

# Educational Strategies to Enhance the Crystallized Intelligence of Preschool Children Using Grounded Theory

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## Abstract

The aim of the present study was to identify educational strategies to enhance the crystallized intelligence of preschool children. The present study is based on a fundamental objective and a qualitative-data-based theory method. The research environment includes all professors in the field of child psychology and elementary education. Purposive sampling continued until data saturation reached 22 people. The research tool was an in-depth interview. To ensure data validity, the extracted data was checked by two expert professors. In general, the results of the study showed that the causal conditions for enhancing children's crystallized intelligence included expanding the conceptual map, learning by domain, expanding the perspective, cultivating thinking, strengthening differentiated thinking, analyzing the situation, perceiving diversity, manifesting capacities and interests, actualizing intelligence, developing metacognitive skills, taking initiative, visualizing ability, and abstracting concepts. The background conditions included using the rhizomatic approach, and the learning environment development approach. Intervention conditions included lack of mastery of educators in improving children's cognitive abilities, lack of mastery of educators in improving children's emotional abilities, lack of mastery of educators in improving children's psychomotor abilities. Strategic conditions included problem-solving approach, development of e-learning space, and development of visits. Outcome conditions included initiative in understanding the curriculum, and removal of limitations of genetic intelligence.

**Keywords:** crystallized intelligence, preschool, educational strategies, children, model, curriculum

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