STUDENTS REVIEWS CURRICULUM TREND TO APPROACH THE NON–TECHNICAL PART OF THE CURRICULUM, BASED ON THE CLASSIFICATION AND HANKINZARNSHTAYN

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Abstract

The present study aimed to determine the orientation curriculum students of Islamic Azad University Meymeh curriculum based classification approaches and Hankynz, Arnshtayn done. The purpose of this study was applied and a description of the different sets of data collecting. The population of this study curriculum, all students of Islamic Azad University Meymeh formed by employing a simple random sampling the formula to determine the sample size of 110 students (59 males and 51 females) as the sample is taken. The research instrument was a questionnaire was designed based classification approaches and HankyzArnshtayn curriculum is designed.

Reliability using Cronbach's alpha index equal to 88% is obtained. To analyze the data, univariate t-test and t-test was used. Results indicate that students have a tendency to approach non-technical curricula and HankynzArnshtayn based classification, the approach of humanism above average

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Introduction

The curriculum, a branch of biological science that theoretical terms, one of the most challenging and controversial areas of knowledge. The ideology of the curriculum, the basic issues and controversies in this area is the review of the record reveals no such ideologies that serious attention has been paid to this issue (October Mohammadi and A.khandaghi, 1388).

The term has been applied to a variety of curricula for purposes such as planning for a particular subject in a specific grade,During a course, or as a program of academic subjects during the study period. However, in many cases the curricula of educational goals and a list of topics that should be taught in schools not exceed in recent years the program has expanded, so that all the detailed program of learning activities learning, various teaching materials, teaching strategies and recommendations on the implementation of the program is included. (Ghaderi-1391).

But there is another definition of the scope is much broader. Formal and informal curriculum content, methods, and training is obvious and hidden by them, under the guidance of school students, to gain the necessary knowledge, skills, attitudes and values in your own business, and they are.

With this definition, we find that the scope of curriculum Dryayst as many internal and external factors involved in the social system. (Maleki, 1392). But an approach to curriculum feedback of knowledge, perceptions, values and attitudes towards the world and a Frajht finding reflects the principles involved, territories, and the theoretical and practical curriculum. (Arnshtayn and Hankyns, 2009).

Ideological implications of the power of education Brkhvrdarndk·h explicit and implicit definition of basic needs while teaching them to be considered in the plan (TalebzadeNobryan and FathiVajargah, 1382). On the one hand, the curriculum, the education system is an important factor (Karami, IsmailiBahmanabadi and

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Evil, 1391). On the other hand, education, effort, targeted and effective strategy based on the interaction between learning, teaching and learning that lead to different expectations of teachers, practitioners and experts in the field influenced the formation this process is.

The internal and external research conducted recently that some of them refer Amin khandaghi and Pak Mehr (1391) in which to study the curriculum of art done at different levels of the public education system It is concluded that the findings of the governance perspective on the discipline of art education curriculum in Iran. The findings showed that more experienced teachers who have taught, the greater the tendency towards more disciplined approach. According to them, this may reflect the fact that although the teacher's beliefs and thoughts, there is a tendency towards a certain direction, but the rule of the discipline-centered the education system, beliefs, and thoughts affect gradually. In other words, whatever the discipline-centered higher education in the. Intentionally or not, his attitude towards this direction, increases. However, in this study, students have three inputs dominant approach to human personality and this, as in the discussion, you, department of the students surveyed indicated that such a dynamic group of young teachers who are interested in this, the result is very impressive, but the point about the difference between MA and PhD students also applies.

BorngAkbari, parsley ThaniHnchyan and Karshky (1391) in their research acknowledging the fact that in general, the dominant approach in the virtual learning environment of the University of behaviorism and cognitive constructivism approach and the goal is easy and more as a combination of orientation and approach has pointed out. In addition to this is found the teachers in the humanities than the sciences, medicine and engineering approaches and education have adopted a more humanistic orientation.

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Jenkins (2006), as well as the evaluation of teachers' beliefs about the types of projects that the orientation of the curriculum for sex and educational level of teachers, was not significant. The findings indicate that, for both sexes, the highest and lowest scores were related to human approach Attitudes and behaviors. These findings indicate that both sexes have a tendency to approach Humanism, there was no difference between the dominant approach. In fact, sex, had no effect on the willingness of the orientation.

Symr and Tymvsyn (2010) consider that the approach according to which the teachers believe that a fundamental revision of the program teaching and learning to be the paradigm shift needs to reflect on the role of teacher and learner, the learning outcomes and assessment methods.

Solomon, January Zalkyfly Rahman (2007) in higher education, since the content of the curriculum, requiring higher levels of thinking such as critical thinking and evaluation skills and reasons for beliefs, reasoning and credibility finding content that instructors and programs subjects received atherefore, at this time, the use of student-centered teaching methods and changes in the organization of courses and topics that will be necessary. According to this it can be deduced that the use of these kinds of teaching methods, according to the non-technical approaches and therefore this important role in students' tendency to explore new approaches and Humanism has been conceptualized. Another finding of this study showed that, for both sexes, the highest and lowest scores were related to human approach Attitudes and behaviors.

With regard to the question under consideration is what was said

Student orientation program curriculum to non-technical approaches, based on the classification and Hankynz how Arnshtayn

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Research projects

For the purposes of this study, application of quantitative data and the study is descriptive. This study is among the causal comparative research is non-experimental this means that any change in the existing conditions are not fulfilled but the changes have already taken place and realized just measure and compare deals and aims to clarify the difference.

Target population

The population consists of all undergraduate students and graduate of the university curriculum in the academic year 1393-1394 Meymeh are studying up. Based on the findings obtained, depending on the size of the target population of 147 persons. Of which 76 males and 71 females, respectively. To select a representative sample and increase measurement accuracy based on simple random sampling and sample-size formula Bhola (1970, quoted by Abel, 1375) is an action based on a sample of 110 is considered. Sample size and sampling method according to Morgan sample size of 110 is considered. For the selection of simple random sampling is used. It is noteworthy that 51 subjects were female and 59 were male,

Data collection tools

To evaluate the students 'tendency to approach curriculum curriculum' of the questionnaire is based on the classification of approaches and HankyzArnshtayn curriculum is designed to have benefited Therefore, after study and documentation of the thesis focuses on the design question and after approval by the supervisor and obtain the reliability 'of the sample is executed. Hankynz believe Arnshtayn and curriculum approaches can be evaluated from the perspective of technical and non-technical. Technical approaches, in accordance with the procedures established patterns of traditional education and non-formal education mirrors and

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technical approaches as part of the educational policy and the way leading to the traditional educational challenge.

Results

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To examine the question of single-sample t test was used for the results presented in Table 1

Table 1. Descriptive characteristics of different approaches to non-technical curriculum

Standard deviation	Average	Number	Dependent variable
.68010	3.6682	110	**Humanism**
.74477	3.2982	110	**New conceptualized**

Table 2 shows the results of the one-sample t-test to differentiate the curriculum in non-technical approaches

Average difference	Significance level	Degrees of freedom	t	Dependent variable
.66818	0.05	109	0.3044	Humanism
.29818	0.102	109	0.1992	New conceptualized

Results above indicate that the observed value of t with degrees of freedom (df =109) at (a =0/05) humanism approach is significant. Thus, the null hypothesis of no difference between the mean and the mean of the reference sample is rejected and it can be concluded that the students have a tendency to approach non-technical curricula and HankynzArnshtayn classification based on humanism approach is better than average.

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