The Status of Modern Teaching Methods in the Educational System of Iran
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ABSTRACT: Education is one of the crucial issues of any education system. The definition of training is a two-way process in learning information, skills and positive attitudes about something that fits a specific age group and comes into force at an appropriate time. One of the most important aspects of teaching professionalism is teacher proficiency in teaching methods. According to the new teaching methods, an expert and discerning heart teacher is who as a fair leader and conductor and guides the students to the right affairs. In modern classrooms, the teacher never dictates things and instead, derives information from the students themselves as scientific tenets. He/she attracts the interest and welfare of children in the class instead of determining a fixed place for them. Each student is allowed to sit wherever likes and when necessary stand up from the seat and negotiate around round tables with his classmates. But the teacher is always knowledgeable and helps any child in using training and educational materials. Since the educational goals are so various and anything should be thought by particular teaching method or methods, teachers have to become familiar with different methods of teaching.

KEYWORDS: methods of teaching, training, modern methods, educational system of Iran

1. INTRODUCTION

Today, teaching methods and styles of teaching are not based on a set of rules or specific and modern instructions, because the teachers are seeking to reveal and clarify the facts and unknowns’ concepts to their learners due to their talent and sense of tact. Our emerging society strongly requires a new learning perspective to refreshing that a kind of "Philosophy of Education" and provide a clear vision of the future education [7].

Technology revolution changes the appearance of the world quickly and information technology already has changed the life of people. Remarkable developments in materials, nanotechnology and biotechnology will intensify presents of these changes. These technologies not only have profound effects on human life but as those intertwined technological revolution that make a multidisciplinary with accelerated progress in every field of life. ICT foundation is the main cause of survival and national development in a
rapidly changing global environment and leads us to the foundation of new designs, highlights and excites challenge in the light of the human resources and reliably established infrastructure and in fact, instruments and equipment required for planning, managing and evaluating changes in development and achieving sustainable growth. Communication and information apply to the use of technology to facilitate meeting the needs of each community which is very important. Including vision and comprehensive knowledge about the technology, skills, tools and ability to use related technology and skills, understanding the flow of information, having the ability of mobile compatibility and dominate the rapidly changing world and continuing all through education, information and communication technology will be possible in new models of learning classrooms.

Learning process makes students ready to tangle with their challenges well, but it is not enough to make them good citizens at present and future, it is equitable distribution of learning opportunities in the community, public participation in all parts of the country and create a learning community resources that will be possible all over the society. By focusing on learning, society creates conditions that support sustainable and successful development and will be knowledge-based. Learning community gives the highest priority to training and focuses on development training capacity in it. In the learning community, creativity and innovation are two prominent social value and expanding cooperation and synergies in the creation and distribution of knowledge can facilitate and encourage knowledge and skills as a process of interaction and creativity [14]. Golden key in learning communities is their educational system and in all schools, especially schools with specific models of learning. Specific learning models attempt to see the next learners understand and compromise.

Teachers’ knowledge of learning theories and teaching models is important because training places are designed to do monitoring and learning and teacher acts as a guide, overseer and organizer. In addition to having awareness of the subject, the teacher should have sufficient knowledge and skills about the methods of instructional design and evaluation too [15]. Using educational technologies in its new concept is considered as one of the, educational innovations without doubt. Nowadays, educational technology or instructional technology is not mere use of audio-visual systems and have acquired new meaning. Materials and training devices increasingly become more diverse and the textbooks are considered as only one of them. The teacher's role is even more guidance and leadership than sole speaker. advancement of Science and technology and the development of human knowledge, changing conditions and opportunities for personal and social life, the influence of technology and industry in national and international relations, the role of time in the fate of nations, the advent jobs used, the statue of countries educational system, eventually lead to find ways to improve our educational system [1]. In this study, we have tried to investigate new teaching methods in the world that is used in the most advanced
societies and look at their place in the educational system of our country and finally, will try to offer solutions to improve this education system.

2. WHAT IS THE PROCEDURE?

The method is a process of rational or irrational mind for reaching cognition or describes reality. In a more general sense, any tool method suitable for reaching the purpose is called procedure. The method may refer to one of the ways that leads to the discovery of unknowns, set of rules that are applied when reviewing the study and collection of tools and techniques that steers man from the undisclosed information [12].

3. TEACHING

Teaching is the interaction or interaction between teacher and student, based on systematic and purposeful design of teacher, to make changes in student behavior. Teaching involves concepts such as: attitude, beliefs, habits, modes of behavior and generally all types of changes we want to make in the students [8].

4. KINDS OF TEACHING METHODS

Historical Methods: At this comprehensive method, the learner is completely passive and teacher as transmitters of information has the primary responsibility for education. He tries to accumulate the minds of learners with a multitude of concepts, principles and lessons terms and thus change their behavior than before. In this type of teaching methods, curriculum is fixed and teacher and student uncompromisingly force to obey their specific content. The teacher thinks that he/she is the main cause of teaching and appears as a treasure of knowledge to learners. Maybe that's why these models and methods are called teacher-centered methods too.

Modern methods: In this model, the learner and his beliefs are at the center of teacher's interest and the teacher tries to strengthen the ability of learners. The teacher uses a lot of teaching equipment and facilities and effective learning is undertaken through various comprehensive training activities and the students' involvement in achieving the goals and learning the concepts of the lessons is essential. Teacher is like a guidance that accompanies
students through inclusive educational path and helps them to learn the lessons deeply and fondly [10].

5. MODERN TEACHING METHODS

During the last twenty years, substantial projects and theories have been introduced in the field of teaching and lots of them have been reviewed and revised by Gagne and Dick recently. Due to all these theories, it can be said that theorists have failed to provide a coordinated and unified teaching theory forever. Various classifications provided by the experts in connection with the teaching methods in this field, Joyce and Will [3] have classified various methods of teaching in four categories of social patterns - information processing - solo and behavioral segmentation.

5.1. innovative teaching method

It is one of the modern methods of teaching that takes more emphasis on nurturing creativity in groups. Gordon is the founder of this method who be introducing new ideas about creativity, broke the traditional beliefs about it. Unlike his predecessors had considered creativity as an act of nature, Gordon believed that it can be thought and learned. He also said that group activities of are the best ways to foster creativity.

This method of teaching has six steps that include: [1]

- Recognition of the status quo: In this phase, the students describe their observation and the desired position becomes completely clear for them.
- Direct analogy: At this stage, the students explain their imaginations about a phenomenon and compare it with one phenomenon or another (As comparison between community and car) and after presenting analogies, one of them is selected by the groups.
- Personal analogy: In this stage, the student put themselves at the place of special entities or concepts and express their feelings, this process often can be done effectively with personification of objects. Of course, this analogy would be performed with regard to direct analogy at the previous step presented before.
- Intense conflict: In this phase, students will benefit from direct and personal analogies in which the opposing concepts have been used (the meaning of life and death are clear for them).

According to Gordon: "intense conflict will be the best help to broaden students' vision and arisen their mental flexibility."
• At this point, according to previous steps, students can perform other direct comparisons.
• At this stage students refer to that concept with the guidance of their teacher and after doing conducted comparisons, start to evaluate the concept and at this stage students are willing to write about the subject.

Noting the following two points are essential for the effectiveness of this teaching method:
• Teachers should not affect students' creations and analogies and denoting freedom can enhance creativity.
• Implementation of this teaching method depends on the specific abilities of students and teachers should pay attention to their students' mental development before choosing this method.

5.2 Problem solving teaching method

This is one of the most applied cooperative methods in teaching. Although some scholars suggest that it is more compatible with single learning models, but the experience show that its usage in group mode would be more useful than single format [9].

In defining the problem-solving method, we encounter such phrases [11]: "the problem solving is the process of discovery and sequence ways that lead to a goal or a solution." So, it should be noted that in the process of problem solving only answer is not important, but the process of achieving it is also of interest.

In this teaching method should two cases are important as follow:
• The student's previous experiences and create conditions for their recall.
• Reaching a solution that was previously unknown to students.

5.3 Role playing teaching method

The role-playing method can be used to display the very embodiment issues and lessons suitable to be presented directly. In this way, individuals or groups of students display the subject in short-run plays [10].

In the sense used here, role-playing does not need specific artistic skills as an actor in theater and cinema, the teacher applies it as a teaching method according to the situation, purpose, and subject of the lessons [13] this process led to the development of personality and social learning in students. If students learn life skills, they will act more successfully in all aspects of their life lives [2].

In this way, students choose their roles according to their interests and start to play that role under the supervision of the teacher and in cooperation with fellow classmates. In this way, education of social rules governing the community would be done effectively and
efficiently and leads to better results, because students are getting acquainted with social norms and do their analysis during role-playing, stabilize their attitude and make emotional contact with others [2].

Role playing as a teaching method rooted in one's personal and social dimensions. This method of teaching assists learners to make active analysis in the social situations. Ahadian and Aghazadeh [1] argue that this teaching method allows the students to express their feelings, benefit from their attitudes and insight perceptions, and develop attitudes and skills to solve problems and course with materials through various studies. This method leads to the development of empathy with others and discussing issues of realities and social values in practice and opens negotiations about values and how they impact daily life [6].

Stages of Role Playing method: Role playing to be as an effective teaching method depends on the integrity and quality of its implementation. Students need to be prepared to be involved in teaching roles and activities. The successful implementation of this teaching method needs to carry out some steps.

Fazli Khani [2] has classified the role-playing method to seven steps involving: select a theme, writing plays, roles, providing the facilities and equipment, preparation and preliminary training, implementation and evaluation of the display and discussion.

Hosseinzadeh et al. (1386) have included 6 steps to implement role state that are; choosing the subject and understanding it, writing plays and roles, providing the facilities and equipment, readiness and preparatory exercises, running and the displaying, discussion and evaluation.

5.4  Probe-based teaching methods

Richard Suchman [9] has developed probe based teaching methods for training those explaining or searching process as formulas. The Suchman model involves students with processes that researchers use them to organize knowledge and classify learning "principles". Probe based teaching methods were designed to confront the students with scientific processes directly. This method is based on the belief that the learner should be independent. This method involves activities for scientific exploration.

5.5  Computer-oriented teaching methods

Some educational experts define learning as "building" and "constructing" and choose those teaching tools and activities which put variety of opportunities to build knowledge at the disposal of students. Pullen (1992) suggests that learning specialists should take in to the account some characteristics when choosing training devices.
Electronic technologies are an integral part of learning methods based on the perspective of "constructivism" and play chief role as important development methods in the classroom where is the most vital place of information transformation [16].

Computer assisted instruction refers to a training or learning situations in which teachers has the primary responsibility and provide learning activities or control what takes place through direct contact of a student with a computer. Computers used in education are called "teaching machine". In computer-based teaching advances in the study are controlled by machine and time training allows students to progress to another stage just when they are being able to learn the present one. Consequently, teaching machines (CAI) are special computers in which lessons are programmed and the learner uses them to learn [13].

5.6 Conference method

This approach is different from lecturing, because the lecturer teacher is responsible for giving information to students. While in this way information is collected, and provided by students. This method can help to determine what students know to what extent and creates an active position to learn. The teacher's role in guiding and managing the meeting and conference merely is to avoid discussions that lead to deviation from the theme of the conference and its logical processes. This method is used for all of the courses and different learners [14].

5.7 Experimental methods (methods of learn by doing)

Testing is an activity in which students take experience with the use of equipment and materials for specific concept in practice, especially about their meanings. Experiments are usually done in the laboratory, but the lack of equipped laboratories with the proper tools should not be a reason for not doing experiments in class with very simple necessary equipment that teachers and even students can easily provide them. Sometimes experiments are done in order to familiarize students with the practical aspects of a concept. To do this, the teacher provides students to the experiment procedures and expects that the students eventually reach the same result using the agenda. In other cases, experiment is done to provide a suitable environment for problem solving process. Experiments are very necessary to teach concepts of science, particularly physics and without them, students cannot learn concepts correctly.

5.8 The multi-sensory approach (mixed)

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Using this method requires the use of all senses and learning process takes place through all senses. Through this method, the students will be able to understand content and skills, communicate more effectively, establish skills and generalized content from one location to another. Multi-sensory learning methods generally uses of all the senses, in other words, it contains visual learning that 75% of our learning is through watching, audio learning that 13% of our learning is through listening, touching, which 6% of our learning is by touching, tasting that 3% of our learning is through taste and smelling that 3% of learning is through smell.

5.9 Problem solving method

This is one of the active teaching methods. If the school system wants to train problem-solving ability of students, (of course, problem means no issues, in other words, it is not a matter which causes problems for us, but reaching the goal in each act somehow is a problem-solving process [5]. In this way, training is done in the context of research and leads to genuine learning and the students will reach to a deep and lasting learning by means of this method, initially, the teacher should identify the problem, then collecting information would be addressed by students and eventually after collecting data based on the information gathered by students, hypotheses are tested and concluded. If problem solving methods are done properly, they can lead to brainstorming precipitation. This means that if the teacher's teaching methods take place properly to resolve the issue, Students try to solve the problem using all their thoughts and ideas, find solutions and offer them at class. In other words, if teachers teach problem-solving method to function properly, results in a brainstorming teaching method as well. In general, if the system of education wants to strengthen the creative potential areas surely play an important role in problem solving and brainstorming clamps, problem solving teaching methods in the classroom by teachers will be the best alternative.

5.10 Project method

Project teaching method allows students to promote power management, planning and self-control in them. In this way, students can choose topics according to their interests and actively participate in solving this issue. Based on this method, students learn how to do on a regular basis and stage work and it strengthens confidence in students because education is supposed to make a correct relationship between them and the teacher. Finally, this approach leads to strengthening cooperation, responsibility, discipline, tolerance and patience in students when doing basic research skills.

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5.11 Pattern of legal probe

This template helps students in examining social issues like justice, equality, poverty, power, strengthen public and social growth and justifying them to solve these problems is through negotiations. In this model, the initiator teacher is controlling atmosphere for intellectual work and to create a positive, open, dynamic and instill power in students that would not directly evaluate each other, and respect each other's opinions. This model is used mainly for high school and university courses and ultimately enhances empathy, Logical judgments on social issues, proper analysis of issues and strengthens the collective work of students. Example: Suppose some students disagree with the quota of entrance examination, the teacher negotiate them at this regard and ultimately convinces them realize the subject.

6. THE USE OF MODERN TEACHING METHODS IN THE EDUCATION SYSTEM OF IRAN

In recent decades, much effort has been made to replace stereotypical traditional teaching methods with new and innovative methods which are based on individual and social needs of the students, make them creative and producer of science, then openings new technology paths in country. Changing the educational system and students' textbooks has been made in this regard. But despite all the efforts and heavy costs incurred by the ministry of Education, there are still traditional and teacher-centered teaching methods. In the vast portion of country's schools, no changes have occurred in teaching and assessment approaches and that’s why there is ingested frequently to blame teachers why cannot adapt themselves to modern methods of education. (Taghipoor Zahir, 1385). Educational system in Iran is based on the originality of its features which is run on a fixed schedule and text content regulation is bound to observing the same training discipline required for all teachers. From the perspective of education specialists, the result of such a system is that teachers' initiative and freedom of action is zero and cannot participate in active methods of training.

7. CONCLUSION

One of the important tools of teaching is learning and modern teaching methods can be used to facilitate it. Of course, none of teaching methods are not good or bad per se, but their usage conditions cause their strengths or weakness. So, teachers should pay attention
to the educational objectives, teaching content, needs and interests of students, the resources available (time, space, equipment, etc.) student density and select the most appropriate approaches to reach an optimal teaching. Teachers are the frontline troops in learning war and should be familiar and trained with the most modern scientific weapons which means different methods to the modern and active teaching and learning approaches and know use which one in which situation. It is hoped that teachers using appropriate and useful new methods of excellence teaching, help those special educations and give a brighter future to this field. Educational system in Iran is based on the originality of its features which is run on a fixed schedule and text content regulation is bound to observing the same training discipline required for all teachers. From the perspective of education specialists, the result of such a system is that teachers' initiative and freedom of action is zero and cannot participate in active methods of training. Educational system, the curriculum is based on the originality of the material in the education system for the country is run on a fixed schedule and text content regulation is bound to observe the same discipline is required training for all teachers. And in the view of experts is that teacher education is not necessarily a result of this military initiative and freedom of action and do not be active methods of training. The solution can be used in several cases:

- Changing Educational system to an approach based on all-round development of the individual, denoting freedom and authority to teachers. Non-uniformity of textbooks and permanent training program are the most important ways of reaching to more active teaching methods.
- Spiritual and scientific support of teachers, specially designing training courses for teachers who are unfamiliar with new methods of teaching are the most important principles for replacing the active methods with traditional ones.
- Reducing the volume of book and time allocation in accordance with educational content and active methods can enable teachers to apply these methods in a stable mode.

REFERENCES


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