

Surveying the influence of teaching active patterns (innovative and memorizing) on students studying progress, KohkiluyehBoyerahmad province, 2010

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Abstract: purpose of this research is, surveying the influence of teaching active patterns (innovative and memorizing) on students studying progress. Research method was experimental and was done by pre-test and post-test pattern with control group .by using cluster random sampling method, three classes were selected among different regions as samples. Control and experiment are divided according to simple random method, after four month holding classes by using memorizing and innovative methods for experimental groups analyzing data with T-test, results shows that there was significance difference between pre-test and post-test in two groups. It means that memorizing method and innovative method are effective in students studying progress .with using T-test, Control group it was identified that there wasn't any statistical significance difference between pre-test and post-test group. But between control group and experiment groups, there was statistical significance difference. It means that active memorizing and innovative methods were more influential in studying progress rather than traditional method.

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1. Introduction

From beginning till now, patterns and methods in training and teaching and learning has been changed as a permanent and continuous work and in different eras, people use different tools for learning and transforming concepts (Ainscow.M. 1991, Anderson,1979). One of humans specification is, get impressed and impressed in family, school, office, community, and world. Communicating happen in education environment to develop emotional, psychological and intellectual aspect human (AntiL, L19, 1998. Berliner, D. (1992). Education and training isn't providing information, but it is total development of human personality and travel to intrinsic world for recognition and training values. In this point of view, teachers are in the center of education process and teaching without them is impossible (Ausubel,D,p. 1960, Cameron,J.1994). Most think, learning heart is learning for recognizing human intrinsic treasure. But in ideal aspect, leaning is reciprocal communication and teacher and student both learn.one of key subjects in world conference was, teaching for whole and try to find new learning method and compatible with student's needs (Chesler,M,&Fox,R.(1966). We can't find ready solution for studying progress. Every country and community should find suitable methods and use other's experience for confronting its problems. People, who want to resolve teaching methods, should step wisely with experiment for achieving and use influential teacher's experiences

(Copeland,Wd.(1975). In these conditions, how learner with traditional tools in professional and specialized programs let themselves not to use new education methods and then imagine that is there efficiency, effectiveness and productivity in their work? Now, teachers classes are theory rather than applicatory, and presenting subjects with theoretic method, is the most of imperial countries experiment and its ineffectiveness was proved for whole. But today, because direct cooperation learners in learning, great evolutions has been created in creativity and innovation and discovering new phenomenon. Teaching pattern is a comprehensive plan that helps students in learning any kind of subjects, skills and sights; it has philosophic and theoretical background and has stages that have been designed for reaching suitable training results (De Jong,T,and van Joolingen,W(1998). Teaching pattern can be linked to different shapes of government (Gordon, W.J, J, &poze,T. 1974).

In today world, there are governments with socialistic, capitalism, imperialism, republic systems. They created for reaching purposes and values that different society knew them essential (Jackson,G.B. 1980). Government methods in countries management have similarities and differences. Also, every pattern has differences in logical and philosophic aspects and purposes that follow. But in reaching to skill, incentive and recognition purposes have similarities with other patterns. Teaching pattern are work tools and the more we are familiar with

different methods, the more tools we have. With these tools, we can give suitable content and material to students according to place and time. Teaching method cause, students and teachers develop resources of getting training and education in themselves. Teaching pattern helps students in self-growth and self-development as a person and increasing wise, clear, creative thinking power and making skills and social commitments. Teaching pattern cause self-learning, self-controlling, and self-making in students and teachers. Recognizing learning and teaching methods (teaching patterns) for teacher is similar to recognizing see for ship, rail for train, road for vehicle and sky for plane. If teacher's procedure and pattern is suitable, it has possible influence in individual and social life and society development. According to last classification, teaching patterns are categorized in four main families .this families include:

1. Information processing families
2. Social teaching families
3. Personal teaching families
4. Behavioral teaching families

Although each of teaching pattern families have different approaches to teaching, but they are never inconsistent and can use their components and agents mixed. This work needs creativity, experience and professional and scientific skills. Memorizing and innovation patterns are included in information processing pattern that were used in this research. These patterns have great effect in increasing total mental of students and better thinking in them and cause students get more information and understand studying concepts (Maloney,D, 1994). Memorizing pattern cause emphasizing on information process. Teacher and students try to memorizing new subjects as a group. This pattern need to picture, imagination tools, films and other hearing and vision aids. Teacher helps students in identifying subjects, directions and key pictures. This pattern is applicable in dominating truths and systemic thinking for memorizing, mental power, reinforcement, memorizing growth in all ages. Memorizing and remembering as a teaching and learning method emphasize, on student should dominate on more information and have wise control on processes or learning progress. Memorizing is along with whole life. From birth time, we see many artifacts, handmade and events, but in addition of these , most of existence agent in our world are nominated before us. We force to learn many vocabularies, relate them to things, events and qualities that they have. In other words, we should learn meaningful languages, memorizing pattern, is edited particularly for increasing storage capacity and recognizing

information. This pattern should develop mental power; it means that this pattern should provide developmental perception from ability to dominate unfamiliar subjects learning, in addition to mental skills and attention to environment. One of important result of this pattern is that learning isn't a magic intrinsic progress that we can't control it, second result developing mental making picture and understanding this reality that thinking creative shapes is the great part of learning, is more directional .in mental making pictures, creativity develop and persuade conventional dealing with creative thinking. Mental picturing needs environment observation and attention. As a consequence, using mental picture making as a part of memory work, attention to environment was ordered by itself. With this pattern, our capacity in remembering subject reinforces and we become powerful memorizer.

Important educational and training consequences of this pattern: is perception of mental power , domination on information and conceptions, domination on truths, and point of view , rely on self and independence, perception from self and having high self-steam. Teaching stages of this pattern included: 1. Paying attention to subjects that should memorize, by underlining and etc. 2. Communicating by key words and substitution words. 3. Expanding picture 4. Practicing and remembering.

Creative thinking (innovation method):

Purpose of this pattern is innovation thinking and problem solving in special situation, disturbing common traditions and expanding personal and social horizons in students. Teacher ask students questions, but student's answer is so open, teacher should help students to expand their thinking, this pattern cause creativity and innovation created for increasing groups and person's creativity. Student's cooperation in innovative experience cause creating social relations between them. Students know the problem with classmate's reaction. They respect for every thinking that help to group thinking process. Innovation pattern application is, help to creating social justice that person's social altitude base according to their thinking competencies and provide essential conditions for group cooperation even for shy practitioner. Innovation is applicable in all curriculums such as art and science. Teacher can use it, in himself discussion with students and making self-made content. Innovation compound easily with other patterns, and with it discovered concepts in family, information processing pattern can be expanded. With innovation, social problem discovered aspects can be opened thorough playing role, group surveying or thinking by discovering

method and expand discovered emotions and problem solving thorough using individual pattern family. Most influential innovation application created by time. This pattern can expand theories about concepts and problems in short time. When students use it repeatedly, they can see increasing in their skill by using this pattern. Innovation method includes more training and educating values. Special educating method that Gordon created, believe that creativity process can be exchanged with others and can expand it with learning skill directly. Also, innovation in expanding creativity total power and used in different studying backgrounds. Gordon believed that creativity which create energy by using innovation, increase learning. He emphasized on social environment that encourage creativity and group solidarity energy supply that participates do reciprocal activities.

Important principle in innovation method helps us to discover new thinking ways about problems and expand them, rescue ourselves from constraints and create new solutions. Innovation progress is never magic. Innovation can be explained and teach directly. Unfortunately, most of people usually imagine it as magic progress, inherent and unique. And believed that sustaining against it lead to ruin. Unlike, if people understand creativity process concept and analyze it, can gain it independent and use it in working and life. Creativity increase with analyzing consciously and can easily use in student's training and education and other learning complexes. Creativity principle is the same in all fields of study. Linkage between bearing thinking is so powerful in art and science. Unlike, most of believed that creativity has been hidden art. Such thinking is unlike analyzing results of scientific realities. Producing and scientific theories styles in people and groups are similar.

Teaching stages of this pattern: 1. Describing new situation with teacher 2. Direct comparison , when teacher suggest direct comparison (simple comparison from two things or two concepts) and want students to describe them. 3. Personal comparison when teacher persuade students to direct comparison. 4. Compare comparison by students. 5. Explain differences with students. 6. Discovering by students. 7. Recomparing, students again say about similarities and differences.

Research background:

Training and teaching conclude about experiment and research after years that is the most effective method for teaching and activating student. It means that student with mental strength and thinking that hidden in every body innate, can identify problem and find it a solution and turnout.

Teacher has two main ways for reaching defined purposes, using traditional and inactive method or using active and applicatory. With looking at world training and education history , we conclude that when there wasn't training and education system formally , human learn essential principles and knowledge experimentally, there weren't teacher, student or school or class, rather a person who knew more principles or subjects, was teacher and a person who wanted to learn was students. Nature was school or class. So, in fact informal teaching method was used. So we can say that using active learning methods are as old as informal training and teaching .in past, people such as Soqrat , JanjakRosow, John Dewey, John Piazze and Broner understood importance of active teaching methods and used it. Various specialists and theorist support from interaction teaching method. John Dewey in 1961 in training and education and democracy , said it's training viewpoint and said should be a comprehensive , extensive and experimental mirror for real life learning. Such viewpoint force teacher to create learning, social –army environment organizing with popular methods and specification and engage students and searching and analyzing social-scientific problems. also, in “how to think” , he knew essential specifications for society in working people together , know each other's world, make shared frames and live with each other. Herbert Telen , one of national education laboratory founders in US , designed group research model. In this pattern is tried to in teaching programs, combine shape and dynamism of democracy with scientific searching. Telen's purposes in this teaching create learning situation in the base of interaction and experience. Such pattern can be implemented in all stages of learning and one of its clear specifications high degree of searching. Telen like Dewey, believed that class should be a laboratory for studying and research in important social and scientific problems. Telen in her pattern, consider a person that grows in interaction with other people. Teaching method in Telen's pattern , is a kind of discussion , talking, group cooperation in learning process that direct with teacher. Students learn and solving problems in group. Teacher tries to create an atmosphere lead to asking and familiar students with scientific search with a sample. In such pattern, teaching pattern begins with stimulating and students can discover main conflicts between each other's viewpoint, belief. Understanding and reacting to them. Holfish and Smith emphasize on educating role in increasing people capacity and ability for analyzing their information, thinking, beliefs and values. They knew mental growth and social progress aggregated and believed that increasing skills in social processes need people analyzing viewpoint's

that has a role in social interaction. They didn't know recognition as a unique product from environment and senses interaction, but they knew it result of interaction and analyzing. This affair is vital for educating especially student's thinking growth.

Recognition psychologist in learning process didn't look at students as information processes, who experience, search information in the base of problem solving, use what is suitable for solving new problems in their mind, instead of being affected by environment passively, select, practice, paying attention and denying actively. They follow purposes and show various answers. Structure-oriented support this theory and they believe that learning is a perception active process that results from experience, this process affected by former knowledge. So in every teaching situation, shared level learning of student and teacher identify degree and quality of learning. They believed that learning is result of person's interaction and explanation and comment. So recommend to teachers that enter students in logic discussion that facilitate interaction and explanation. According to this belief, educating approaches are ideal interaction. Zohorick is one of structure-oriented theorist, believe that students need to say their structure-recognizing with people, who can criticize them, teachers and educational executives instead of compiling scientific information in student's mind, should learn them how to think, how to decide, and reasoning about problems. In one research in US by Biker, King, wolf (1989) for helping teachers to combine learning approaches and lead to considerable results in students studying progress, especially in primary school.

Mivares(1986) paid to students studying progress in fifth and third degrees. He placed students in four groups.

First group under learning education in dominance extent.

Second group under cooperative education.

Third group under combined education.

Fourth group under traditional education.

Results of this research shows that learning in cooperative and learning in dominance extent groups, have positive results for students, but studying progress in cooperative group was more than traditional groups. In this survey, with combining learning approach and cooperative and learning to dominance extent, students' progress was increased in high degree skills (comprehensive) and low degree operations(calculating).

Slavin(1982) investigate results of 36 research that was done by control and accuracy in cooperation and interaction for 3 to 12 studying bases in three rural, urban, surrounding zone. His investigations

show that cooperative and interaction method had more progress than control groups. Research purpose is, surveying teaching active methods (innovation and memorizing) on students' progress.

2. Material and Methods

Research hypothesis:

1. There is a relation between memorizing teaching method and studying progress.

Table1: significance statistical difference between pre-test and post-test in memorizing group and active memorizing pattern (Reached $T=7/88$ table $t=(0/05.24)=2/064$)

Pre-test scores of memorizing group:=x	Final test scores in memorizing group:=y	D=y-x	Σ^2
8	12	4	16
9	12	3	9
10	12	2	4
11	12	1	1
11	13	2	4
11	13	2	4
12	13	1	1
12	14	2	4
13	14	1	1
13	14	1	1
14	14	0	0
14	16	2	4
15	16	2	4
15	16	2	4
15	16	1	1
15	16	1	1
15	16	1	1
15	16	1	1
15	16	1	1
15	16	1	1
16	16	1	0
16	17	1	1
17	17	0	0
17	17	0	0
17	18	1	1
17	19	2	4
total	=====	35	68
		Reached $T=7/88$	Table $T=(0/05.24)=2/064$

2. There is a relation between innovation teaching method and studying method.

Research method:

In this research, according to research subject, the most suitable research method means experimental method and using pre-test and post-test pattern with control group was used. At the first of

semester, one pre-test was taken from all groups term post-test was taken.

Population and sampling method:

Statistical population include high school students from kohkiluyehaboyerahmad province that are 34589 person, by using cluster random sampling method, from different zones, one zone was selected randomly, and 3 classes (75 person) were selected by simple random method, one class (25 person) by random method was selected for control group and two other class (50 person) were selected for experiment groups and for measuring studying progress, standard studying progress test was used, that reliability was provided by content method and validity was reached by experimental and Keronbakh Alpha method that its value was 75% by SPSS.

Table2: significance statistical difference between two groups and memorizing active pattern has considerable influence in studying progress in comparison with traditional method

final scores of innovation group =X	Final scores of control group = y	X- \bar{X}	y- \bar{y}	X ²	y ²
12	9	-3	-4	9	16
12	9	-3	-4	9	16
12	10	-3	-3	9	9
12	10	-3	-3	9	9
13	11	-2	-2	4	4
13	11	-2	-2	4	4
13	11	-2	-2	4	4
14	11	-1	-2	1	4
14	13	-1	0	1	0
14	13	-1	0	1	0
14	13	-1	0	1	0
16	13	+1	0	1	0
16	14	+1	+1	1	1
16	14	+1	+1	1	1
16	14	+1	+1	1	1
16	14	+1	+1	1	1
16	14	+1	+1	1	1
16	14	+1	+1	1	1
16	14	+1	+1	1	1
16	14	+1	+1	1	1
16	15	+1	+2	1	4
17	16	+2	+3	4	9
17	16	+2	+3	4	9
17	16	+2	+3	4	9
18	17	+3	+4	9	16
19	17	+4	+4	16	16
X=15	X=13	==	==	98	136

Reached $t=5/141$ Table $t=(0/05.48)=2/021$

According to ($t=5/141$) Reached more than ($t=2/021$) table in post-test Control and memorizing groups. We can say that there is significance statistical difference between two groups and memorizing active pattern has considerable influence

in studying progress in comparison with traditional method.

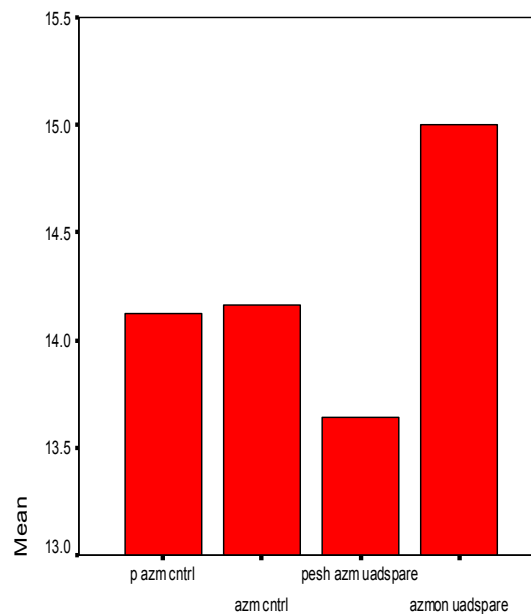


Figure1: Studying progress diagram

Control group pre-test= p azm cntrl

Control group test= azm cntrl

Memorizing group pre-test= peshazmuadspare

Memorizing group test= azmonuadspare

3. Result:

Innovation group scores

According to ($t=5/30$) Reached more than ($t=2/064$) table. We can say that there is significance statistical difference between pre-test and post-test in innovation group and innovation active pattern has considerable influence in studying progress.

According to ($t=5/30$) Reached more than ($t=2/064$) table. We can say that there is significance statistical difference between pre-test and post-test in innovation group and innovation active pattern has considerable influence in studying progress.

According to ($t=3/129$) Reached more than ($t=2/021$) table in post-test Control and innovation groups, we can say that there is significance statistical difference between two groups and innovation active pattern has sizable influence on studying progress than traditional method.

Table3: Innovation group scores(Reached T= 0/408
table t= (0/05.48)=2/021

X=innovation pre-test scores	Y= innovation post-test scores	D=y- x	D ²	X=innovation pre-test scores	Y= innovation post-test scores
7	11	4	16	7	11
8	12	4	16	8	12
10	12	2	4	10	12
10	13	3	9	10	13
10	13	3	9	10	13
10	14	4	16	10	14
12	14	2	4	12	14
12	14	2	4	12	14
13	14	1	1	13	14
13	15	2	4	13	15
14	15	1	1	14	15
14	15	1	1	14	15
14	15	1	1	14	15
14	16	2	4	14	16
14	16	2	4	14	16
16	16	0	0	16	16
16	17	1	1	16	17
17	17	0	0	17	17
17	17	0	0	17	17
17	17	0	0	17	17
18	18	0	0	18	18
18	18	0	0	18	18
18	18	0	0	18	18
19	19	0	0	19	19

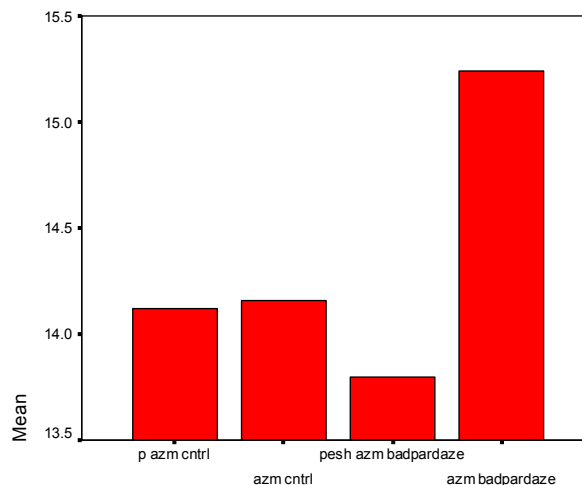
Reached T=5/30 Table (0/05.24)=2/064

Post-test scores for innovation and control group**Table 4:** Post-test scores for innovation and control group

final scores of innovation group =X	Final scores of control group = y	X- \bar{X}	y- \bar{y}	X ²	y ²
11	9	-4	-4	16	16
12	9	-3	-4	9	16
12	10	-3	-3	9	9
13	10	-2	-3	4	9
13	11	-2	-2	4	4
14	11	-1	-2	1	4
14	11	-1	-2	1	4
14	11	-1	-2	1	4
14	13	-1	0	1	0
15	13	0	0	0	0
15	13	0	0	0	0
15	13	0	0	0	0
15	14	0	+1	0	1
15	14	0	+1	0	1
16	14	+1	+1	1	1
16	14	+1	+1	1	1
16	14	+1	+1	1	1
17	14	+2	+1	4	1
17	14	+2	+1	4	1
17	15	+2	+2	4	4
17	16	+2	+3	4	9
18	16	+3	+3	9	9
18	16	+3	+3	9	9
18	17	+3	+4	9	16
19	17	+4	+4	16	16
X=15	X=13	==	==	109	136

Reached t=3/129

table t= (0/05.48)= 2/021

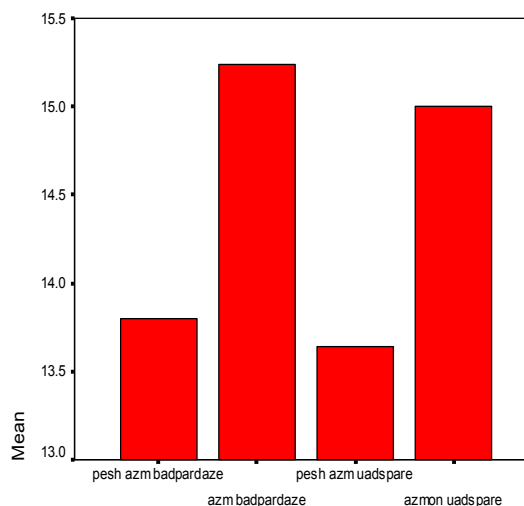
Studying progress diagram**Figure 2:** Studying progress diagram for Control group

Control group pre-test= p azm cntrl

Control group test= azm cntrl

Innovation group pre-test= peshazmbadpardaze

Innovation group test= azmbadpardaze

**Figure 3:** Studying progress diagram for Innovation group

Innovation group pre-test= peshazmbadpardaze

Innovation group test= azmbadpardaze

Memorizing group pre-test= peshazmuadspare

Memorizing group test= azmuadspare

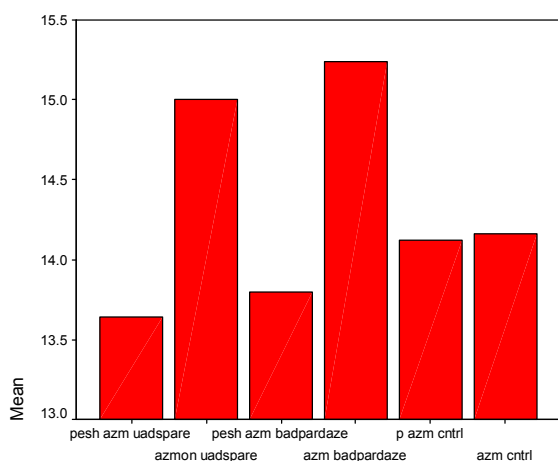


Figure4: Studying progress diagram for Memorizing group

Memorizing group pre-test= peshazmuadspare

Memorizing group test= azmonuadspare

Innovation group pre-test= pwshazmbadpardaze

Innovation group test= azmbadspare

Control group pre-test= p azm cntrl

Control group test= azm cntrl

Innovation and memorizing groups post-test scores:

Table 5: Innovation and memorizing groups post-test scores

Reached $T = 0/408$ table $t = (0/05.48) = 2/021$

According to ($t = 0/408$) Reached less than ($t = 2/021$) table in post-test memorizing and innovation groups we can say that there isn't significance difference between two groups and both of them (innovation and memorizing) have identical share in studying progress..

= final scores of innovation group	Y= final scores of memorizing group	X- \bar{X}	y- \bar{Y}	x^2	y^2
11	12	-4	-3	16	9
12	12	-3	-3	9	9
12	12	-3	-3	9	9
13	12	-2	-3	4	9
13	13	-2	-2	4	4
14	13	-1	-2	1	4
14	13	-1	-2	1	4
14	14	-1	-1	1	1
14	14	-1	-1	1	1
15	14	0	-1	0	1
15	14	0	-1	0	1
15	16	0	+1	0	1

15	16	0	+1	0	1
15	16	0	+1	0	1
16	16	+1	+1	1	1
16	16	+1	+1	1	1
16	16	+1	+1	1	1
17	16	+2	+1	4	1
17	16	+2	+1	4	1
17	16	+2	+1	4	1
17	17	+2	+2	4	4
18	17	+3	+2	9	4
18	17	+3	+2	9	4
18	18	+3	+3	9	9
19	19	+4	+4	16	16
X=15	X=15	==	==	109	98

4. Conclusion and discussion:

Human durability and retainment and survival in quick evolutions era necessitates more attention to education system quality. Quick evolutions in universal centers are more than other organizations. So, schools should retry teaching methods and habits and procedures and pay to all aspects with critique point of view to better entrance. In conditions that space less management world is introduced that in universal arena's called it "becoming universal phenomenon", said education organizational should think about their supporting zone, although influence of environmental factor become more on organizations, educational decisions become more strategic. Education and training organization's durability is a function their ability to changing. As we go forward, decisions are quicker and increasing students, change and evolutions in scientific findings, knowledge explosion, value explosion, inequality in accessing to education and other influential agents in other educational centers, attention and significance of every system become important. Curriculum and educational leading community network, student's needed skills has become divided to three category (human skills, basic shared life skills, personal skills) in 21th century. Prerequisite of this skills is a quantity educational system, and on the other hand, quality of every educational system, depend on teacher' quality. As a matter of fact, any of countries can't go far than teacher's level. Idealistic, most sensitive and vital role is teacher's role. Now, this is a best education and training purposes that is converting human resources to human funds. It's clear that, answer is hidden in one sentence: education and teaching method should become best and stable of art. Education is a tool that people shape their professional life and make future, the more people educated and trained, the possibility of profitability of himself and community and world. But without

education, we will be without future, albeit the education that there is how to know, how to do, how to live with each other, how get in to its heart. Education and training is a hard works that teacher deal with different variables. So teacher should try in this process to create suitable learning conditions thorough manipulating, controlling, studying different variable. Identifying unwanted variable in teaching process is hard and impossible .so teacher's consciousness is the most influential variable on teaching. Teacher creates the most suitable conditions. Teacher's work, reinforce content thorough creating challenge between students, content and instrument. Teacher should remove teaching process deficient thorough creating emotional ring with students and understanding individual differences. Teaching pattern are teacher's tools, the more teacher is familiar with different pattern, the more tools they have. By these tools, we can have ideal materials and content according to place and time. Teaching methods and patterns are sufficient tools for meaningful learning. Teaching pattern cause students and teachers develop varied resources of information and conceptions. Teaching pattern help students in growth and development as a person and increasing creative, clear, wise thinking, making skills and social commitment. Teaching pattern cause self-learning, self-controlling, self-making in students and teachers. Today, education point of view go further than classes and paying attention to new procedures and patterns and attitudes , that result from training sciences, psychology, sociology and management in teaching era. These procedures and patterns cause teachers see their teaching role wisely and with it , develop learning quality and students growth. Using learning theories and new teaching patterns in teaching cause that relation between training purposes and student's specification and their attainment, is considered as an essential condition for learning. by considering essential time for achieve goals and finally direct teachers according to students personal difference and following this principle, that every student can success in successful learning. Active teaching patterns, cause activity of students, and creating conditions and opportunity for discovering principles and norms. In traditional teaching methods, teacher prepare norms and principles and concepts and present it to students, and students don't have any role and activity in discovering principles and norms, but today teaching active pattern cause teacher persuade students with activity , observation and experience to discovering. Because students spend their time individually and collectively to discovering truth and norms, understand content, never forget and cause reinforce discovering and

research theories and spirit de corps and cooperation. This new and active teaching method emphasize on learned application in life and using environment in learning. If essential linkage established between educating and surrounding environment, learning don't meaningful enthusiastic. as a consequence , they don't have any incentive and reasoning for learning, while teaching active methods provide suitable background , that students see their linking linkage with outside reality and their application in living environment, so learning become meaningful. For example, when teacher in primary school teach odd and even numbers, can want students to write numbers in two sides of street or their location. With this method students understand that numbers in one side are odd and the otherside are even. Also, they learn odd and even numbers learn their application in environment and learn explicitly that they should search on one street for finding a house. In traditional procedures, a subject is taught solely irrelevant to other subjects. It means that math, science, literature and etc don't have shared aspects and purposes and skills that follow or reinforced joints aren't considered. But new active teaching pattern and procedure, try to create reciprocal link between a subject and other subjects, so develop student's insight about the relations between phenomenons, show everything dependent and aggregated and cause students understand unity in existence system. According to precursor training and education take place in USA and Europe in first mid of 20th century that emphasize on play entertainment role in education , teaching active patterns , cause teachers according to type of course subject, base and educational period , use better from play and entertainment for learning. Evolutional training and teaching sightseeing is in a direction that can't rely on traditional tools and instruments, because educational communicational are beyond bounds and existence of every educational tools and instruments and universal communicational networks, show necessity using of new technology. This new approach cause teacher with manager's cooperation and other educational staff use technology and new educational patterns. According to above subjects and surveying teaching pattern backgrounds and their relations with studying development and different opinions about this pattern and according to different aspects, we find incentives in this research to survey teaching active pattern influence on students development to signify that which relation above patterns with studying development , which have more influence and where we should use them and with more introducing this method , to teachers and paying more attention to details , they can reach more information for using

this methods and provide their implementation background to increase their teaching quality.

We reach to below results:

1-Pre-test average of memorizing group was 13.64, but in post-test (after implementing memorizing active method) reached to 15. According to($t=7.88$) Reached more than ($t=2/064$) table , we can say that there is significance statistical difference between pre-test and post-test in memorizing group and active memorizing pattern has considerable effect on studying progress.

2-Pre-test average innovation group was 13.80, but in post-test (innovation active method implementation) average reached to 15.24. According to ($t=5/30$) Reached more than ($t=2/064$) table. We can say that there is significance statistical difference between pre-test and post-test in innovation group and innovation active pattern has considerable influence in studying progress.

3-While control group average in pre-test was 13 and memorizing group average in pre-test was 13.64, but in post-test, control group average was 13.16, but memorizing group average in post-test reached to 15. According to ($t=5/141$) Reached more than ($t=2/021$) table in post-test Control and memorizing groups. We can say that there is significance statistical difference between two groups and memorizing active pattern has considerable influence in studying progress in comparison with traditional method.

4-While control group average in pre-test was 13 and innovation group average in pre-test was 13.80, but in post-test, control group average was 13.16, but innovation group average in post-test reached to 15.24. According to($t=3/129$) Reached more than ($t=2/021$) table in post-test Control and innovation groups, we can say that there is significance statistical difference between two groups and innovation active pattern has sizable influence on studying progress than traditional method.

5-Memorizing group average in pre-test was 13.64, innovation group average in post-test was 13.80, and in post-test , memorizing group average was 15 and innovation group average in post-test reached to 15.24 , According to($t=0/408$) Reached less than ($t=2/021$) table in post-test memorizing and innovation groups we can say that there isn't significance difference between two groups and both of them (innovation and memorizing) have identical share in studying progress..

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