INVESTIGATING THE RELATIONSHIP BETWEEN THE CONCEPTS ASSOCIATED WITH STYLE TEACHING METHODS THE USING

NazgolEltiami[1]

Dr. FazollahYazdani[2]

Abstract

The present study was designed to investigating the relationship between the concepts used to link the style of teaching in an elementary school teacher in the school year 94-93 YASUJ done. For this purpose, a sample of 230 elementary school teachers YASUJ who were selected through stratified random sampling proportional to size. Tools for data collection questionnaires conceptual map of teaching methods and teaching style questionnaire was Prashyng. Cronbach's alpha reliability of the study to the 0/934 and0/ 910 respectively. The results showed that the use of concept mapping methodology positive relationship (r=0/470) is a significant teaching style. These findings suggest that the use of concept mapping methodology is more holistic and student-centered teaching style more. The results showed that the research hypothesis, the link between the concepts of positive correlation method (r=0/417). Result teaching style suggests that the use of the links between concepts is more holistic and student-centered teaching style more.

Keywords: teaching styles, teaching methods, elementary teacher, Yasooj

[1]- Department of Curriculum development, Meymeh Branch, Islamic Azad University, Meymeh, Iran

2- Faculty Member Department of Curriculum development, Meymeh Branch, Islamic Azad University, Meymeh, Iran

Introduction

One of the serious needs of today's fast pace of changes in the volume and in all the centuries of human history, Shaping developments and innovations in education, especially in schools, universities and centers of higher education. Now that technology is advancing quickly to see our society more than ever in need of intelligent, creative and innovative, and the role of education in this age can not be ignored.

The role of teachers in improving the quality of teaching, research and social services play schools and teachers when it is clear that knowledge can be good to go style appropriate to the audience to be exploited. The teacher is trying to teach students to transfer their knowledge.

Teaching Higher Education is one of the main elements of the efficiency of the education system, plays an important role nicely. It can be taught to practice mutual learning between teacher and student is underway and is aimed at defining (Safavi, 1382: 7).

In a society that education system without any discussion and criticism, he will accept and reflect without thinking, a coming danger without human power and intellect in the society a lot. Teaching today, more meaning to transfer knowledge from the mind to the Student Teacher and gradually mind of the students of subjects that need and is not commensurate with and gradually learning creating disorder and are not only effective in their construction is not scientific for the recession and corruptions of activities provide-(Joyce, 1380).

Ability to teach skills like the other is acquired which must be done. Each teacher only through determining the objectives planning and thoughtful implementation of proper plans can any inherent skill and character a personality that he sees in his effective work to. Various style and there are many teachers that they can use in the process learning without doubt some of them over the other preference but with

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Physical and Social Sciences
http://www.ijmra.us

552

teacher should pay attention to the subject lesson learners and learning environment conditions the best choose and use an appropriate style, do (Nazari, 1385).

Pay attention to the dimensions of the difference between individual instructors students and teachers with the capacity and the complexity of the mission that has taken, they make aware of in a way that this awareness and familiarity can be source of positive changes in behavior and style teaching them. Style of teaching with all kinds of knowledge and differences of individual learning-students can inspect. In this way the style of teaching in the schools can be to some extent scope the consequences of expected. In fact the style of teaching proper way of realizing goals of teaching and training to pave "(Collins, 2003).

Gaje (1964) that teaching guide and facilitate the learning is learner able to learning and conditions for learning. Understanding how you learn learner to the philosophy of education, teaching style, methods of teaching you and techniques of grade depends on (Brown, 1994).

In societies like our society in which educational institutions the record of more than thousands of years of education (enjoy traditional still carried out using the style of teaching and learning effective and flexibility-and more important will be widespread (brown and etkinz 1385).

If the Madras and widespread emotional bond there is no education and passions to gradually disrupted. In the field of teaching the word to name teaching style we have. Different teaching style by including progress and satisfaction with the attitude of the students. Even researchers have known that teaching style more with what outside have you increased education proportion (borich,1988).

Teaching style shows of quality behavioral patterns that Madras in leadership classes for work (Crashaw, 1996; quoting the old dervish, 1389). In other words

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Physical and Social Sciences
http://www.ijmra.us

553

style teaching pointing to behaviors that is teacher interactions with learners in the shows and an important role in various aspects of make play (hailimch,2002 .17). Styles and techniques taught in the universities and schools as a method of teaching in their programs considered may be very different from what the real world is confronted with a new teacher, it is. Teachers often transformed into a variety of variables that are involved in school problems, point out (Jarvis, 2002: 23).

The internal and external research has been done recently that some of them we mentioned

Sarhangi, Ebadi, Masoomi, Seydmazhry and Rahman (1389), to investigate the effect of education on the "speech" and "concept map" on cognitive learning levels have been reached and the results of the total score (level of knowledge and learning) in each of the two groups was statistically significant . But the process of learning scores change significantly in the treatment group was statistically significant. And have concluded that the concept mapping technique to achieve high levels of learning and meaningful learning is more effective than lecturing. Francis (2007) to study the effectiveness of teaching through the use of data collected from a conceptual map of the University of Michigan to the conclusionthat teachers can use to control the overall development of concept maps. Assess their performance in the classroom to classroom training provided to reconsider. He finally came to the conclusion that in all cases tested using Wellman (1998) insists on the findings, the group were involved in learning to create a concept map,Collaborative problem solving performance than other direct education teacher instead of concept mapping task received significantly better.

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Physical and Social Sciences
http://www.ijmra.us

554

Asrtvn studies (2002) show that nurtures the creativity of students' concept maps in which the methods of processing, attention and led to a deeper level in their learning is.

Folder (1996) found in their research that fits the style preferred by the student's teacher education and teaching and learning styles did not fit the style, the student may to the achievement of Mental Skills potential advancement school not found (quoting Bentham, 2002: 109).

Morgan (2002) in a study entitled "The development of teaching style," says the teacher's personal teaching style by finding-the ability to create greater elongation and his teaching style to fit the needs of pupils.

Davis (2003), based on students' understanding of the effectiveness of teacher education, the effects of gender, fitness styles and attitudes of computer use on student satisfaction was investigated. Results of three studies showed statistically significant differences: 1.There was a significant effect of sex with student satisfaction. 2. The teachers' attitudes toward computers and technology, with the consent of the students was significant. 3. The proportion of teaching styles and learning styles of students' satisfaction were significant.

McCoy (2006), a study concluded that effective training in the teaching style is consistent and comprehensive training effect. The success of teaching to learning styles, learner centered. Learner-centered teaching style for students in higher-level cognitive learning opportunities for personal growth and provides learners with learning makes them feel responsible the learner-centered classroom, the only learner and his needs are important. Curriculum based on real problems and situations in your life is not based on the student's course predetermined or specific information that is absorbed.

Kidd and Sung (2008) pointed out the cognitive style of teaching, research suggests that cognitive learning style based on social information to improve the

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gage, India as well as in Cabell's Directories of Publishing Opportunities, U.S.A.
International Journal of Physical and Social Sciences
http://www.ijmra.us

555

memory sparnd And are willing to learn that the contents are clearly structured (quoted by Babai, 1389).

According to the hypothesis under consideration is what was said

Using the link between the concepts associated with the teaching style

Research Methodology

The purpose of this research is applied and the method of correlation because the state pays relationship variables. In terms of running field when the cross is in the form of quantitative data and collect data in the field and through questionnaires.

Statistical population, sample size

The population of this study consisted of all students who are attending primary school YASUJ academic year 94-1393 The total number of undergraduate education, according to city management education in 1750 were and the fact that study was a preliminary study on a group of unknown statistical variance of the population was necessary to determine the variance of the population. To this end, a group of 30 subjects were randomly selected from the Statistical population. And a questionnaire was distributed among them, and then extract the data from the response of the group, subjects were assessed using Cochran formula. Statistical population is limited to a small number of variables used in the formula.

P=Mean observed÷ Number of questions× Maximum score questions

 P=0/78

Q=0/22

t=1/96

d=0/05

$$n = \frac{\dfrac{(t)^2 (Pq)}{(d)^2}}{1 + \left[\dfrac{1}{N} \times \left(\dfrac{(t)^2 (Pq)}{(d)^2} \right) - 1 \right]} = \frac{\dfrac{(1.96)^2 (0.78 \times 0.22)}{(0.05)^2}}{1 + \left[\dfrac{1}{1750} \times \left(\dfrac{(1.96)^2 (0.78 \times 0.22)}{(0.05)^2} \right) - 1 \right]} = 230$$

The sample size in this study was obtained from the 250 questionnaires were distributed to 230 230 questionnaires were analyzed flawless.

Sampling procedure

Sampling procedure is proportional stratified random sampling. This means that the schools are separate schools for boys and girls schools were selected randomly and teachers were chosen randomly for the study was provided.

Data collection tool

In the present study, according to research topics and methods of questionnaires Prashyng teaching style of teaching methods and a standard questionnaire was used concept mapping.

Results

Using the link between the concepts associated with the teaching style

Table 1 shows the results of the Pearson correlation coefficient using the links between concepts and teaching style

teaching style		Links between concepts
0/417	Pearson correlation	
0/0001	Significance level	
230	Count	

Results Table 1 shows that the link between the concepts of a significant positive correlation (p <0.01) with the teaching style. These findings suggest that the use of the links between concepts is more holistic and student-centered teaching style is.

Resources

Ahqar, gh. (1383) content analysis is fifth grade science book and mentally fit to be students of Tehran. Education Journal, 20, 4 (80) 38-7.

Atherton، J. S. (2002). Learning and teaching: Deep and surface learning.Retrieved from http://www.dmu.ac.uk/-jamesa/lerning/deepsurf.htm

Bennett, A. (1976), Teaching style and pubil progress, open book, London.

Bennett, A. - (1990), Teaching style and instructional strategy, New York.

Bentham, S. (2002), Psychology and education, Published by Routledge, New York: p. 100.

Capel,S., Leask, M., & Turner, T. (1995), Learning to teach in the secondary school, published by Routledge, London.York.

Dooriz, R. (1999), Teaching Style in the Faculty-Resident Relationship, No. 13(6): 895-900.

Dunn, R. (1978), Teaching student through their individual learning styles, A practical approach, Reston publishing.

Dunn, R. (1993), Now that you know your teaching style_how can you make the most of it?, CT: Allen Raymond, Inc.

Falcone, D. (1998), Measuring teaching: A relative value scale in teaching and learning in medicine. Teaching Teachers and Education Journal, (pp. 40-43).

Fischer, B., & Fischer, L. (1979), Style in teaching and learning, Educational leadership.

Flanders, N. (1989), Analyzing, teaching behavior, Reading, Mass: Addison - Wesley publishers.

Fontana, D. (1995), Psychology for teacher, Hound Mills, Mc Milan, London.

Grasha, A. (1996), Teaching with style, Alliance publishers, Pittsburgh.

Harp, B. (1996), Reading and writing: Teaching for connection 2ed, Orlando: Hareourt Brace 1996:68.

Jarvis, P. (2002), The theory and practice of teaching, stylus, Publishing Inc, London.

Keri, G. (2002), Degrees of congruence between instructor and students styles regarding student satisfaction, school of educating, Indiana, Purdue University.

Leenders, R. (1978), Learning styles, http://www.ncsu.edu/felder-publiclearning styles.htm.

Mosston, M. (1992), Teaching: From Command to discovery, Wadsworth Publishing Company, Inc.

Norwich, B. (2000), Education and psychology in interaction, published by Routledge 11 New Fetterlane, London.

Olson, G. (1998), Effective teaching method, Published by Merrill Company, USA.

Prashnig, B. (2002), The power of diversity, Published by Bateman, New Zealand.

Pratt, M. (2001), Learning style and teaching styles in EFL, International Journal of Applied Linguistics, 11 (1): pp. 1-20.

Hicks-Moore SL.(2005) Clinical concept maps in nursing education: An effective way to link theory and practice. Nurse EducPrac 2005; 5: 348–52.

Harpaz I،Balik C،Ehrenfeild M. Concept mapping: an educational strategy for advancing nursing education.Nurs Forum 2004; 39(2): 27–30.

Haugwitz M، Nesbit JC،Sandmann A. Cognitive ability and the instructional efficacy of collaborative concept mapping. Learn Individ Differ 2010; 20(5): 536–43.

Novak, Joseph D. & Alberto J. Cañas (2006). "The Theory Underlying Concept Maps and How To Construct and Use Them"، Institute for Human and Machine Cognition. Accessed 24 Nov 2008.

Novak، J.D. &Gowin، D.B.(1996).Learning How To Learn، Cambridge University Press: New York، p. 7.

Horton، P. B.،McConney، A. A.، Gallo، M.، Woods، A. L.،Senn، G. J.،&

Hamelin، D.(1993).An investigation of the effectiveness of concept mapping as an instructional tool. Science Education، 77(1)، 95-111.

Huber، F. E. (2001). Effects of concept mapping on learning anatomy and transfer of anatomy knowledge to kinesiology in health sciences students.Doctoral dissertation، West Virginia University.

Markow، P. G.،&Lonning، R. A.(1998).Usefulness of concept maps in college chemistry laboratories: Students' perceptions and effects on achievement.Journal of Research in Science Teaching، 35(9)، 1015-1029.

Martin،D،J.(1994). conceptmaping as an aid to lesson planning :A Longtudinalstudy.In J.E.S.E.V6(2).pp11-30.

Novak، J. D.،&Gowin، D. B.(1984).Learning how to learn. New York،NY:Cambridge University Press.

 J. D. (2002). Meaningful learning: The essential factor for conceptual ،Novak Change in limited or inappropriate propositional hierarchies leading to

 86(4، 548-571،Empowerment of learners.Science Education).