A Comparative Study of Group Contribution Methods of Teaching and Teaching methods, Curriculum Development and Educational Explanation Based on Direct Control of Pre-University Students in Mazandaran Province

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Abstract: Dash of approximately 1,800 students pre-university schools (fourth year) the city (population statistics), with cluster and simple random sampling, 200 individuals from four schools in the sample, were selected for study. Means of collecting data with a questionnaire, 25 questions 4 option 20th grade teacher made, the design of the first semester of books in Persian fourth year high school, the validity, reliability and coefficient of difficulty is also calculated were both Category 1 and 2 A pre-test was performed. Both experimental groups (1 and 2) a period of more than two months (9 weeks) in their group, with an explanation based on direct control of teaching and group discussion, have been trained. After the training period, a re-test 25 questions 20 marks the fourth option was a teacher, designer of the first semester of fourth year high school book in Persian, were performed. Also, after training, with an attitude questionnaire that gauges including 24 five-degree feedback research (Likert method), respectively. Each experimental group students' attitudes toward teaching explanation and discussion group, were assessed. Descriptive statistics in the compilation of tables and graphs, inferential statistics and independent t-test between experimental groups 1 and 2, were used. Explanation of teaching methods based on direct control, to discuss methods of teaching, curriculum and academic progress of students is more effective. In polls, a pilot group of students who have been trained to teach an explanation based on direct control, the experimental group, two students who were trained with a group discussion of teaching methods, have a higher positive attitude.

Key words: Teaching Methods, Methods of Explanation, Group Discussion, Learning Control, Attitude, Motivation.

INTRODUCTION

One of the rigorous requirements of today live in a world of accelerating change and change the size and speed that is unprecedented in all human ages and centuries, shaping developments and innovations in education, particularly at the level of education, schools, universities and education is excellent. This is one of the most effective areas to enable us, the distance of a few changes and we change the world.

Today the technology is advancing rapidly developed delirium, more than ever we need smart people, is creative and innovative. One of the tasks of the educational system, develop critical thinking and creative people who have the ability to solve problems and open the node and have not accumulated information and knowledge that will be outdated quickly.

Teachers must teach in schools in ways that may take to work with the ways they have been trained, is very different. They must be active and thoughtful students are involved in the learning process. Thus the need for thoughtful and creative people in society today, identify and evaluate the performance of old and traditional teaching methods and the use of more active teaching methods to be felt.

Ascmak is expressed as: why human beings, are creatures that are so successful? We're not as powerful tiger, elephant, not like we have a large size, rather like a crocodile to protect their skin color and we will change and not have the agility Ghazal. We're smart. But a smart person alone cannot long survive in the desert. What in fact we are so successful is that we are able to form smart partnership with others, we have to reach your target group. In modern societies, participation in the group will become increasingly important, a successful scientist is able to efficiently and also with other scientists, technicians and students to participate. Every CEO wants to be successful with other managers, vendors, suppliers of goods and services to their participation. Every student wants to be successful in school, other students should be actively involved in learning. The teacher education, which allows students to get to work or take inaction. Using specific teacher practices, can move beyond mere information. And nurture children's natural tendencies, especially to encourage the discovery, based on experience, to assist the child to get information, learn of the study. In developing countries, the selection of appropriate teaching methods of teachers, due to emotional factors-emotional learning and success in recipients of human relationships, can play a significant role in student motivation. Given the importance and how teaching methods, the problem is that the practices and patterns which were learning can be provided. Students with a desire to learn, be active in education, basic social skills to gain. After studying and teaching about the history of education in Iran, one of the methods of teaching
methods based on direct control of explanation, which is common in our current educational system, with one of the methods of active teaching methods discussed group of five groups, were compared. Its effect on student achievement and interest rates of students in each class (teaching methods, teaching methods, group discussion and explanation) of the survey and analysis has been emotional. With the belief that knowledge of teaching methods used in the past Iranian education and testing them with modern teaching methods at the moment, can guide us to use appropriate methods of learning-learning can be in the future.

The main components of teaching, including curriculum and instructional design process is important. Good teaching means helping students learn in other words, teaching methods, are useful tools to make learning meaningful. However, teachers are familiar with different teaching methods, will provide several tools to be able by these tools, content and materials available to students in their choice.

Why are some teachers in the classroom, students in the class, show more interest, are happy, you better learn the lesson. Function are also more successful in the exams. To get better grades. Some other teachers in the classroom, despite its great efforts and efforts in teaching students in the classroom when the teachers, do not show much interest, love to have a lower performance in tests of some The other classes are learning the lessons of its success at least, not good grades in the exams. The difference in interest rates and the learning of students in each teacher's classroom?

The Traditional Teaching Methods:
Most schools in the world, throughout history have used the traditional method of education. Today, one of the most common method of governing the school. The methods, techniques and keep repeating, explanation or lecture, question and answer, demonstration, role playing, field trips, group discussions and laboratory.

The repetition of the oldest methods of preservation and education. The activities in this way, education is maintained and replicated. In this way, discipline is very strict and authoritarian and the passion, talent and individual differences are not considered students.

The speaker also has a long history. But this verbal information provided by the teacher and learning through listening and taking notes from a student. This is usually the teacher and the student is receptive and passive. The implementation of this method is prepared for a speech, introduction, contents and summary and conclusions presented.

Methods:
Implementation and experimental methods for doing this study, with pretest and posttest design with experimental groups 1 and 2 is used. Thus the methods of teaching: the participation of a group (five groups) and explanation (based on direct control) as independent variables were applied to its impact on student achievement as the dependent variable is specified (Table 1).

<table>
<thead>
<tr>
<th>Table 1: Pretest and posttest design with experimental groups 1 and 2.</th>
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<td>The experimental groups</td>
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<td>A group</td>
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<td>Two experimental groups (control)</td>
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In this scheme, the balancing of experimental groups (1 and 2), all students sample, divided into two groups have been replaced. They were taken before the test. The subjects ranged from how to choose, cannot be influenced by the findings. Because the number of subjects and their characteristics are similar, such as growth factors, psychological and physical maturity, events of the study, both groups will be affected. Therefore cannot affect the findings.

The Population:
The population used in this study, all boys and girls schools, pre-university students (fourth year high school), the city of Neka and Behshahr (approximately 1,800) in the first semester of the academic year 90-89 (Table 2).

Among all pre-university schools (fourth year high school) education, the city of Neka and Behshahr and cluster random sampling, four high schools (one secondary school for boys and one girl in the city of Neka, a high school boy and a girl in high school Behshahr city) were selected as sample. Of course the fourth year of the four high schools, eight classes, the number of 200 students (100 students in four classes for girls and 100 people in four classes for boys), the random sampling method is simple, in the field of science, for project selection were.

<table>
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<th>Table 2: Distribution of students in the two experimental groups 1 and 2 separately Gender.</th>
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<td>Groups</td>
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<td>A number of pilot</td>
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<td>Test number two</td>
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<td>Total A and B</td>
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A pilot and two experimental groups for assimilation and the mobility of students in the experimental groups was done randomly. The confidence and trust to the assimilation, with 25 questions with four alternative teacher-made, from both experimental (1,2) a pre-test also was performed, the mean and standard deviation of these two groups (in the pre-test) for testing later (in test) were calculated. From the economic, social and cultural samples was almost a homogeneous sample, which differed significantly from the economic way of family literacy among students in the experimental and control groups did not exist.

Among the various subjects taught in school (four schools), teaching courses in Persian language for the two experimental groups (1 and 2) were selected. The reason for this choice was that, Persian language courses, public courses and math disciplines, including experimental and human being. Lessons for teaching the Persian language in the eight classes (experimental group), eight teachers in the field of Persian literature that both methods (group discussion and explanation) is somewhat dominated, were selected. Four teachers (two female teachers and male teachers) to teach a group of four classes (two classes, two classes of boys and girls) were selected. The other four teachers (two male and two female teachers) to teach two classes in the two experimental groups (two-class boys and two girls class) were selected. The class teachers were homogeneous in terms of gender, the secretary four female and four male teachers for high schools for high school girls and boys.

Equivalent teachers in order to prevent the Executive and his personal and professional characteristics of the study, teachers were selected from the field, they were the same. All four were married, their service was five years, four of the undergraduate degree is in terms of personal capabilities and social and economic classes were also nearly identical.

Independent variables or transition effects include:

a) An experimental variables: teaching methods based on direct control of explanation.

b) Two experimental variables: teaching methods for group discussion (groups of five).

Dependent variables include the rate of interest, curriculum development, student academic achievement.

Nuisance variables include: the effects of repeated tests, development of teachers Executive, on this test, students' gender (being male or female), Executive secretaries sex (male or female), students of different abilities and IQ learning rate, age, education level, family economic differences between families, teachers Executive differences in terms of education level, ability level, the level of motivation and interest in learning and teaching activities.

All of these variables disturbing study by random selection, hold pre-test-post test, etc., mostly in this study were controlled to less effect on their test results.

For data collection, the first study in how Library-Learn the history of education in Iran was discussed. Libraries during the study period for this study, researchers have used include: libraries and research centers affiliated to the Mazandaran and Golestan provinces of Education, several university libraries (private and state) in the provinces of Mazandaran and Tehran, libraries, some schools (especially pre-university) in the province, achieved a personal library at home.

In order to judge the validity of data on external and internal sources of cash was paid. External review of the original document (not content) were used. In this case, the questions to be answered was whether the original source is required? Who or what people have written them? Where and when and in what context they were written in? After it became clear that each of the original sources and documents are collected, they were paid to the evaluation. In this case, the content and accuracy of sources and documents were judged. These types of questions to be answered was whether the reporter or editor to view and report on events and years of experience is necessary? What was his relationship with the events in question? How the reported events appear to be reasonable?

Data collection tool for testing hypotheses of this study include:

a) Design and implementation of four-choice question, 20 points from 25 pre-university courses in Persian language, as "a test", the balancing test groups 1 and 2 and control nuisance variables in this study. (The test of this research project).

b) Design and implementation of 25 four-choice objective question of 20th grade teacher of Persian pre-university course (fourth year high school) and its implementation in the experimental groups (1 and 2), the research project entitled "The Test" to assess the academic achievement of students in each group were compared and analyzed the scores of these groups.

1. Questions relating to pre-test to post test questions were different.
2. The pre-test questions and test questions for the experimental groups (1 and 2) were similar.

Attitude was made gauges: Affective attitudes in both groups, teachers in the classroom and teaching courses in Persian, by questionnaire, 24 questions gauge the attitude of the researchers, has been studied and compared.
After the research project, in the first half of the academic year 2010-2011, along with questionnaires measuring attitude and time after time with questions, the students in both groups was to provide their views on the five scales, from completely agree to completely do the opposite. Validity and reliability of the power clean and difficult to detect with statistical methods and a questionnaire survey of experts was appointed.

Attitude surveys to gauge the validity and pre-test and post test questions in this study, the validity of the formal (apparent) and content is used. The face and content validity of questionnaire questions and test questions and comments from colleagues with experience in designing questions, Don Professors and experts in this realm is used.

Method to calculate the coefficient for the final tests have been used in this study, namely, open trial and half the test questions.

The test twice in the same group of test subjects enrolled and the resulting scores were compared, the correlation coefficient between the scores of the two tests (coefficient feet) equal to 0.64.

Once the desired test run with a single group of test subjects and then we run, we have divided it into two halves (one for all the questions a couple of test questions and all the other test) correlation scores of the two semi-The test in each of the two semi-final coefficient is calculated using the Pearson correlation method, we calculated the correlation coefficient between the mid-test was 0.60.

To calculate the reliability of the test, the correlation coefficient between the half (60/0) in the following formula to formula Spearman-Brown's reputation is made. Result, the reliability of the test, the 0.75.

Conclusion and Re-Commendations:

Recommendations concerning the findings of this study should also be looked upon these goals.

a) At first glance, the view of some psychologists behaviorism is consistent with the purpose of education is to inculcate and fast data transfer and information to learners, the school also moved up the knowledge and lessons at the lowest cost students are. Look at the school are those who can succeed in this transition, based on external criteria to score more.

b) A second look, it endorsed the view that cognitive psychologists studying. The goal is to educate, create areas suitable for realizing human potential and flourish, in coming to them. Educational method in which to build, discover, organize, build, produce, think, out there. In this type of education, effective learning, motivation is internal. Students are active in the learning process and it is expected to explore, think, invent new and innovative solutions to design problems, they are producing new knowledge.

Based on these two perspectives, teaching methods, teaching methods, the explanation based on direct control of the index is partly based on group discussions and teaching about the second view is that, in this study were compared to the efficacy and efficiency of each of them in the curriculum and pupils' progress should be assessed. According to the above perspective, the recommendations of this study are discussed as follows:

The current system of education that prepares students for university entrance exams have been the ultimate goal of education, exams and routine test universities in Iran based on the mnemonic content, teaching methods discussed in the training group especially in the fourth year of high school students (pre-university) exam that students are back, takes a long time and it is possible that students with this method, a lower content of textbooks to learn. Because it must take the exam, if not all of the contents of the book, will be concerned with. Why the current educational system in Iran, the best methods of teaching, so that the test results and surveys of students in the experimental groups 1 and 2 is given in this study, "Teaching an explanation based on direct control" is the same way that we are now in their country. So for the present system of education in Iran, according to the reasons mentioned, the "explanation-based teaching methods of direct control" as the correct and complete and offer advice.

a) Teachers using lesson plans that are already prepared to teach, teach the subject or the subject with a simple example using the training materials for the students to explain and demonstrate (where the visual student learning at this stage is cognitive and conceptual).

b) The teacher explained the lesson content, to ensure that students understand the lessons taught are desired or not desired subject or course content that students need to understand it randomly from a few students and ask them with their language, to respond to teacher questions, (at this stage of student learning, both physical and mental factors are involved. Sorndaik say, in the learning both physical and psychological factors are involved, learning is a process that the two are linked together to form a variety. Whatever is feeling, or perception and psychological factors that seem to respond to stimuli or physical agent will form.) If the answers were incomplete or unclear content or material that most students did not understand about teaching, teacher pay them back with a more simple explanation.

c) The definition of teacher, explained the course content in teaching and ensure that students understand the subject or the subject is taught, with regard to the types of courses and training materials, the same subjects as Stories about teaching practice for the students to dissect. Story about teaching a course in chemistry or
education courses that are required to test, after the previous steps, then in the laboratory and in the presence (students) will be tested, so that the students practice with are observed.

d) Which at this stage, each step is taught, the teacher randomly from students in the class wants to do the test with your hands, this action will ensure that there continues Almost all pupils were able to perform this action (or a practical test of ability) have found.

Most teachers and students to the style of speech or explanation (auditory model) teach, while today, the results show that students in psychology classes to learn different styles (auditory, visual and kinetic) learn.

If the goal of education is concerned with the second view, the goal to understand the course content, to allow the learners to understand it, instead of learning the ways of solving the issue would be used. Instead of the well-known collection, the collection was intended to be unknown and also in making education, discovering. Build, invent new products and new strategies are in place, the best way to teach "teaching methods involved in learning (or discussion group)" and offer advice.

In this study, despite the fact that test scores of students who were trained to teach an explanation based on direct control of the students who were trained to teach a group discussion was more or higher. But the reason that some researchers have presented results of their research and in the second chapter, the background investigation is also available and also the progress and needs of today's human, educational products, today our country (Iran) with This method of training (the explanation) is not satisfactory and less educated people who are able to meet the needs of our society today, it cannot be achieved.

Because in this way, students cannot think of what they have learned independently, outside the classroom to good use and expand their knowledge in the field. Only learned from textbooks and teachers and obey their scores to any device that has been blocked from passing university entrance exams and the evidence that in many cases not associated with the career and skills for the life no need.

More comparative research between teaching methods based on direct control of explanation and discussion of teaching methods used in the academic achievement of students.

Patterns of participation in learning, teaching methods (group discussion) carefully defined and formulated by experts and in-service training classes for teachers to offer them to all be familiar with the procedures of this model properly and in training with this act.

Required to participate in learning, teaching methods (group discussion) first start of primary school pupils to learn from the beginning and start feeding activities-learning about technique and the activities they used to.

**Conclusion:**

As shown in surveys of this research, the methods used to teach students to find an explanation based on direct control in higher education, participation in learning, teaching methods, not like, because the use of explanation-based teaching methods directly controlled by the usual method of the present education system in our country, the greatest responsibility on the shoulders of the teacher training and student education through books, pamphlets and teachers as they prepare to receive the same high school students, especially students fourth year high school students (pre-university), this method of group discussion, more like. But participation in the teaching-learning methods (method discussion) can learn more responsibility-students learn to trust and work with students using this method to explain the method, more and more difficult and in this way to help the teacher will. For this reason, explanation-based methods of teaching students who are accustomed to direct control, the procedure (group discussion) do not like.

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