

EXAMINE THE RELATIONSHIP BETWEEN THE  
EXPRESSION OF ENTRIES LESSONS FOUNDATION  
STUDENTS AND TEACHERS FROM SIX PRIMARY  
STYLES OF DISTRICT 5 ISFAHAN PROVINCE

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**Abstract**

Present study to investigate the relationship between expression of texts the foundation students and teachers from six primary styles of Section 5 of the academic year has been 94-93. For this purpose, a sample of 150 primary school teachers have been Isfahan. Which is randomly selected proportional to size. Cronbach alpha reliability of the study was 0/912 respectively. The results showed that the method of expression of positive affect ( $r=0/534$ ) is a teaching style. Using the expression of a significant positive correlation ( $p < 0.01$ ) with the teaching style. These findings suggest that the method of presentation is more holistic and student-centered teaching style more.

**Keywords:** teaching styles, teachers, students.

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## Introduction

In the current situation because of the explosion of knowledge and the lack of opportunities for teachers to obtain information on their areas of expertise, foundation teaching and thinking, research, creativity, and innovation is more important.

In this sense, teaching and human action in which many of the targets that are the result of the Order-i.e., in the course of the interaction with students are instead of the interaction. In this form of human action, teacher production line manager is not in accordance with details products are processed and processing. New methods in teaching emphasis on the teaching and learning process. It means that instead of the teachers that the scientific students transfer and they want these things to keep in mind and to aMemorized content ,emphasized process and have students and the learners actively in the process and learning process. (Zamani andLiaghatdar ,1381).

Even at the level of ideas and policy can be seen as evidence of a significant change. Teacher training and content of a model transition from pre-defined and systematic nurturing skills and habits of mind to a more fluid and interactive process of knowledge construction, critical thinking and experimentation Gary has changed. This shift to the practical intelligence about why, how and with what effects. (Askyl back and Connell, 2004) and at a level considerably lower than that of new teachers teacher educators want to learn how to elicit ideas from students and then as a basis to help them to understand and perception of the newer, more reasonable, more accurate, and more organized to build, use.

Thus, in response to a need to promote rather than people and forcing students to memorize and repeat all the words of the teacher's the smallest statements of the teachers have a clearunderstanding of the concepts, principles and rules in the minds of students does not need to be The students understand the perceptions and

their education and become independent learners themselves (Gage, 1374). Makhr (1986), referring to the traditional view of teaching based on the assumption that learning achievement, teaching, says that in view of the revision, the teacher will not and does not transmit the content to the students. Instead the teacher to the student how the content of teacher training, textbook, or other sources achieved. The parallel that students will gain the skills content, learns. That's why you have changed teaching methods and education and training, and the development thinking built.

Therefore in the current duty teachers training in the process only to transfer scientific realities. They should be the ideal learning and how thinking and learning how to teach students. If method of learning to give them their students will learn. For students to learn to be independent thought used to. Induce students to thought and speculation the main teachers. A teacher who is an efficient receivers with issues faced and for solving problems has been presented to them thinking to persuade (Gaje,1374).

### **The importance of and necessity of research**

Each State Education Department as one of the most important, most effective and most widely different social organizations that are responsible for the selection and transmission of cultural elements in society emerging generation is responsible. It is a system that has long been a critical and constructive role in the survival and continuity of human culture has played (Safi, 1385).

Rapid growth of technology and all the more remarkable in, information, the change in the system of social education in all modern societies and structures of the old job than before the important issue that provides a human attempt to consciousness in the beginning. This consciousness that not only for the world can progress quickly is vital, but as a tool in understanding easier human interaction

with professional life it is necessary. The many benefits of obtaining this self-taught in the field of learning and study. For example, if people have to learn based on their style, to work. And more suitable environments to choose their activities, there is no limit to their development and their learning really can be done with less stress and more fun (Prashnyg, 2002; quoted Chavoshi, 1388).

Identify difficulties and shortcomings of the educational system to provide enough information for programs for planning development is a necessity. Evaluations indicate that the real causes that if educational failure and repeat basic narratives and to confront issues, we can level of quality and efficiency to increase our education (Salehi, 1385).

If teaching style teachers narratives and connection between use of the methods of teaching plan concept we can definitely educational performance of teacher increase and this a great step to increase the efficiency of education and country.

If teachers teach style and connection between the learning style of the students and teaching style we can definitely educational will decrease. A few of the teachers in the style above right and correct it and how they can have the best performance are sure, we conclude that why this kind of research is needed (Prashnyg, 2002).

### **History Research**

Alexander and Salehi (1385) examined the effect of teaching styles and learning styles of students of the College of Agriculture and Natural Resources, University of Kurdistan on their academic performance began. The results indicate that the styles of teaching - learning styles had significant positive impact on student academic performance. So teachers if they can with their teaching style to fit their learning style, students from the school will be of a more favorable deal.

Chavoshi (1388) research has examined the relationship between teachers' teaching styles and learning styles of students of Basic Sciences, Isfahan University of Medical Sciences conducted. The results of her research showed that teachers' teaching styles based on the styles preferred choice of students and teachers' workshops in familiar style - Learning to be held.

Haqqani (2011) in a study of Yasouj University of Medical Sciences to study the methods of instruction based on the student's preference suggest that methods of instruction based on students' preferred style is selected. Also, the students in discussion and thus more active and participatory teaching methods are recommended to use.

Costa and MAC rent (1995) believe that personal information to help clients understand their capabilities and weaknesses-and to choose better careers and more realistic touch. Several packages interpretive personality questionnaire, along with other available tools (such as Myers-Briggs profile type index Strong interest inventory) or interpretative options that address the issues of career.

Shelton, McKenna and Darling (2007) in a study on the effects of behavioral style assessment using the Myers-Briggs Type view on the organizational impact, the results showed that job advice to managers with insight to their personality types improve relationships with each other and the organizations that behavioral style is more diverse, there is greater probability of success in organizations that people are no different styles (according to the Gentry, MandvrVkaks, 2007).

## Research Methodology

The purpose of this research is applied and the method of correlation and run in the field. In terms of time and in terms of cross-sectional data and quantitative data collection and field data through questionnaires.

*Target population*

The population consisted of all elementary school teachers in the city at the base of the sixth and teaching in the academic year 94-1393 are the total number of undergraduate training, according to city management education of 340 people.

*Sample size*

The sample was evaluated using Cochran formula. For a small the target population and limited quantifiable variables of the formula used.

$P = \text{Mean observed} \div \text{Number of questions} \times \text{Maximum score questions}$

$$0/78 = P$$

$$Q = 0/22$$

$$t = 1/96$$

$$0/05 = d$$

$$n = \frac{\frac{(t)^2 (Pq)}{(d)^2}}{1 + \left[ \frac{1}{N} \times \left( \frac{(t)^2 (Pq)}{(d)^2} \right) - 1 \right]} = \frac{\frac{(1.96)^2 (0.78 \times 0.22)}{(0.05)^2}}{1 + \left[ \frac{1}{340} \times \left( \frac{(1.96)^2 (0.78 \times 0.22)}{(0.05)^2} \right) - 1 \right]} = 150$$

Thus the sample size in this study was 150.

*Sampling method*

Sampling was stratified random sampling is proportional to size. This means that the schools are separate schools for boys and girls schools were selected randomly and teachers were chosen randomly placed at their disposal research.

*Data gathering tool*

In this study, according to the study and teaching of the questionnaire using concept mapping and questionnaire Prashyng teaching style is used.

**Results**

Elementary sixth grade teachers teaching style speech texts related to District 5 Isfahan

*Table 1 summarizes the results of the test, Pearson correlation coefficient using the expression of the teaching style*

Teaching style		
0/534	Pearson	The general content
0/0001	Confidence level	
150	Count	

Results Table 1 shows the general method of expressing significant positive correlation ( $p < 0.01$ ) with the teaching style. These findings suggest that the method of presentation is more holistic and student-centered teaching style more.

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