

Case Report

Teachers' Knowledge of Modern Teaching Methods and its Relationship with Student Learning Styles

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ABSTRACT:

This study aimed to examine the relationship between teachers' knowledge of modern teaching methods and its relationship with learning styles among sixth grade elementary school students by correlational method has been done. In order to achieve the objective 88 sixth grade teachers and 352 sixth grade students using stratified random sampling were selected. Data were collected using questionnaires of teachers' knowledge of modern teaching methods and Kolb learning styles questionnaire (1988) took place. In this study, reliability of questionnaires of teachers' knowledge of modern teaching methods using Kuder - Richardson 20 KR 0.831 estimated, and to assess face and content validity of the views of 20 experts in education and their views in modify and final set were used. It also uses the same type of criterion validity, the correlation coefficient 0.831 obtained. Reliability of learning styles questionnaires using Cronbach's alpha for the experience of objective 0.81, active experimentation 0.75, reflective observation 0.80 and abstract conceptualization 0.72 obtained. Its validity was evaluated by principal components analysis. Pearson correlation test, regression analysis, t-test and ANOVA for data analysis were used. Based on the results obtained, there was a significant relationship between teachers' knowledge of modern teaching methods and concrete experience learning styles, reflective observation and active experimentation.

Keywords: teachers' awareness of new methods of teaching, learning style, modern teaching methods

INTRODUCTION

Teachers for achieving the goals of education methods, techniques and need specific teaching skills if human development is complete and essential purpose so the diversity of methods, techniques and teaching skills, essential and requires educational efforts in the classroom. The growth potential for the development of a simple formula, scientific, business and classification of new concepts in order mindset, observations related to the discovery of unknowns, predict the future routines and logical thinking necessary for

students and basic education by focusing on teacher cannot be created or speech. However, alternatives such as activation methods, knowledge inductive probe, councilor, problem solving, experience, practice and application is required (Joyce and Willi et al., 2000; quoted in Behrangi, 2001). Over the last twenty years in the field of teaching the theory of substantial plot offered, a lot of them by Gagné and Dick were analyzed. Now education systems are faced with poverty thinking in students and many education

experts because it would result in the rule of traditional methods and not using active teaching methods in schools (Shabani, 2003).

teaching in the past according to educators means data transfer but new education experts believe the teacher must know methods to teach students not only to transfer formulas and the teacher must help students to rely on the information and experience through content experiences to learn. Therefore, attention to quality and the way teachers teach is very essential and should be taken seriously and planners and authorities are required to learn about more opportunities for teachers with methods and new patterns provide creative teaching, conditions and facilities for the successful implementation of these methods prepared (Joyce et al, 2001).

Including those associated with teachers' knowledge of modern teaching methods are students' learning styles. For all the amazing advances of man in today's world of learning and the task of teaching and improving it is the educational foundation of all activities. An educational system that is dependent on the validity of students' learning.

Learning a complex variable and various factors such as intelligence, motivation, environment, family, community, and school quality affect the quality of the players. In addition, other factors affecting students' learning, their learning styles and the other as their learning abilities, gain experience and learn from the way and each person will receive content tailored to their learning style (Dalton and Smith, 2005).

Kolb learning theory (1984) is effective approaches in the study of the individual learning. Kolb by raising their learning style theory, a unique method it knows that on some individual learning abilities than other abilities, more emphasis and believes that awareness and understanding of one's own learning outcomes in the acquisition of other models of learning styles have advantages (Ali Abadi, 2007).

FazliKhani (1999) teaching methods in three direct ways, semi-direct and indirect are divided.

According to them, in a direct way, teachers alone to provide subject matter deals and in semi-direct teaching method was based on the joint work between the teacher and student and learning under the guidance of a teacher is a semi-direct. However, the indirect method of teaching students to learn without a teacher's guide and direct guidance. This teaching method including voluntary work, work commitment, work in the classroom or in separate groups work done. Teacher working conditions conducive learning in teaching methods and students learn with their participation. Teacher guides and conducts teaching. However, the method of passive repository of knowledge is assumed the teacher and the learners are empty containers and the teacher has a duty to unilaterally transfer content to them (FazliKhani, 1999).

Research method

Given the nature of this study is to investigate teachers' awareness of modern teaching methods and learning styles of students in elementary, descriptive method and field, with a list of modern teaching methods, learning styles questionnaire.

Population, sample and sample selection methods

The present study investigated population includes all the sixth grade of primary school teachers and students in the academic year in the city of Faizabad form 2015-2016 which includes 100 teachers (55 male teachers and 45 female teachers) and 700 students (355 boys students, 345 girls students). In addition, the simple random sampling method using Morgan Table 88 sixth grade teachers (48 men teachers and 40 women teachers) were selected as sample per teacher four students were selected. In total, 352 students (184 boys and 168 girls) will be selected as the sample size.

Collection data tool

According to the research objectives, the following tools were used to measure research:

1 -To assess teachers' awareness of modern teaching methods, a list of modern teaching methods in the theory and application of modern techniques of teaching as a researcher, fourth option (test) was used.

The survey of primary school teachers has been investigated. The list includes 42 questions in the categories of modern teaching methods (mutual accountability, heuristic, memorability method, pre-makers, indirect, teaching design team members, role-playing, problem solving, critical thinking, explanatory approach, focus group, participatory methods, inductive thinking, innovative, teaching assistance, group discussion, constructivism, teaching concepts). It examines the reliability test, twenty people of expert were educated and their views on the reform of the organization were used. In addition, the respondents to the questionnaire, the participants asked that the correlation between the questionnaire and the behavior of the respondents to the questionnaire 0.831 obtained.

The coefficient obtained with respect to the validity of the questionnaire is considerable. The reliability of the test using Kuder- Richardson 20KR 0.831 was measured.

2. Kolb's Learning Style Inventory (LSI): This questionnaire by Kolb (1988) and has 12 built-sentence and every sentence contains four parts with concrete experience (CE), reflective observation (RO), abstract conceptualization (AC) and active experimentation (AE). The purpose of this questionnaire is to explain how students' learning.

The four-part questionnaire, four score obtained by the four indicator score four ways of learning. That person is learning style and thinking, and none enjoys priority over others. The subtraction

of two to two practices, the subtraction abstract conceptualization from concrete experience and active experimentation from reflective observation, the score achieved that objective experience - abstract conceptualization and reflective observation on the vertical axis - active experimentation coordinates placed on the horizontal axis. The two coordinate axes, four quadrants that make up a square every quarter, type the person's learning style show divergent styles, convergent styles, and absorbers styles and adapt style called.

Questionnaire validity and reliability

Content validity of the test in the most recent study conducted by Wilcoxon (1995) has been studied. The results showed that the test is valid and well suited for the measurement of learning styles. Wilcoxon test reliability coefficient using Cronbach's alpha coefficients were calculated for the four tested on 1087 students learning style was as follows: active experimentation = 0.87, reflective observation = 0.8, abstract conceptualization = 0.83, reflective observation = 0.82 (Wilcoxon, 1995). Coefficient of validity of this test in a survey by Homayooni (2001) on 300 students of second year high school student in three field mathematics, science, and humanities was done, was high and the reliability coefficient obtained in his study using Cronbach's alpha was as follows:

Seyed Masoud Hosseini determined the reliability and validity coefficient in 2002 in Qazvin university students. The results of the reliability of the questionnaire using Cronbach's alpha coefficient and Spearman - Brown are summarized in the following table:

Table 1: Learning Styles Questionnaire reliability coefficients

Learning style	Cronbach's alpha coefficients	Spearman - Brown coefficient
Concrete experience	0.68	0.59
Active experimentation	0.64	0.58
Thinking experimentation	0.76	0.69
Abstract conceptualization	0.73	0.73

The reliability coefficient of the questionnaire is given in the following table:

Table 2: coefficient of reliability for learning style inventory

Learning style	Cronbach's alpha coefficients
Concrete experience	0.81
Active experimentation	0.75
Thinking experimentation	0.80
Abstract conceptualization	0.72

Data analysis

Describe the demographic data

In this study, 88 sixth grade teachers and 352 students in the sixth grade of elementary school sixth grade in Faizabad city were involved that of the 352 students who participated in this study, 184 patients (50.273%) were male and 168 (49.726%) were female as well as 88 teachers who participated in this study. 48 patients (54.545%) men and 40 (45.454%) were women. Male teachers 13 teacher in-service experience (14.77%) 1 to 10 years, 16 teachers (18.181%) between 11 and 20 years and 19 teachers (21.590%) were between 21 and 30 years of service and the teachers work experience 19 teachers (21.590%) 1 to 10 years, 11 teachers

(12.5%) between 11 and 20 years and 10 teachers (11.363%) between 20 and 30 years of service. According to the data collected shows that male teachers, 18 teacher qualification (20.454%) Diploma, 24 teachers (27.272%) bachelor 6 teacher license (6.818%) Master and female teachers, 26-teacher qualification (29.545%) Diploma, 9 teachers (10.227%) bachelor and 5 teacher (15.681%) has a master's degree.

Research hypothesis

The first hypothesis

There is a relationship between teachers' knowledge of modern teaching methods and learning styles of student's subjective experience.

Table 3: Correlations between teachers' knowledge of modern teaching methods with concrete experience learning styles

Variable	Concrete experience learning style	
	Correlation coefficient	Probability values
Teachers' knowledge of modern teaching methods	111.	0.037

According to Table 3, it is observed that there is a positive correlation between the teachers' awareness of modern teaching methods with students learning styles concrete experience and the correlation at level (0.05 > p) is significant statically. In addition, linear regression model used to test the hypothesis that concurrent use is provided in the following tables.

Table 4: Multiple correlation of teachers' awareness of modern teaching methods with concrete experience learning styles

Correlation coefficient	R-squared	Adjusted R-squared	Estimation standard error
111.	012.	010.	6.486

Table 5: Evaluation significant regression model to predict concrete experience learning styles with teachers' knowledge of modern teaching methods

Model	Sum of squares	Df	Mean Square	F statistic	Probability value
Regression	183.879	1	183.879	7.407	037.
Remaining	14724.119	350	4.371		
Total	14907.997	351			

According to Table 4 for all participants, the correlation between teachers' awareness of modern teaching methods with concrete experience learning styles of students is equal to 0.111. In other words, according to the adjusted R-squared, 0.010% of the variance style concrete experience of students by teachers' awareness of modern teaching methods in three study groups is explained. According to Table 5, forecast style concrete experience of the teachers' awareness of new methods of teaching students from the different levels ($0.05 > p$) is significant. Therefore, the results are generalizable to society. In other words, the hypothesis is confirmed.

Table (6): Predictor standard coefficients

Predictor variables	Non-standardized coefficients	standard error	Standard factor	T-statistic	Significance level
Teachers' knowledge of modern teaching methods	128.	061.	111.	2.091	037.

According to Table 6 predictor's standardized coefficients, teachers' awareness of modern teaching methods with beta 111% has a positive significant role in predicting actual experience learning styles of students.

Second hypothesis

There is a relationship between teachers 'knowledge of modern teaching methods with students' reflective observation learning styles.

Table (7): Correlations between teachers' knowledge of modern teaching methods and reflective observation learning styles

Variable	Reflective observation learning styles	
	Correlation coefficient	Probability values
Teachers' knowledge of modern teaching methods	0.128	0.016

According to Table 7, it is observed that there is a positive correlation between the teachers' awareness of modern teaching methods with students reflective observation learning styles and the correlation at level ($0.05 > p$) is significant statically. In addition, linear regression model used to test the hypothesis that concurrent use is provided in the following tables.

Table 8: Multiple correlation of teachers' awareness of modern teaching methods with reflective observation learning styles

Correlation coefficient	R-squared	Adjusted R-squared	Estimation standard error
128.	016.	014.	6.145

Table 5: Evaluation significant regression model to predict reflective observation learning styles with teachers' knowledge of modern teaching methods

Model	Sum of squares	Df	Mean Square	F statistic	Probability value
Regression	220.593	1	220.593	5.841	016.
Remaining	13218.861	350	37.768		
Total	13439.544	351			

According to Table 8 for all participants, the correlation between teachers' awareness of modern teaching methods with reflective observation learning styles of students is equal to 0.128. In other words, according to the adjusted R-squared, 0.014% of the variance reflective observation learning styles of students by teachers' awareness of modern teaching methods in three study groups is explained. According to Table 9, forecast reflective observation learning styles of the teachers' awareness of new methods of teaching students from the different levels ($0.05 > p$) is significant. Therefore, the results are generalizable to society. In other words, the hypothesis is confirmed.

Table (10): Predictor standard coefficients

Predictor variables	Non-standardized coefficients	standard error	Standard factor	T-statistic	Significance level
Teachers' knowledge of modern teaching methods	140.	058.	128.	2.417	016.

According to Table 10 predictor's standardized coefficients, teachers' awareness of modern teaching methods with beta 128% has a positive significant role in predicting actual reflective observation learning styles of students.

Third hypothesis

There is a relationship between teachers 'knowledge of modern teaching methods with students' abstract conceptualization learning styles.

Table (11): Correlations between teachers' knowledge of modern teaching methods and abstract conceptualization learning styles

Variable	Abstract conceptualization learning styles	
	Correlation coefficient	Probability values
Teachers' knowledge of modern teaching methods	056.	0.297

According to Table 11, it is observed that there is a positive correlation between the teachers' awareness of modern teaching methods with students abstract conceptualization learning styles and the correlation at level ($0.05 > p$) is significant statically. In addition, linear regression model used to test the hypothesis that concurrent use is provided in the following tables.

Table 12: Multiple correlation of teachers' awareness of modern teaching methods with abstract conceptualization learning styles

Correlation coefficient	R-squared	Adjusted R-squared	Estimation standard error
056.	003.	001.	5.582

Table 13: Evaluation significant regression model to predict abstract conceptualization learning styles with teachers' knowledge of modern teaching methods

Model	Sum of squares	Df	Mean Square	F statistic	Probability value
Regression	33.980	1	33.980	1.090	297.
Remaining	10906.884	350	31.163		
Total	10940.864	351			

According to Table 13 for all participants, the correlation between teachers' awareness of modern teaching methods with abstract conceptualization learning styles of students is equal to 0.056. In other words, according to the adjusted R-squared, 0.001% of the variance style abstract conceptualization of students by teachers' awareness of modern teaching methods in three study groups is explained. According to Table 4-15, forecast style abstract conceptualization of the teachers' awareness of new methods of teaching students from the different levels ($0.05 > p$) is significant. Therefore, the results are not generalizable to society. In other words, the hypothesis is not confirmed.

Table (14): Predictor standard coefficients

Predictor variables	Non-standardized coefficients	standard error	Standard factor	T-statistic	Significance level
Teachers' knowledge of modern teaching methods	055.	053.	056.	1.044	297.

According to Table 14 predictor's standardized coefficients, teachers' awareness of modern teaching methods with beta 0.53% has a positive significant role in predicting abstract conceptualization learning styles of students.

Fourth hypothesis

There is a relationship between teachers' knowledge of modern teaching methods with students' abstract conceptualization learning styles.

Table (15): Correlations between teachers' knowledge of modern teaching methods and active experimentation learning styles

Variable	Active experimentation learning styles	
	Correlation coefficient	Probability values
Teachers' knowledge of modern teaching methods	148.	0.005

According to Table 15, it is observed that there is a positive correlation between the teachers' awareness of modern teaching methods with students active experimentation learning styles and the correlation at level ($0.05 > p$) is significant statically. In addition, linear regression model used to test the hypothesis that concurrent use is provided in the following tables.

Table 16: Multiple correlation of teachers' awareness of modern teaching methods with active experimentation learning styles

Correlation coefficient	R-squared	Adjusted R-squared	Estimation standard error
148.	022.	019.	6.101

Table 17: Evaluation significant regression model to predict active experimentation learning styles with teachers' knowledge of modern teaching methods

Model	Sum of squares	Df	Mean Square	F statistic	Probability value
Regression	290.785	1	290.785	7.810	005.
Remaining	13031.644	350	37.233		
Total	13322.429	351			

According to Table 17 for all participants, correlation between teachers' awareness of modern teaching methods with active experimentation learning styles of students is equal to 0.148. In other words, according to the adjusted R-squared, 0.019% of the variance style active experimentation of students by teachers' awareness of modern teaching methods in three study groups is explained. According to Table 4-19, forecast style active experimentation of the teachers' awareness of new methods of teaching students from the different levels ($0.05 > p$) is significant. Therefore, the results are generalizable to society. In other words, the hypothesis is confirmed.

Table (18): Predictor standard coefficients

Predictor variables	Non-standardized coefficients	standard error	Standard factor	T-statistic	Significance level
Teachers' knowledge of modern teaching methods	161.	058.	148.	2.795	005.

According to Table 18 predictor's standardized coefficients, teachers' awareness of modern teaching methods with beta 1448% has a positive significant role in predicting active experimentation learning styles of students.

DISCUSSION AND CONCLUSION

First hypothesis

There is a relationship between teachers' knowledge of modern teaching methods and subjective experience learning styles of students. The results show that the correlation coefficient between teachers' awareness of modern teaching

methods positively significant correlated with student's concrete experience style. The results of the regression coefficient indicates that there is significant concrete experience style of students with modern teaching methods of teachers' awareness at levels ($0.05 > p$). Therefore, the results are generalizable to society. In other words,

the hypothesis is confirmed. This hypothesis is consistent with the research results partly following:

BaniAqil and Hosseinzadeh (2001) Effectiveness of new patterns of active teaching advanced compared to traditional methods and the use of these new methods were studied. This was an experimental study in which 2 class has been selected as the two groups at random. An active teaching methods were influenced other groups placed in the traditional way and after three months the academic achievement of both groups were compared with each other. The results of the test hypotheses suggest that active teaching methods compared with traditional training were to increase active learning as well as the students' knowledge retention and recall. The results also showed that for various reasons the use of these new methods is very low. Ahmadzadeh Bayani (2010) on the effect of the recognition of teachers teaching methods in the returns to education and academic achievement results showed that learners identification of factors suggest that the most effective teachers use lesson patterns, advanced software, the lesson to be included.

In Taghvaei Nia (2002) the relationship between cognitive styles and mathematics anxiety with mathematics performance of students, the most important findings of this research and the field dependent cognitive style students compared to students regardless of background, to a lesser extent the use of information processing strategies and this factor is the low performance of students in mathematics context.

Homayooni (2001) in the study of second year high school students in the humanities, sciences, mathematics or science came to the conclusion humanities students affiliated with and accommodate divergent backgrounds and learning styles, natural sciences field independent students with absorption of style. Moreover, the convergent and mathematics students compared to students independent of the underlying science and more styles are assimilating and converging. Osman, Somarni and Fung (2007) study examines the

relationship between learning styles, personality traits and problem-solving approach in their engineering students. The results showed that students with a phlegmatic personality traits and accommodating divergent learning styles tend to students with learning styles and personality traits demos of convergent and assimilating used.

Second hypothesis

There is a relationship between teachers' knowledge of modern teaching methods and reflective observation learning styles of students. The results show that the correlation coefficient between teachers' awareness of modern teaching methods positively significant correlated with student's reflective observation style. The results of the regression coefficient indicates that there is significant concrete experience style of students with modern teaching methods of teachers' awareness at levels ($0.05 > p$). Therefore, the results are generalizable to society. In other words, the hypothesis is confirmed. This hypothesis is consistent with the research results partly following:

Zare et al. (2010). Its research in cognitive strategies, metacognitive and engage students in learning and academic achievement have done so that findings from the study showed a significant relation between cognitive strategies, and interact in a virtual environment with academic achievement. The factors had the most predictability in interaction and academic achievement and interaction with teacher and learner, and in cognitive and metacognitive strategies planning in higher education.

Hosseini Lorgani and Saif (2001) using a comparison between Kolb Learning Style Inventory learning styles of students of humanities, medical and technical - engineers undergraduate, senior experts and a doctor said. The results showed that no significant difference between learning styles there are three sets; engineering students of divergent styles and assimilation; medical assimilating styles and

humanities students had accommodative learning styles.

Lehman, Kernoon, Williams and Osborne (2006) the relationship between personality characteristics and learning styles and academic performance in 144 undergraduate students studied computer course and achieved the following results. In terms of male and female students who were extroverted personality traits if the intuitive style and introverted personality characteristics of sensory learning style used in learning. In addition, learning styles were good predictors of academic performance. Kamoro and Fournham (2008) in their study concluded that the only personality trait that has a significant correlation with learning strategies, traits openness to experience that deep learning and motivation strategies, positive correlation with surface learning strategies and motivation has negative correlation.

Third hypothesis

There is a relationship between teachers' knowledge of modern teaching methods and abstract conceptualization in learning styles of students. The results show that the correlation coefficient between teachers' awareness of modern teaching methods positively significant correlated with student's abstract conceptualization style. The results of the regression coefficient indicates that there is not significant abstract conceptualization style of students with modern teaching methods of teachers' awareness at levels ($0.05 > p$). Therefore, the results are not generalizable to society. In other words, the hypothesis is confirmed. This hypothesis is consistent with the research results partly following: This hypothesis is consistent with the research results partly following:

Samii (2009) patterns and modern teaching methods in primary school studied and searched because of lack of teachers' use of these methods. The results showed that teachers' lack of familiarity with new patterns of teaching one of the most important reasons for non-use teachers from the new patterns. Hashemi and Latifian

(2010) showed that the personality trait of extraversion in the abstract conceptualization learning style, personality traits openness to experience, reflective observation learning style, personality traits agreement with the learning styles reflective observation and personality trait of conscientiousness and active experimentation with style there is a significant correlation. However, the personality trait neuroticism not associated with any learning style.

Damirkam and Damirbas (2010) conducted a study on 801 female students, 638 male students stated the dimensions of active experimentation, and reflective observation there is no difference between men and women, but in the sense of abstract and concrete experience, there are differences between the sexes. According to her findings in the abstract conceptualization, men and women had more scores in concrete experience. Barton and Nelson (2006) examine the relationship between personality characteristics and learning styles concluded that personality traits could predict the rationality of the deep learning approach is appropriate. The personality trait of conscientiousness predicts the approach of strategic learning and personality trait of emotional stability were negatively correlated with surface learning approach. But none of the deep learning and strategic approach did not predict academic achievement.

Fourth hypothesis

There is a relationship between teachers' knowledge of modern teaching methods and active experimentation learning styles of students. The results show that the correlation coefficient between teachers' awareness of modern teaching methods positively significant correlated with student's reflective observation style. The results of the regression coefficient indicates that there is significant active experimentation style of students with modern teaching methods of teachers' awareness at levels ($0.05 > p$). Therefore, the results are generalizable to society. In other words, the hypothesis is confirmed. This

hypothesis is consistent with the research results partly following:

Abiri et al (2010) the effect of modern teaching methods enable cooperation (partnership), the study population included all high school students in the area has been barricaded. The findings showed that cooperation between the two methods and exploratory there was a significant difference in the progress of students in physics which added scores expedition companion group was higher than among other groups there was no significant difference between the two. Zarei and Marandi (2011) in a study on technical students - engineering that influence learning strategies and problem solving styles on academic achievement was significant so that learning strategies and problem solving predicts 8.5 percent of the variance in academic achievement. Rahmani Shams (2000) in a research on the relationship between learning styles of the four disciplines of the humanities, medical, engineering - engineering and art Eysenck's personality traits. The results showed that students in the humanities more accommodative style, medical students with absorption style, students of Engineering - Engineering and assimilation of divergent styles and art students are converging styles. Prox (2004) emphasize the role of learning styles in teaching-learning process and considering it believe that if teachers according to students' learning styles and learning styles to teach the relationship profile, the ability to utilize their progress in class.

Practical suggestions:

According to research findings recommended:

1. Ministry of Education to hold workshops and in-service training to enhance teachers' awareness of modern teaching methods loves attention.
2. The necessary preparations for the creation of learning environments based on the use of modern teaching methods be provided. In addition, information resources such as libraries, media, instructional videos, teach more teachers to apply new teaching methods.

3. The learning environment must be structured in such a way that the learner to explore to find the interests and their talents and encourage these talents to flourish discovery has not itself create a strong structure and formal training affect learners' individual characteristics.
4. The classroom climate and parental education has an effect on formation and development of cognitive and learning styles, therefore, identification and awareness of learning styles could have an important role in learning and academic achievement.
5. Teachers should provide materials in a manner that best match the characteristics of the classroom. They should educational programs to some one-way and artificial methods rely teaching but also ideas, skills and insights learned in class in real life tested and monitored their experience, because the learning experience is an opportunity to think on experience and formal studies should be considered to apply what they learn in the real world emphasized.

Research proposal

1. In this study, sixth grade students have been studied, so it is suggested to other researchers to study other basic pay.
2. It is recommended to similar studies in the same field in the wider population in the province and the results in the strengthening and coordination of the research and forth. This is the determination to make fundamental changes in the system of teacher training, streamlined.
3. Try a similar study with emphasis on different aspects of the teachers' awareness of the importance of different levels of awareness of the learning styles of students to be clearer.
4. The management seems appropriate to explain the effectiveness of other teachers' knowledge of students' learning styles to be addressed.
5. In background research on learning styles to different conceptualizations of light structures

(in learning) and learning style differences with other concepts to be considered.

6. Research on the relationship between learning styles and learning with other areas such as memory, creativity, cognitive strategies and metacognitive thinking styles and types of intelligence can improve our knowledge in this field.

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