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RESEARCH ARTICLE

COMPARISON OF TEACHING METHOD FOR ROLE ACCEPTING BETWEEN SCHOOL SHOUSHSTAR CITY THROUGH SOCIAL LESSON

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ABSTRACT

Role accepting for students as young persons growing and developing their knowledge and understanding because of social aspect forming behavioral pattern needed to people should be studied and evaluated why studying and in first education would develop better equipped by a strong social behavior pattern placed for them spiritually and exhibiting applied Data of this research was collected between 5th grade of all schools in Shoushtar through pre and after -test questions. The samples were selected by Morgan table including educational and extra to be affected by educational process. The results should that averages of pre and after - test are close to each meaningful without any difference.

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INTRODUCTION

Most of scientists about education believe that there are personal different views on the differences reasons. Some of them say that different gifts and authorities cause to have different potential to know scientific notes in values. In other words, some of students learn things better than others. (Blume, 1988). Methods of teaching are not known as good and bad ones, even though conditions and trends of using methods to reach applied useful results show better and more successful ways in this manner. Role accept means operation of educational purposes by students using educational instruments controlling by teachers and scientists. In this method, teacher wants students to run a theater and each student should have an applied role. In this way, it is possible to learn skills and professions to persons specially. But some facilities and equipment are required to be presented to the students (Adibnia, 2010). The method of role acceptance is consider with other names as symbolism, simulating and actor acting. The stages of role playing are as the followings: Subject selection, dram writing, appointing roles, appointing facilities and equipment, pre paration and primitive exercise, dram running and evaluation. (Adibnia, 2010). Abdollahi *et al.* (2010) studied effect of teaching method and style knowing on social sufficiency for 7th grade students of khomein during 2008-2009 education year. That research was done about social lesson. The main result of the research contained being better of role accept method rather than speechin one. Benbassat and Baumal (2002) considered effect of educating by role playing method for supervision skills to sicks between medical students. The results showed that this method cause to students be absorbed and furthermore be learnt points better.

Brophy(2005) reviewing classical methods of teaching and analyzing different reseaches resulted that modern methods of teaching such as role playing have meaningful effects in learning of students rather than classical methods such as speeching method. Joyner and Young(2006) considered and studied differences between two methods of education between classical methods (speeching) and role playing between medical students. The obtained results through the research showed that role playing and accept method could act better and more effective through long time learning key concepts. Vasili and Hassan zadeh (2009) considered effects of two methods teaching speech and role playing on operation of students at guidance school. The sample included 60 presons in each groups of the research. The results showed that there is not any meaningful relation between abundance distributions of students, age and operations before and after. The final result was that most of educated items in role playing method had more efficiencies through the study. There are some theories about teaching pattern:

- 1) Fundamentalism: Establishers believe that making and opportunities to think.
- 2) Stability: Education and learning is not meant as student pre paring for future, even though makes him/ her for the present tense and growing him/ her with natural pattern.
- 3) Development: Baby development means that activities of babies and children happen freely on their interest.
- 4) Reconstruction: According to this view, team working at schools is noticed. Teachers in this field study should encourage students to reconstruct freely. Therefore, the main applied purpose through this study is comparing effects of teaching methods

between students of 5th grade of schools in shoushtar city.

Main hypothesis

Educational development through role playing of students and speaking method is different.

Un main hypothesis

- 1- Educational development of intelligent student would happen in different manners by two methods.
- 2- Educational development of student would happen in different manners by two methods.

MATERIALS AND METHODS

The research is set in quasi- test series. The variables through tests are teaching methods are to be evaluated in affecting on educational development of students. Statistical society of the research includes all of student in 5th grade of schools in Shoushtar. Between 5th classes in Shoushtar, two classes were selected randomly with appointed on Kerjcie and Morgan, selecting samples was done randomly. 20 lesson projects were used for teaching student in two classes by using social lesson in 5th grade of school, used instruments to teach in two methods in 2010 included pre- test questions, lesson projects and after test questions . Also one test exam was used in the last stage of role playing method during teaching. This exam was done in terms of taught items of social lesson with 4 choices forms in two classes. Through research, students stronger group and the remains were selected as medium group. The following table contains average, standard deviation and deviation of each group studying by two methods used through the research

Table1.Descriptive statistics of group grades in different education methods

Speaking method		Role playing method		Statistical index
Final exam results	Enter exam results	Final exam results	Enter exam results	
15/46	12/33	15/63	12/33	average
0/548	0/465	0/584	0/508	average deviation error
15/00	12/50	15/00	12/50	Msdian
14/00	11/00	13/00	14/0	Mode
3/002	2/550	3/200	2/78	Deviation
9/016	0/506	10/24	7/74	Variance
10	9	12	11	Change domain
10	7	8	6	Maximum
20	16	20	17	Minimum
13	11	13	10	%25
15	12/5	15	12/5	%50
18	14/25	19	14/25	%75

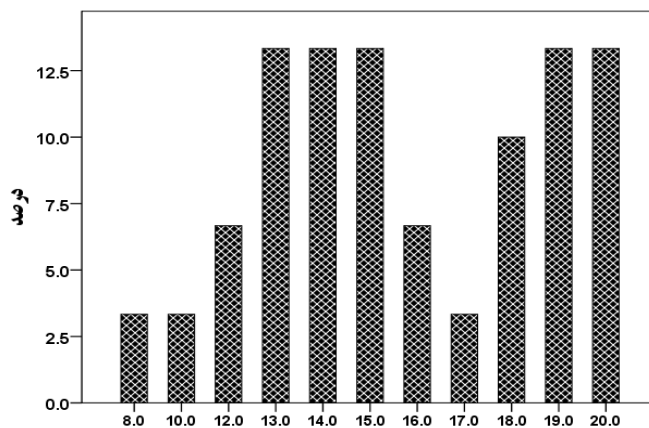


Fig. 2. Abundance of scopes for after test of Role accepting method

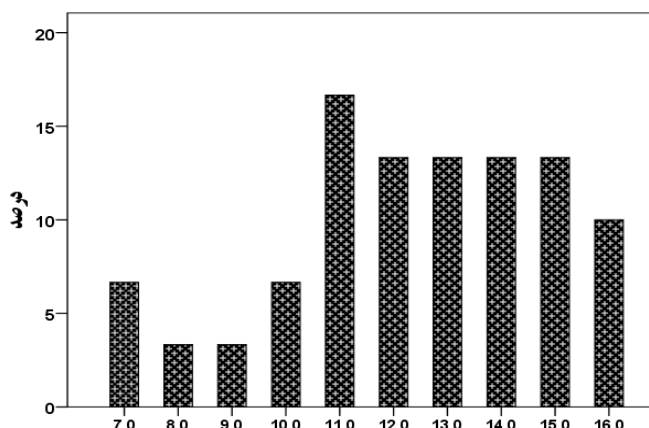


Fig. 3. Abundance of scopes for pre test of Speech method

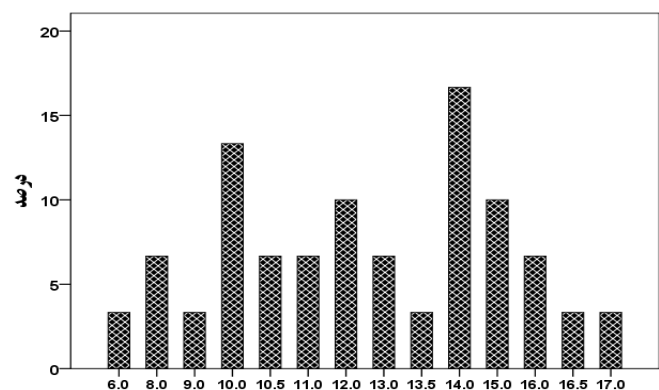


Fig. 1. Abundance of scopes for pre test of Role accepting method

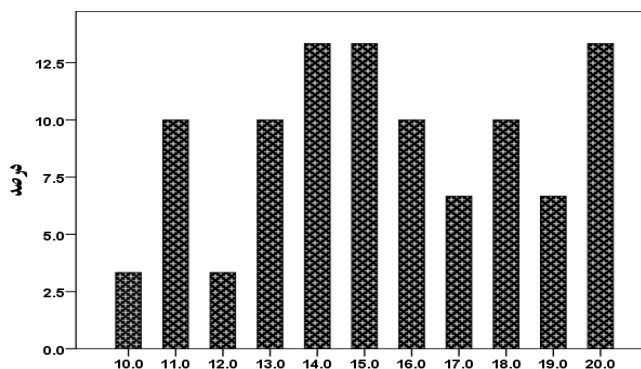


Fig. 4. Abundance of scopes for after test of Speech method

Table 2. Comparison of average of data between pre and after test in Role accepting

T - student	Average Deviation	Average	Scope No.	Subject
-4/35**	0/465	12/33	30	Pre test of Role accepting
	0/548	15/46	30	After test of Role accepting

Table 3. Comparison of average of data between pre and after test in speech

T - student	Average Deviation	Average	Scope No.	Subject
-4/26**	0/508	12/33	30	Pre test of Speech
	0/584	15/63	30	After test of speech

Table 4. Comparison of average of data between pre and after test in two ways

T - student	Average Deviation	Average	Scope No.	subject
ns0/872	0/141	3/13	30	Difference between pre and after test data (role accepting)
	0/128	3/30	30	Difference between pre and after test) Speech(

RESULTS AND DISCUSSION

Abundance - percentage

To compare, average grades of pre- test and after-test in two educational methods are listed in table 2 and 3 which are used between t- test grades. The variances of two methods are equal. The results of pre-test and after -test for students in two methods without any meaningful difference are in the following table.

Conclusion

The results showed that average differences between pre and after-tests are equal in two methods and there is not any statistical different there. Findings of the present research showed that there is a meaningful difference between two methods, helpful and discovering, in educational development through physics teaching with a higher value in average of helpful rather than discovering group. The other applied and useful result is that average of difference between pre and after - tests for students of guidance school through the two methods is equal, both of methods have a meaningful effect on educational development of students at guidance school in level 1 of possibility.

As a result of complexity through the research with variable, entering other variables is not suggested. Using correct teaching methods could help students to understand concepts better, and perhaps there are some differences in various methods in teaching and learning lessons and educational items. At last, it is suggested that teachers separating strong and weak students scientifically, use appropriate method to teach them.

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