ ﺗﻮﻗﻒ ﻓﻜﺮ، ﺁﺭﺍﻡﺳﺎﺯﻱ ﻭ ﺗﻐﻴﻴﺮ ﺑﺎﺯﺧﻮﺭﺩﻫﺎ ﺷﺎﻣﻞ ﺍﻟﺰﺍﻡ، ﻣﻬﺎﺭ ﻛﺮﺩﻥ ﻭ

ﻣﺒﺎﺭﺯﻩﻃﻠﺒﻲ.

ﻭﺍﺭﺩﻛﺮﺩﻥ ﺧﻨﺪﻩ ﺑﻪ ﺯﻧﺪﮔﻲ، ﺍﻳﺠﺎﺩ ﺍﻋﺘﻤﺎﺩﺑﻪﺧﻮﺩ ﻭ ﺍﻳﺠﺎﺩ ﻋﺎﺩﺕ ﻣﻄﻠﻮﺏ ﻭﺭﺯﺵ

ﺟﺪﻭﻝ .۲ ﻣﻔﺎﻫﻴﻢ ﻣﻄﺮﺡﺷﺪﻩ ﺩﺭ ﺟﻠﺴﺎﺕ ﺁﻣﻮﺯﺵ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ

ﺟﻠﺴﻪ

ﺷﺮﺡ ﺟﻠﺴﺎﺕ

ﺁﻣﻮﺯﺵ ﺷﻨﺎﺧﺘﻦ ﻫﻴﺠﺎﻥﻫﺎ، ﻏﻠﺒﻪ ﺑﺮ ﻣﻮﺍﻧﻊ ﻫﻴﺠﺎﻥﻫﺎﻱ ﺳﺎﻟﻢ، ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶ ﺣﻞ ﻣﺴﺌﻠﻪ، ﻓﻦ ﺗﻮﺟﻪ ﺑﺮﮔﺮﺩﺍﻧﻲ ﺟﻠﺴﻪ ﺍﻭﻝ ﻓﻌﺎﻝ، ﻓﻦ ﺍﻧﺤﺮﺍﻑ ﻓﻜﺮ، ﻓﻦ ﺗﺄﺧﻴﺮ ﻓﻜﺮ، ﻓﻦ ﺗﻮﻗﻒ ﻓﻜﺮ، ﻓﻦ ﺗﺒﺪﻳﻞ ﻓﻜﺮ

ﺷﻨﺎﺧﺘﻦ ﻫﻴﺠﺎﻥﻫﺎ ﻭ ﻏﻠﺒﻪ ﺑﺮ ﻣﻮﺍﻧﻊ ﻫﻴﺠﺎﻥﻫﺎﻱ ﺳﺎﻟﻢ ﻭ ﻛﺎﻫﺶ ﺁﺳﻴﺐﭘﺬﻳﺮﻱ ﺟﺴﻤﻲ ﺩﺭ ﺑﺮﺍﺑﺮ ﻫﻴﺠﺎﻥﻫﺎﻱ ﺟﻠﺴﻪ ﺩﻭﻡ ﺗﻮﺍﻥ ﻓﺮﺳﺎ

ﺟﻠﺴﻪ ﺳﻮﻡ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶ ﺣﻞ ﻣﺴﺌﻠﻪ ﻭ ﻓﻦﻫﺎﻱ (ﺗﻮﺟﻪ ﺑﺮﮔﺮﺩﺍﻧﻲ ﻓﻌﺎﻝ، ﺍﻧﺤﺮﺍﻑ ﻓﻜﺮ، ﺗﺄﺧﻴﺮ ﻓﻜﺮ، ﺗﻮﻗﻒ ﻓﻜﺮ، ﺗﺒﺪﻳﻞ ﻓﻜﺮ)

ﺟﻠﺴﻪ

ﺍﺳﺘﻔﺎﺩﻩ ﺍﺯ ﺍﻓﻜﺎﺭ ﻣﻘﺎﺑﻠﻪﺍﻱ، ﺗﻌﺎﺩﻝ ﺁﻓﺮﻳﻨﻲ ﺑﻴﻦ ﺍﻓﻜﺎﺭ ﻭ ﺍﺣﺴﺎﺱﻫﺎ ﻭ ﺗﻮﺟﻪ ﺁﮔﺎﻫﺎﻧﻪ ﺑﻪ ﻫﻴﺠﺎﻥﻫﺎ ﺑﺪﻭﻥ ﻗﻀﺎﻭﺕ ﺩﺭ

ﭼﻬﺎﺭﻡ

ﻣﻮﺭﺩ ﺁﻥﻫﺎ

ﺭﺍﻫﺒﺮﺩﻫﺎﻱ ﺩﺭﻣﺎﻥ ﺷﻨﺎﺧﺘﻲ ﺭﻓﺘﺎﺭﻱ (ﺁﻣﻮﺯﺵ ﺗﻨﻔﺲ ﺷﻜﻤﻲ، ﺁﺭﺍﻣﺶ ﻋﻀﻼﻧﻲ ﭘﻴﺶﺭﻭﻧﺪﻩ ﻭ ﺗﺼﻮﻳﺮﺳﺎﺯﻱ ﺩﻳﺪﺍﺭﻱ ﻭ ﺟﻠﺴﻪ ﭘﻨﺠﻢ ﻓﻦ ﺷﻨﺎﺳﺎﻳﻲ ﺧﻄﺎﻫﺎﻱ ﺷﻨﺎﺳﺎﻳﻲ)

ﺟﻠﺴﻪ ﺷﺸﻢ ﺑﺎﺯﺳﺎﺯﻱ ﺍﻓﻜﺎﺭ، ﺁﻣﻮﺯﺵ ﺍﺭﺗﺒﺎﻁ ﺑﻴﻦ ﺩﺭﺩ ﻭ ﺗﻨﻴﺪﮔﻲ ﻭ ﻣﺪﻳﺮﻳﺖ ﺗﻨﻴﺪﮔﻲ، ﻓﻦ ﻓﻌﺎﻟﻴﺖ ﺯﻣﺎﻧﻤﻨﺪ ﻭ ﻣﺪﻳﺮﻳﺖ ﺧﺸﻢ

ﺁﮔﺎﻫﻲ، ﻓﻬﻢ ﻭ ﺩﺭﻙ ﻭ ﭘﺬﻳﺮﺵ ﻫﻴﺠﺎﻧﺎﺕ ﺩﺭ ﺧﺼﻮﺹ ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ ﻭ ﻣﻮﺍﺟﻪﺷﺪﻥ (ﺩﺭ ﻣﻘﺎﺑﻞ ﺍﺟﺘﻨﺎﺏ ﻛﺮﺩﻥ) ﺟﻠﺴﻪ ﻫﻔﺘﻢ ﺑﺎ ﺷﺮﺍﻳﻂ ﺍﺿﻄﺮﺍﺭﻱ (ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ)

ﺗﻮﺍﻧﺶﻳﺎﺑﻲ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﻧﺴﺒﺖ ﺑﻪ ﺗﻨﻈﻴﻢ ﻫﻴﺠﺎﻧﺎﺕ ﻭ ﭘﻲ ﺑﺮﺩﻥ ﺑﻪ ﺍﻫﻤﻴﺖ ﺁﻥ ﺩﺭﺯﻣﻴﻨﺔ ﺣﻞ ﻣﺸﻜﻼﺕ ﻭ ﺩﺭﺳﻲ، ﺟﻠﺴﻪ ﻫﺸﺘﻢ ﺍﻣﺘﺤﺎﻥ ﻭ ﺗﺤﻮﻝ ﺧﻼﻗﻴﺖ ﺑﻮﺩ ﻭ ﺩﺭﻧﻬﺎﻳﺖ ﺟﻤﻊﺑﻨﺪﻱ ﻣﻄﺎﻟﺐ.

**نتایج و بحث**

ﺩﺭ ﺗﻮﺻﻴﻒ ﺩﺍﺩﻩﻫﺎ ﺑﻪ ﺗﺒﻴﻴﻦ ﻭ ﺗﻔﺴﻴﺮ ﻣﻴﺎﻧﮕﻴﻦ ﻭ ﺍﻧﺤﺮﺍﻑ ﺍﺳﺘﺎﻧﺪﺍﺭﺩ ﻣﺘﻐﻴﺮﻫﺎﻱ ﭘﮋﻭﻫﺶ ﺩﺭ ﺳﻪ ﮔﺮﻭﻩ ﺁﺯﻣﺎﻳﺶ ﺍﻭﻝ ﻭ ﺁﺯﻣﺎﻳﺶ ﺩﻭﻡ ﻭ

ﻣﻬﺎﺭﮔﺮﻱ ﭘﺮﺩﺍﺧﺘﻪ ﻣﻲﺷﻮﺩ. ﺁﻳﺎ ﺑﻴﻦ ﻣﻴﺰﺍﻥ ﺍﺛﺮﺑﺨﺸﻲ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺑﺮ ﺍﺿﻄﺮﺍﺏ

ﺍﻣﺘﺤﺎﻥ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺗﻔﺎﻭﺕ ﻭﺟﻮﺩ ﺩﺍﺭﺩ؟ (ﺟﺪﻭﻝ .(۳

ﺟﺪﻭﻝ .۳ ﻧﺘﺎﻳﺞ ﺁﺯﻣﻮﻥﻫﺎﻱ ﭼﻨﺪ ﻣﺘﻐﻴﺮﻱ ﺑﺮﺍﻱ ﻣﺘﻐﻴﺮ ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ

ﻣﺘﻐﻴﺮﻫﺎﻱ

ﭘﮋﻭﻫﺶ

ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ

ﻣﺘﻐﻴﺮ

ﺗﺄﺛﻴﺮﮔﺬﺍﺭ

ﺯﻣﺎﻥ

ﮔﺮﻭﻩ

ﺷﺎﺧﺺ ﻣﻘﺪﺍﺭ F ﺍﺛﺮ df ﺧﻄﺎ df

ﺍﺛﺮ ﭘﻴﻼﻱ ۶ ۵۳/۲۲۴ ۰/۸۸۹ ۴۰

ﻻﻣﺒﺪﺍﻱ ﻭﻳﻠﻜﺰ ۶ ۵۳/۲۲۴ ۰/۱۱۱ ۴۰

ﺍﺛﺮ ﻫﺘﻠﻴﻨﮓ ۶ ۵۳/۲۲۴ ۷/۹۸۴ ۴۰

ﺑﺰﺭﮒﺗﺮﻳﻦ ﺭﻳﺸﻪ ﺭﻭﻱ ۶ ۵۳/۲۲۴ ۷/۹۸۴ ۴۰

ﺍﺛﺮ ﭘﻴﻼﻱ ۶ ۵/۲۶۴ ۰/۵۲۸ ۸۸

ﻻﻣﺒﺪﺍﻱ ﻭﻳﻠﻜﺰ ۶ ۶/۴۴۷ ۰/۴۷۶ ۸۶

۸ ﺍﺛﺮﺑﺨﺸﻲ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺑﺮ ﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ، ﻛﺎﻫﺶ ﺍﺿﻄﺮﺍﺏ...

ﺍﺛﺮ ﻫﺘﻠﻴﻨﮓ

۶ ۷/۶۵۴ ۱/۰۹۳

۸۴

۰ /۰۰۱

ﺑﺰﺭﮒﺗﺮﻳﻦ ﺭﻳﺸﻪ ﺭﻭﻱ ۳ ۱۵/۹۲۴ ۱/۰۸۶

۴۴

۰ /۰۰۱

ﺍﺛﺮ ﭘﻴﻼﻱ

۸۲ ۱۲ ۵/۲۲۰ ۰/۸۸۶

/ ۰۰۱

ﺗﺄﺛﻴﺮ ﺯﻣﺎﻥ ﻭ ﻻﻣﺒﺪﺍﻱ ﻭﻳﻠﻜﺰ ۸۰ ۱۲ ۶/۹۷۶ ۰/۲۳۹

/ ۰۰۱

ﮔﺮﻭﻩ

ﺍﺛﺮ ﻫﺘﻠﻴﻨﮓ

۷۸ ۱۲ ۸/۹۳۲ ۲/۷۴۸

/ ۰۰۱

ﺑﺰﺭﮒﺗﺮﻳﻦ ﺭﻳﺸﻪ ﺭﻭﻱ ۶ ۱۷/۶۱۷ ۲/۵۷۸

۴۱

/ ۰۰۱

ﺟﺪﻭﻝ ﺷﻤﺎﺭﻩ ۳ ﻧﺸﺎﻥ ﻣﻲﺩﻫﺪ، ﺗﻤﺎﻣﻲ ﺁﺯﻣﻮﻥﻫﺎﻱ ﭼﻨﺪ ﻣﺘﻐﻴﺮﻱ ﻣﻌﻨﻲﺩﺍﺭ ﻫﺴﺘﻨﺪ ﻭ ﻣﻮﺿﻮﻉ ﺑﻴﺎﻧﮕﺮ ﻭﺟﻮﺩ ﺍﺛﺮ ﺍﺻﻠﻲ ﻣﺮﺑﻮﻁ ﺑﻪ

ﻋﺎﻣﻞ ﺯﻣﺎﻥ، ﮔﺮﻭﻩ ﻭ ﻧﻴﺰ ﺍﺛﺮ ﺗﻌﺎﻣﻠﻲ ﺑﻴﻦ ﺯﻣﺎﻥ ﻭ ﮔﺮﻭﻩ ﺑﺮ ﺭﻭﻱ ﻣﺘﻐﻴﺮ ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ ﺍﺳﺖ. ﻭﺟﻮﺩ ﺍﺛﺮ ﺗﻌﺎﻣﻠﻲ ﻧﺸﺎﻥ ﻣﻲﺩﻫﺪ ﻛﻪ

ﺗﻐﻴﻴﺮﺍﺕ ﺩﺭ ﻣﺘﻐﻴﺮ ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ ﺩﺭ ﻃﻲ ﺳﻪ ﻣﺮﺣﻠﻪ (ﭘﻴﺶﺁﺯﻣﻮﻥ، ﭘﺲﺁﺯﻣﻮﻥ ﻭ ﭘﻴﮕﻴﺮﻱ) ﺑﺮﺍﻱ ﮔﺮﻭﻩﻫﺎ ﻣﺘﻔﺎﻭﺕ ﺑﻮﺩﻩ ﺍﺳﺖ؛

ﺑﻪﻋﺒﺎﺭﺕﺩﻳﮕﺮ ﻣﻌﻨﻲﺩﺍﺭﻱ ﺍﺛﺮ ﺗﻌﺎﻣﻠﻲ ﺯﻣﺎﻥ ﻭ ﮔﺮﻭﻩ، ﻧﺸﺎﻥﺩﻫﻨﺪﻩ ﺍﺛﺮﺑﺨﺸﻲ ﻣﺪﺍﺧﻠﻪ ﺍﺳﺖ. ﺁﻳﺎ ﺑﻴﻦ ﻣﻴﺰﺍﻥ ﺍﺛﺮﺑﺨﺸﻲ ﺁﻣﻮﺯﺵ

ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺑﺮ ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺗﻔﺎﻭﺕ ﻭﺟﻮﺩ ﺩﺍﺭﺩ؟

ﺟﺪﻭﻝ .۴ ﻧﺘﺎﻳﺞ ﺁﺯﻣﻮﻥﻫﺎﻱ ﭼﻨﺪﻣﺘﻐﻴﺮﻱ ﺑﺮﺍﻱ ﻣﺘﻐﻴﺮ ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ

ﻣﺘﻐﻴﺮﻫﺎﻱ

ﭘﮋﻭﻫﺶ

ﻣﺘﻐﻴﺮ

ﺗﺄﺛﻴﺮﮔﺬﺍﺭ

ﺷﺎﺧﺺ

ﻣﻘﺪﺍﺭ

F

ﺍﺛﺮ df ﺧﻄﺎ df ﺳﻄﺢ ﻣﻌﻨﻲﺩﺍﺭﻱ

ﺍﺛﺮ ﭘﻴﻼﻱ

۲ ۳۸/۷۷۰ ۰/۶۳۸

۴۴

۰ /۰۰۱

ﺯﻣﺎﻥ

ﻻﻣﺒﺪﺍﺭﻱ ﻭﻳﻠﻜﺰ

ﺍﺛﺮ ﻫﺘﻠﻴﻨﮓ

۲ ۳۸/۷۷۰ ۰/۳۶۲

۲ ۳۸/۷۷۰ ۱/۷۶۲

۴۴

۴۴

۰ /۰۰۱

۰ /۰۰۱

ﭘﻴﺸﺮﻓﺖ

ﺑﺰﺭﮒﺗﺮﻳﻦ ﺭﻳﺸﻪ ﺭﻭﻱ ۲ ۳۸/۷۷۰ ۱/۷۶۲

۴۴

۰ /۰۰۱

ﺗﺤﺼﻴﻠﻲ

ﺍﺛﺮ ﭘﻴﻼﻱ

۴ ۴/۹۹۱ ۰/۳۶۳

۹۰

۰ /۰۰۱

ﺗﺄﺛﻴﺮ ﺯﻣﺎﻥ ﻭ ﻻﻣﺒﺪﺍﺭﻱ ﻭﻳﻠﻜﺰ

۴ ۵/۴۷۸ ۰/۶۴۱

۸۸

۰ /۰۰۱

ﮔﺮﻭﻩ

ﺍﺛﺮ ﻫﺘﻠﻴﻨﮓ

۴ ۵/۹۵۲ ۰/۵۵۴

۸۶

۰ /۰۰۱

ﺑﺰﺭﮒﺗﺮﻳﻦ ﺭﻳﺸﻪ ﺭﻭﻱ ۲ ۱۲/۱۹۲ ۰/۵۴۲

۴۵

۰ /۰۰۱

**ﻧﺘﻴﺠﻪﮔﻴﺮﻱ**

ﻫﺪﻑ ﺍﺻﻠﻲ ﭘﮋﻭﻫﺶ ﺣﺎﺿﺮ ﺑﺮﺭﺳﻲ ﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﭼﻪ ﺗﺄﺛﻴﺮﻱ ﺑﺮ ﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ،

ﻛﺎﻫﺶ ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ ﻭ ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﺩﺭ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺳﺎﻝ ﺩﻭﻡ ﺩﺑﻴﺮﺳﺘﺎﻥ ﻣﺘﻮﺳﻄﻪ ﺷﻬﺮ ﺗﻬﺮﺍﻥ ﺑﻮﺩ. ﺑﺎ ﺗﻮﺟﻪ ﺑﻪ ﻳﺎﻓﺘﻪﻫﺎﻱ

ﺗﺤﻘﻴﻖ ﺣﺎﺿﺮ، ﻧﺸﺎﻥ ﺩﺍﺩ ﻛﻪ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺑﺮ ﺧﻼﻗﻴﺖ ﻭ ﺍﺑﻌﺎﺩ ﺁﻥ ﻭ ﻛﺎﻫﺶ

ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ ﻭ ﺍﺑﻌﺎﺩ ﺁﻥ ﺩﺭ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺍﺛﺮ ﺩﺍﺭﺩ. ﻧﺘﺎﻳﺞ ﺑﻪﺩﺳﺖﺁﻣﺪﻩ ﻫﻤﭽﻨﻴﻦ ﻧﺸﺎﻥ ﺩﺍﺩ ﻛﻪ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ

ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺑﺮ ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺍﺛﺮﺑﺨﺶ ﻧﺒﻮﺩﻩ ﺍﺳﺖ. ﺍﻳﻦ ﻧﺘﺎﻳﺞ ﺑﺎ ﻳﺎﻓﺘﻪﻫﺎﻱ ﭘﮋﻭﻫﺶ

Hosni, 2014; Khosrowjerdi, 2016; Tabatabaei et al., 2017 ) & ( Arianakia ﻫﻤﺴﻮ ﺑﻮﺩ ﻭ ﺑﺎ ﻧﺘﺎﻳﺞ

ﭘﮋﻭﻫﺶ، Rahimianboger, 1395; Shih, 2019 ) & ( Heydari-e-Abad, Astrologer, ﻫﻤﺴﻮ ﻧﺒﻮﺩ. ﺩﺭ ﺗﺒﻴﻴﻦ

ﻧﺘﺎﻳﺞ ﭘﮋﻭﻫﺶ ﻣﻲﺗﻮﺍﻥ ﺑﻴﺎﻥ ﺩﺍﺷﺖ ﻛﻪ ﺭﻓﺘﺎﺭ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺩﺭ ﻣﺤﻴﻂﻫﺎﻱ ﺁﻣﻮﺯﺷﻲ ﻣﻲﺗﻮﺍﻧﺪ ﺯﻣﻴﻨﻪﺳﺎﺯ ﻣﻮﻓﻘﻴﺖ ﺁﻥﻫﺎ ﺩﺭ ﺍﻳﻦ ﻣﺤﻴﻂ

ﻭ ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﺁﻥﻫﺎ ﺑﺎﺷﺪ ﺑﻨﺎﺑﺮﺍﻳﻦ ﺗﻘﻮﻳﺖ ﺟﻨﺒﻪﻫﺎﻱ ﻣﺜﺒﺖ ﺩﺭ ﺁﻥﻫﺎ ﻣﻲﺗﻮﺍﻧﺪ ﺯﻣﻴﻨﻪ ﭘﻴﺸﺮﻓﺖ ﻫﺮﭼﻪ ﺑﻴﺸﺘﺮ ﺁﻥﻫﺎ ﺭﺍ ﻣﻬﻴﺎ

ﺳﺎﺯﺩ. ﺍﺯﺟﻤﻠﻪ ﺟﻨﺒﻪﻫﺎﻳﻲ ﻛﻪ ﻣﻲﺗﻮﺍﻥ ﺑﺎ ﺗﻜﻴﻪﺑﺮ ﺁﻥﻫﺎ ﺯﻣﻴﻨﻪ ﺗﺤﻮﻝ ﻭ ﭘﻴﺸﺮﻓﺖ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺩﺭ ﻣﺤﻴﻂﻫﺎﻱ ﺁﻣﻮﺯﺷﻲ ﺭﺍ ﻣﻬﻴﺎ ﻧﻤﻮﺩ

ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺩﺭ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﻣﻲﺑﺎﺷﺪ. ﺗﻮﺍﻧﺶ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﺳﺒﺐ ﻣﻲﮔﺮﺩﺩ ﺗﺎ

ﻓﺮﺩ ﺑﺘﻮﺍﻧﺪ ﺗﻮﺍﻧﺎﻳﻲﻫﺎﻱ ﺧﻮﺩ ﺭﺍ ﺑﺸﻨﺎﺳﺪ ﻭ ﺗﺴﻠﻂ ﻛﺎﻣﻠﻲ ﺑﺮ ﺁﻧﭽﻪ ﻣﻲﺑﺎﺷﺪ ﺩﺍﺷﺘﻪ ﺑﺎﺷﺪ. ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ

ﻧﻴﺰ ﺳﺒﺐ ﻣﻲﺷﻮﺩ ﺗﺎ ﻓﺮﺩ ﻫﻴﺠﺎﻧﺎﺕ ﺧﻮﺩ ﺭﺍ ﺑﻪﺩﺭﺳﺘﻲ ﺑﺸﻨﺎﺳﺪ ﻭ ﺑﺘﻮﺍﻧﺪ ﻣﻬﺎﺭﮔﺮﻱ ﻣﻨﺎﺳﺒﻲ ﺑﺮ ﻫﻴﺠﺎﻧﺎﺕ ﺧﻮﺩ ﺩﺍﺷﺘﻪ ﺑﺎﺷﺪ ﺩﺭ

ﻣﺤﻴﻂﻫﺎﻱ ﺁﻣﻮﺯﺷﻲ ﺍﮔﺮ ﺩﺍﻧﺶﺁﻣﻮﺯﻱ ﺑﺘﻮﺍﻧﺪ ﻫﻴﺠﺎﻧﺎﺕ ﺧﻮﺩ ﺭﺍ ﻣﻬﺎﺭﮔﺮﻱ ﻧﻤﺎﻳﺪ ﺑﻪﺭﺍﺣﺘﻲ ﻣﻲﺗﻮﺍﻧﺪ ﻫﻴﺠﺎﻧﺎﺕ ﺧﻮﺩ ﺭﺍ ﺩﺭ ﺟﻬﺖ ﺑﻬﺒﻮﺩ

ﺭﻓﺘﺎﺭﻫﺎﻱ ﻣﺜﺒﺖ ﺩﺭ ﺧﻮﺩ ﻫﺪﺍﻳﺖ ﻧﻤﺎﻳﺪ ﻭ ﺳﺒﺐ ﺑﺮﻭﺯ ﺧﻼﻗﻴﺖﻫﺎﻱ ﺧﻮﺩ ﮔﺮﺩﺩ ﻫﻤﭽﻨﻴﻦ ﻣﻲﺗﻮﺍﻧﺪ ﺑﺎ ﻣﻬﺎﺭﮔﺮﻱ ﻫﻴﺠﺎﻧﺎﺕ ﺧﻮﺩ ﺳﺒﺐ

ﺷﻜﻞﮔﻴﺮﻱ ﭘﻴﺎﻣﺪﻫﺎﻱ ﻣﺜﺒﺖ ﺩﺭ ﻓﻌﺎﻟﻴﺖﻫﺎﻱ ﺁﻣﻮﺯﺷﻲ ﺧﻮﺩ ﺷﻮﺩ، ﺑﻨﺎﺑﺮﺍﻳﻦ ﭼﻨﻴﻦ ﺩﺍﻧﺶﺁﻣﻮﺯﺷﻲ ﻣﺴﻠﻤﺎً ﺳﻄﺢ ﭘﺎﻳﻴﻨﻲ ﺍﺯ ﺍﺿﻄﺮﺍﺏ ﺭﺍ

ﺗﺠﺮﺑﻪ ﺧﻮﺍﻫﺪ ﻧﻤﻮﺩ. ﻟﺬﺍ ﺑﺎ ﺗﻮﺟﻪ ﺑﻪ ﻣﻄﺎﻟﺒﻲ ﻛﻪ ﺑﻴﺎﻥ ﮔﺮﺩﻳﺪ ﻣﻲﺗﻮﺍﻥ ﺑﻴﺎﻥ ﺩﺍﺷﺖ ﻛﻪ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ

ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﻣﻲﺗﻮﺍﻧﺪ ﺑﺮ ﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ ﻭ ﻛﺎﻫﺶ ﺍﺿﻄﺮﺍﺏ ﺍﻣﺘﺤﺎﻥ ﺩﺭ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺳﺎﻝ ﺩﻭﻡ ﺩﺑﻴﺮﺳﺘﺎﻥ ﻣﺘﻮﺳﻄﻪ

ﺗﺄﺛﻴﺮﮔﺬﺍﺭ ﺑﺎﺷﺪ. ﻧﺘﺎﻳﺞ ﺣﺎﺻﻞ ﺍﺯ ﺑﺮﺭﺳﻲ ﭘﮋﻭﻫﺶ ﻧﺸﺎﻥ ﺩﺍﺩ ﻛﻪ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﺑﺮ ﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ

ﺍﺛﺮ ﺩﺍﺭﺩ. ﺍﻳﻦ ﻧﺘﺎﻳﺞ ﺑﺎ ﻳﺎﻓﺘﻪﻫﺎﻱ ﭘﮋﻭﻫﺶ ) Farrokhi, 2011; Mahmoudi, 2016; & Dasghib, Alizadeh,

( Sedaghati Estebanati, 2013 ﻫﻤﺴﻮ ﺑﻮﺩ.

ﭼﺮﺍﻛﻪ ﻫﻴﺠﺎﻧﺎﺕ ﻧﻘﺸﻲ ﺍﺳﺎﺳﻲ ﺩﺭ ﺑﻴﺸﺘﺮ ﻓﻌﺎﻟﻴﺖﻫﺎﻱ ﺭﻭﺯﻣﺮﻩ ﺯﻧﺪﮔﻲ ﺍﻳﻔﺎ ﻣﻲﻧﻤﺎﻳﻨﺪ ﺑﻨﺎﺑﺮﺍﻳﻦ ﻓﺮﺩﻱ ﻛﻪ ﺑﺘﻮﺍﻧﺪ ﻫﻴﺠﺎﻧﺎﺕ ﺧﻮﺩ ﺭﺍ

ﻣﻬﺎﺭﮔﺮﻱ ﻧﻤﺎﻳﺪ ﻣﻲﺗﻮﺍﻧﺪ ﺭﻓﺘﺎﺭ ﻣﻨﺎﺳﺐﺗﺮﻱ ﺭﺍ ﺍﺯ ﺧﻮﺩ ﺑﺮﻭﺯ ﺩﻫﺪ ﻭ ﻣﻮﻓﻖﺗﺮ ﻋﻤﻞ ﻧﻤﺎﻳﺪ. ﻳﻜﻲ ﺍﺯ ﺟﻨﺒﻪﻫﺎﻱ ﻛﻪ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ

ﻫﻴﺠﺎﻧﻲ ﻣﻲﺗﻮﺍﻧﺪ ﺑﺮ ﺁﻥ ﺗﺄﺛﻴﺮﮔﺬﺍﺭ ﺑﺎﺷﺪ، ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺍﺳﺖ. ﺩﺭ ﭘﮋﻭﻫﺶ ﺣﺎﺿﺮ ﺗﻮﺍﻧﺶﻫﺎﻱ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ

ﻫﻴﺠﺎﻧﻲ ﻧﺘﻮﺍﻧﺴﺖ ﺑﺮ ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺗﺄﺛﻴﺮﮔﺬﺍﺭ ﺑﺎﺷﺪ ﻛﻪ ﺍﻳﻦ ﺍﻣﺮ ﻣﻲﺗﻮﺍﻧﺪ ﺩﻻﻳﻞ ﻣﺨﺘﻠﻔﻲ ﺩﺍﺷﺘﻪ ﺑﺎﺷﺪ ﻛﻪ ﻳﻜﻲ ﺍﺯ

ﻣﻬﻢﺗﺮﻳﻦ ﺁﻥﻫﺎ ﺑﺎﻻ ﺑﻮﺩﻥ ﻋﻤﻠﻜﺮﺩ ﺗﺤﺼﻴﻠﻲ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﻣﻲﺑﺎﺷﺪ ﻭ ﻫﻤﭽﻨﻴﻦ ﺍﻳﻨﻜﻪ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺗﻮﺍﻧﺴﺘﻪﺍﻧﺪ ﺑﻪﺩﺭﺳﺘﻲ ﻫﻴﺠﺎﻧﺎﺕ

ﺧﻮﺩ ﺭﺍ ﻣﻬﺎﺭﮔﺮﻱ ﻧﻤﺎﻳﻨﺪ ﻭ ﺗﺴﻠﻂ ﻛﺎﻓﻲ ﺑﺮ ﻫﻴﺠﺎﻧﺎﺕ ﺧﻮﺩ ﺩﺍﺷﺘﻪ ﺑﺎﺷﻨﺪ. ﺑﻨﺎﺑﺮﺍﻳﻦ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ

ﻧﺘﻮﺍﻧﺴﺖ ﺗﻔﺎﻭﺕ ﺁﺷﻜﺎﺭﻱ ﺩﺭ ﭘﻴﺸﺮﻓﺖ ﺗﺤﺼﻴﻠﻲ ﺍﻳﻦ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﺩﺍﺷﺘﻪ ﺑﺎﺷﺪ. ﺑﺎ ﺗﻮﺟﻪ ﺑﻪ ﻧﺘﺎﻳﺞ ﺣﺎﺻﻞ ﺍﺯ ﻳﺎﻓﺘﻪﻫﺎﻱ ﭘﮋﻭﻫﺶ ﻭ

ﺷﻨﺎﺳﺎﻳﻲ ﻧﻘﺶ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﻭ ﺑﺮﻧﺎﻣﻪﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﺑﺮ ﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ ﻭ ﻛﺎﻫﺶ ﺍﺿﻄﺮﺍﺏ

ﺍﻣﺘﺤﺎﻥ ﺩﺍﻧﺶﺁﻣﻮﺯﺍﻥ ﭘﻴﺸﻨﻬﺎﺩ ﻣﻲﺷﻮﺩ ﺩﺭ ﻣﺪﺍﺭﺱ ﻫﻤﭽﻮﻥ ﺳﺎﻳﺮ ﻓﻌﺎﻟﻴﺖﻫﺎﻱ ﺁﻣﻮﺯﺷﻲ ﺯﻣﺎﻧﻲ ﺑﺮﺍﻱ ﺁﻣﻮﺯﺵ ﺑﺮﻧﺎﻣﻪﻫﺎﻱ ﻣﺜﺒﺖ

ﺍﺛﺮﺑﺨﺸﻲ ﺁﻣﻮﺯﺵ ﺗﻮﺍﻧﺶﻫﺎﻱ ﻣﺜﺒﺖ ﺍﻧﺪﻳﺸﻲ ﻭ ﺧﻮﺩﻧﻈﻢﺟﻮﻳﻲ ﻫﻴﺠﺎﻧﻲ ﺑﺮ ﻣﻴﺰﺍﻥ ﺧﻼﻗﻴﺖ، ﻛﺎﻫﺶ ﺍﺿﻄﺮﺍﺏ... ۱۲

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