Pathology of Teaching-Learning Process with Emphasis on Creativity of Students

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Abstract:

With regard to this issue that progress and growth of any society directly are arising from those activities which are done by manager and teachers, school has the important and very vital role in training the initiator, creative and committed force and with regard to this issue that schools differ from each other quantitatively and qualitatively, nowadays, in the discussions of educational planning, the subject of creativity and teaching-learning process has special place. With regard to the importance of the subject, the aim of this paper is pathology of teaching-learning process with emphasis on creativity of students. This paper is from the theoretical type and in order to collect the information, the library method is used. The studies showed that the relational methods of teachers with students are as an effective factor on learning and teaching of students. The methods arising from teaching of teachers also can influence on learning and teaching process of students. There is much diversity in teaching methods and the teachers have found out more importance of process in comparison with product. The teachers know that the method of student learning is important as much as teaching content. This movement emphasizes on process and forms a part of the process of using the learning activities. The learning activities demand the active partnership of students. Partnership causes more understanding, better skill and learning transmission and influences on motivation and attitude to the learning so much.

Keywords:

Teaching-learning process, teaching methods, effective relation, creativity

1. INTRODUCTION

The necessity of existence of creativity and innovation in organizations has reached to an extent that some references have known lack of innovation and creativity equal to the annihilation of organization in long-term. The creativity and innovation of educational units are as the condition of life for countries like Iran; because, the acceleration of technology and knowledge growth and deep distance that the industrial advanced world finds with current realities of these countries in every moment demonstrate the innovation as the fundamental condition of reduction of this distance. Cognition of the factors influencing on creativity and innovation in organizations can help in providing an appropriate context for nourishment and excellence of organization by strengthening them (Storey, 2002).

One of the important evidences of betterment is to educate in the organizational creativity field. Recently, the attitude of organizational creativity has found more publicity and in the research literature, has allocated a place to itself in this form that for understanding and predicting the organizational behavior, it has become important (Meyer and Herscovitch, 2001).

Creativity as an important issue for individuals, institutes and totally, all societies due to its relation with flexibility and production is very important and fundamental (Runco, 2004). Since, creativity is a complex and multi-aspect phenomenon, the scientists and experts have different methods in study and definitions of it (Ward, 2007, p.28). Santrock (2004) knows the creativity as the ability to think about the affairs by new and unusual ways and reach to the unique solutions for the problems (quoted from Sief, 2008). Torrance knows the creativity as deeply searching, looking again and shaking hand to the future. Verton (quoted from Rajabi, 2009) names the creativity as the personal ability in creating the new ideas, theories, insights or objects and reconstructing in sciences and other fields again and acknowledges that this ability is introduced by experts as the initiative phenomena and it is also considered valuable scientifically, aesthetically and socially.

With regard to this issue that the progress and growth of any society directly are arising from those activities which are done in the schools by manager and teachers, school has important and very vital role in training the initiator, creative and committed force and with regard to this issue that the schools differ from each other quantitatively and qualitatively, nowadays, in

the discussions of educational planning, the subject of creativity and teaching-learning process has special place.

Nowadays, there are numerous methods in teaching-learning affair. This case that what method should be applied for what lesson and in what time, depends on teacher's selection and his ability to enforce it. The teacher should be skilled in three elements of teaching, namely, knowing the student, subject and method of teaching. He should have proficiency on different methods of teaching and with regard to the situation and type of the class, he should enforce the appropriate method of teaching for that class skillfully (Ahmadi, 2002).

At current era that the technology progresses with a delirious speed, the society, more than any other time, needs those individuals who have critical and creative thought and are able to solve the problem and open the knots and difficulties, not prove those knowledges and information which will be abolished quickly (Yazdan Panah, 2007).

Teaching and applying its different methods is as the undeniable and fundamental element of education in human sciences, but, nowadays, the time and manner of applying the methods of teaching in any scientific field are as an element of advanced technology in education, teaching and training field. The historical methods (Socratic-ideologue) and new methods of teaching (explanatory, lecture, exploratory, problem solving, discussion, question and answer...), each one, has its special specificity and efficiency and the educational nature and content determine the place of applying each educational method for the professor (Amir Teymouri, 2008). In fact, in a teaching session, necessarily, only, one method must not be used; rather, according to the situation, needs and abilities of learners, a combination of the models and methods of teaching should be exploited. To do this important affair, the teacher should have much cognition, ability and skill in applying the diverse models of teaching (Fattahi Bafghi and et al, 2008).

One of the methods of teaching by teachers for transferring it to the students is the method of teaching by lecturing or educating directly which is as one of the very customary methods. Direct education emphasizes on the importance of clear expression of training goals and methods of teaching which prepare the easy stages for learning. In the educative and training literature, many definitions of direct education have been presented. Kassop (2003) has defined direct education in this manner: In direct education, the teacher by face to face

method shows, exemplifies, demonstrates and teaches those skills which should be learnt. In this method, teacher is the key element; because, he is responsible for the learning situation and directs the lesson. Rafi and Rehler (1982) know the direct education as the tool of a schooling concentration of staging the high involvement content of student, teacher revision and feedback for students and Brandt (2002) knows it as a face to face teaching that a small group is taught by a teacher who uses precisely staged lessons in reading the mathematics and language.

Like other methods of teaching, the lecture method has some defects and advantages, use of lecture can cause these advantages:

1-It is easy and expenses of it are less than other methods; 2-we can gather the learners together and concentrate on one subject or point; 3-we can present many educational materials and issues in a short time; 4-we can easily control the scheduled plan or time spent on the issues; 5-it is a familiar method for learners and they will be comfortable with it; 6-we can use this method for large groups to an extent that the lecturer can be seen and his voice can be heard; 7-we can use this method when the physical facilities are limited (Richardson, 2008). The limitations of lecture method consist of:

1-The learners are mostly inactive; 2-enforcement of effective lecture is difficult; 3-if the lecture is used for a long time without partnership of learners, teaching will be tiresome and tedious; 4-lecture isn't appropriate for learning the hands-on issues such as acquisition of skills; 5-at the time of presentation of lecture, judgment about this issue that the learners are learning or not, is difficult; 6-the most learning and memorization of learners occur in a time that they are involved in the learning process actively; 7-it needs sufficient verbal skills; 8-the relation is one-way (Joyce and Weil, 2004).

The team discussion includes debate about a determined subject, problem or question by a limited number of individuals who usually have mutual agreement on a kind of order and trend in directing the discussion (Shadpur, 2008). In the team which is as a field of its constituent individuals, dynamic or reciprocal effectiveness or impressionability causes the movements, displacements, behaviors and deeds of individuals and determines the general framework, namely, understandable structure and form of the relations and adherences. The effectiveness and impressionability are formed and directed according to the states and

properties of each one of the members and the general framework creates the general form and relations of them with each other. Briefly, individual influences on team or group and the team or group influences on individual (Sorayya, 1999).

With regard to the importance and role of educational systems in economic, social, cultural and political dimensions of the society, necessarily, for promotion of the quality of education and training, the fundamental actions must be accomplished and waste of humane and material capitals must be prevented. If the tutors of a society have the sufficient skill in appropriate methods of teaching, by creating motivation of work and activity, they will be able to realize the goals of education system with better quality and increase the productivity of education (Dixon, 2001).

With regard to the expressed issues, the aim of this paper is pathology of teaching-learning process with emphasis on creativity of students.

2. METHODOLOGY

This research is from the theoretical type, in terms of the nature, it is descriptive and in terms of the method, it is a library research. In this form that by studying the papers and books in relation with the research subject and using the not-taking tool, the needed issues were collected.

Analysis of the Schools with Teaching-Learning Approach

Among the most important schools which have studied the relation between the teaching and learning approaches, the behaviorism, cognitivism (structuralism) and humanism schools can be mentioned that in the following, their views about teaching-learning are studied.

The Behaviorism View: It has been compiled according to the Skinner's theory. In this approach, the teacher has the key and fundamental role. He has specified the subject of teaching, transfers the information to the students, revises and controls the amount of students learning in different stages and also exerts a kind of external disciplinary. The learners are also the receivers of a knowledge which is presented to them in different forms and in fact, they are responsible for responding to any special stimulator which is presented to them. Therefore, the students. At first, are influenced from the legal authority of teacher and receive the pre-determined lesson content (Soleimanpur, 2002). The type of relation between the teacher and student is mostly one-way in which the intellectual and physical activity of

student drops up to the possible least extent (especially in the thinking skills). In this approach, the lecture system is used extensively and the student takes step in a path that the teacher draws for him with any other external reference (Loi, 2004).

The Structuralism View: It has been compiled according to the Piaget's theory about cognitive growth. Therefore, the role of teacher is to provide a facilitator space for free activity of student and act as a smart guide and helper that in each stage, stimulates the learners for constant balance-seeking. The role of learner is to learn through deep search of issues proportional with intellectual growth, under the conduction, guidance and help of teacher. Thus, the individual has the active role in the learning experiences. The relation between the teacher and students is two-way based on the effect and impression in appropriate space of learning and experiencing (Soleimanpur, 2002).

The Humanism View: It has been compiled according to the Carol Roger's theory. The fundamental role of teacher in this approach is to create a facilitator space in the classroom, a space in which the meaningful learning is formed and the teacher avoids from showing direct reaction to the students and provides a situation that causes the students to find out their identity, human place and life meaning and consider the lesson issues for knowing themselves. These conditions provide the growth and evolution of individual in different directions and cause the students to find a correct imagination about themselves as "human", express their feelings about themselves and others freely and take action for creating the fundamental changes in their views and attitudes. This view is a student-based approach and the teachers should take aid and guidance for understanding and defining the existing problems. The type of relation between the teacher and student is participatory and teaching with regard to the special conditions of this approach has much flexibility, the norm accepted in this view is the same freedom of acclamation, cognition and intellectual independency (Soleimanpur, 2002).

Another notable issue is about the methods of teaching. Creation of fundamental changes in the education and training system is one of the necessities of a dynamic and growing society. In the educational systems of advanced countries, we witness uninterrupted changes in their curriculums. One of the fundamental changes in this field is to apply the diverse and active methods of teaching in the teaching-learning process. The necessity of regard to this category,

to high extent, refers to the specificity of current era, namely, "knowledge explosion", because, on one hand, mere regard to the quantity in acquisition of information has ended and for entering to the sagacity era and facing with wonderful transformations of twenty-first century, we have no remedy except regard to the quality in education and on the other hand, the educational text can be found anywhere; but, the strategies and methods of teaching can guarantee the learning and if the educational content isn't taught by appropriate and good method of teaching, it will not be efficient. For this same reason, the manner of teaching is more important than its content (Soleimanpur, 2002). According to this, whatever gives life and identity to the classroom and activities, includes the teachers' capabilities which are publicly demonstrated and objectified in the frame of teaching methods. But, anyway, the studies show that in the education and training of our country, despite of abundant efforts of tutors, the education is still as a random affair without plan which follows the incidents and there is an excessive emphasis on one-way learning of lessons subjects that the final result of it, is to memorize the issues and accumulate them in the learners' minds and necessarily, a fundamental movement must be accomplished for reforming it in the teaching-learning process (Fathi Azar, 2004).

Also, the collected evidences show that there is relation between the approach of teacher to the teaching and quality of students learning results. There are some teachers who know the help to the students for deeper understanding and change of their understanding as the important aspect of their teaching. They concentrate on whatever the students do and whatever the learning results arising from their activities lead. This group attributes the learning deficiency to its teaching method almost as much as accounting it as the weakness in students' work (Cannon, 2007).

Since, teaching is a complex process; therefore, having a guide map for creating the common lesson of teaching causes to guarantee the process of reaching to the highest standards at the time of teaching. The cause of the teaching complexity refers to this issue that a teacher should make more than three-thousand decisions daily. Therefore, the professional teaching needs a combination of the management skills, human relations and representational arts that the teacher should conduct them for realization of goals, also allocate the resources and time, create balance between them and involve the students in the learning activities. More difficult

problem than teaching complexity is the amount of a pressure that teaching exerts on individual. Planning for teaching-learning activity with regard to the partly different expectations confuses and disappoints the teachers. With regard to the above difficulties, the importance of regard to the teaching frame is in this case that since, the teacher's responsibility is to provide the promoter factors of learning improvement in students, this frame helps him find out that should know what things, should be able to do what works for his professional teaching and at the time of teaching, should concentrate on which part of the complex elements of teaching which has been reflected in any lesson. Also, he should answer this question that at the time of teaching, what cases cause promotion and exaltation. Generally, the teacher should be informed of all representational arts like directing, stage management, acting, designing and even drama and he lonely plays all roles (Ghourchian, 2007).

3. THE FRAME OF TEACHING

The specialists have considered the teaching as a proceeding and they have drawn four fundamental stages which are the same frame of teaching, for it. These stages consist of:

1-Readiness: The necessity of readiness for teaching is to have the design of lesson. Designing is a bridge between curriculum and teaching in which the individual tries to have an imagination of future and specify its start and end and have a frame for conduction of his acts and behaviors in future (Fathi Azar, 2004). The teacher should have complete proficiency on those issues which are going to be taught by him and he should regulate the teaching method and order of issues presentation precisely since before and prepare them for the class. In this stage, determining the lesson subject and specifying the educational goals is the first stage of designing; because, clarifying the goal shows the result of teachers' work. The second stage of educational designing is the educational analysis, in this stage, the teacher answers such questions:

A) How can I help the students achieve the educational goals?

B) What capabilities should the students have for being able to do whatever has been wanted from them in educational goals?

2-The Issues Presentation: In this stage, the fundamental role of teacher is to present the new issues by using the different methods and with regard to the former background of

students. In this stage, the teacher should have sufficient knowledge and insight for activating the students and propel the teaching proceeding from inactive state to the active state, in this form that he should create a reciprocal and two-way proceeding in which conjunction of thought and experience is accomplished; since, merely hearing without mutual activity of learners is tiresome and tedious. Also, lack of having knowledges reduces the strength and power of teaching; those teachers who race with their students; namely, always forego from their students only as much as one chapter, their lesson is usually isn't satisfactory and lack of their proficiency on lesson issues is reflected in students, and superficiality of their knowledges is diagnosed by capable students quickly and the result of this diagnosis is to disappear the sense of respect to the teacher (Foroughi and Moshkelani, 2006).

4. THE TYPES OF TEACHING METHODS

Teaching has long history; but, its professional form has been considered in two recent centuries and has come out in the norm form, different dimensions of this norm consist of national educational systems, expansion of this assumption that teaching is done through presence in the class and genesis of this ideal that the students should be present in the schools for several years. One of the most fundamental and remarkable specificities of this newly established norm is to organize the students in the class and enforce the teaching in this place. In this part, we introduce and define a few teaching methods which have been considered in the recent years:

The Exploratory Teaching Method: It is a process that the students independently and with guidance or without guidance of teacher explore a principle or law or solve a problem.

The Representational Method: It is firmed on observing and seeing. The students learn special skills by observing and seeing. At first, the teacher does a work in front of learners' eyes and then, each one of them repeats the same work. The most important advantage in this method is this issue that teaching by it is accomplished with help of real objects (Safavi, 2007).

The participatory teaching: In this method, the teacher instead of presenting the lesson issues to the students, merely, acts as a facilitator resource and cooperates with students in the learning and teaching process. Also, each student instead of passively depending on teacher as a central human resource, has to have active partnership and responsibility to whatever is

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learnt by him. The participatory interactions cause the students to have a clear experience of common interests and efforts and power distribution, trust and truthfulness (Malakouti, 2010).

The Probationary Method: Probation is an activity that during it, the learners, hands-on, by applying special tools and materials acquire experience about a special concept.

The Scientific Field Trip: The field trip or experimental activity is hands-on work which is accomplished out of the classroom, laboratory or library and includes direct and first hand studies about a problem and information collection by observation, questionnaire, interview, sampling and other investigative techniques.

The Team Discussion: The team discussion is a measured and regular debate about an issue that all individuals participated in the discussion are interested in it. The number of individuals in it can be usually in the range of 6-20 persons. Also, the team discussion is run by a person named team leader.

The Explanatory Teaching Method: The explanatory teaching method consists of the direct transmission of issues to the audiences and oral expression of them. Wittrock knows the explanatory teaching as a situation in which the teacher presents both the principles and solutions of problems (Safavi, 2007). The explanatory teaching can recall the students learning and reset in the mind (Catt and et al, 2007).

The Socratic Method: It is a method which is applied for proving the fault and removing the doubt from the mind of students and the aim of it is to inform the students about their ignorance to the discussed issue and extend their thoughts for exploring the unknown things and understanding the truth.

The Deep Search Method: It is a process for exploring the correct succession and order of those ways which lead to the goal or solution and teaching in it is about a set of complicated problems that the students for solving the problem, collect and interpret the primary information, make hypotheses and test them. One of the most important aspects of deep search method is this case that the teacher and students are permitted to be inquisitor and seeker (Sha'bani, 2001).

The Problem Solving Method: It is a method in which the learner is placed in a situation that through investigation and deep search tests his hypotheses with help of collected evidences and personally, concludes from them and in the meantime of achieving this goal, he

is also informed of the manner of knowledge acquisition and information collection. Therefore, a problem is created when the imbalance state is created between the proposed concept and learner conceptual scheme in the problem situation (Fathi Azar, 2004).

The Individual Teaching Method: The aim of individual teaching is this case that each student according to his abilities moves and in learning, reaches to the proficiency extent. The infrastructural assumption of this method is this case that if the appropriate educational conditions are provided and sufficient time is considered, all or almost all persons can achieve all educational goals and become proficient (Seif, 2004).

The Conference Method: This method is the opposite point of lecture method; because, in the lecture method, the teacher is responsible for giving the information to the students, while, in this method, the information is collected and presented by students and they create an active situation for learning. The students participated in the class conference, actively exchange and express the ideas, knowledges and experiences and their thoughts concentrate on a special issue. Then, the gained information is criticized by the teacher, obtains the generalizability and leads to the conclusion from the issue (Ghourchian, 2007).

The Multi-Sensual Method: According to this issue that this method necessitates to apply all senses and the learning proceeding is accomplished through all senses, it is named multi-sensual method. The most important specifications of multi-sensual method consist of: 1-It is visual learning that 75 percent is accomplished through this way, 2-it is aural learning that 13 percent of our total knowledge is gained through this way, 3-it is the issues understanding which uses all senses especially, the most important of them namely sighting and hearing and in the educational conditions and situations, it uses the senses of touch, smell and taste for causing to understand the issues and skills, 4-it is to strengthen the perception, 5-it is to control the learning, this method helps the students control the learning through oral, written and hands-on tests, 6-it is to generalize an action from a situation to another situation (Dan, 2005 and Ghourchian, 2007).

The Student-Professor Method: In this method, the students are permitted to play the role of teacher. The fundamental aim of this method is to convert the student to the teacher and through this way, he can achieve new and valuable experiences. The advantage of this method

is in this form that the students are divided into the small homogenous and alike groups and alternatively, undertake the teaching affair (Ghourchian, 2007).

The Project Method (Work Unit): The project method is an activity which is inclined to a determined goal and usually, necessitates to study, collect the information and find the solution, study and do the hands-on work and it is started from a place that the lesson has been ended and the students have learnt the principles of research. Usually, the students according to their interests and tendencies after learning the fundamental principles of lesson, do a school exercise in the form of the work unit.

The Trial and Error Method: If we face with a problem that we don't have the pre-known rules and principles for solving it, we will use the trial and error. The trial and error method doesn't have determined rules and principles and causes to waste the time and the only thing that we learn through this way, is to solve only a problem that we seek to solve it, but, we don't learn a rule that enables us to generalize it for solving other problems (Safavi, 2007).

The Question and Answer Method: Proposing the appropriate question forms the foundation of science. In this method, the teacher questions from the learners in the intended subject and they also question about the same subject and/or related concepts. In fact, question is a tool which is used for taking answer from others and the taken information enables the questioner to diagnose the nature of the subject, show reaction about it or cause the encouragement (Fathi Azar, 2004).

The teaching method of question and answer has meaningful effect on abilities of students like analysis, combination, interpretation and explanation.

The Imaginative Teaching Method: More regard in applying the imagination power is from the modern methods of teaching that has been proposed with the title of provident teaching method too. In this method, the great power of imagination in human's brain is considered as the kingpin of work. By proposing the questions and problem in a stimulator and considerable manner, the ground for making the learners interested in solving the problem ahead can be provided in a manner that causes to emerge the creativities, increase the self-reliance and acquire the morale of solving the problem in learners. In this method, at first, with emphasizing on emotional domain, making the learners sensitive and interested in the lesson subject and involving their imagination power and proposing some questions such as the role

of ligaments in the human life quality at present and future time and some questions with these same grounds, they predict the effect of their positive and negative dimensions in human life and also, in the meantime of making the students sensitive to the lesson subject, extensively, apply the imagination power and fantasy of them in the teaching process (Mozaffari, 2004).The interactive teaching method: An effective method for improving and strengthening the teaching is the interactive teaching method in which debate and reasoning about experiences of teacher and student are accomplished. The new experiences which may have been resulted through action or observation, create new view in student, reasoning of student with teacher and other students causes the student to acquire deeper and more extensive meaning from the issues (Safavi, 2007).

The Brain Raining Method: It consists of the instantaneous and automatic exudations of mind about a subject which is needed for individuals and they are interested in it and want to make decision about it or find appropriate solutions for it. In this method, during the limited time (5 to 15 minutes), whatever reaches to the mind of individual immediately, is noted regardless of its quality and correctness; even, it isn't necessary that the opinions to be relevant to each other. In this stage, the quantity and number of opinions are proposed and quality is studied in the next stages. This method or technique is usable in three forms:

1-When the members of a group want to achieve different ways before deciding.

2-When numerous aspects of a problem need to be studied.

3-When the maximum partnership of all individuals of the group is intended (Safavi, 2007).

5. RELATION

Relation is one of the psychological needs that has a fundamental role in growth and transformation accompanied with self-ruling and holding the merit. The schools are small learning communities in which the students don't learn only from the contents on the page or screen, rather, they learn from creation of relation with teacher and other students (Rogers, 2005). According to this, the base of teaching is firmed on this assumption that the quality of relation between teacher and student will be very sensitive if the teaching want to be effective (Gordon, translated by Farjadi, 2004) and expansion of positive relations between them is the foundation of effective learning (Maghami. 2004). Because, interaction is the main type of activity in the classroom that the main part of the time of classroom is spent in it.

And in its evident form, it is done with the aim of increasing the knowledge of learners that both diagnosis of strength or weakness of the teacher teaching is hidden in the manner of establishment of it (Fathi Azar, 2004) and it is the only thing which constructs the teacher and/or defeat him (Tauber, 2006). It should be also said, science is a team work, vocal activity which has the mutual understanding structure that is exchanged through relation and interaction. Therefore, relation isn't accounted merely as an ineffective medium that through it, knowledge is transferred from a mind to another mind, rather, it should be said that in debates which form the linguistic interaction of individuals, the minds converge with each other through talking and mutually, are influenced from this confrontment (Paresh, 2007). In this form, relation is a tool to satisfy the needs of those individuals who establish relation. Relation in education and training is important from this aspect that has strategic role in teaching and without establishment of it, no interaction is accomplished, learning process isn't activated, namely, teaching isn't done and the human elements of the classroom don't achieve the goals. Teaching as an activity which is done in the classroom, deeply guarantees this point that learning as the process of creating the knowledge is the common experience between teacher and student and as the result of discourse and current relations in the classroom. The teacher and student during relation with each other speak about their attitudes and beliefs and have share in experiences of each other and this relation gives identity to each one of them and strengthens the sense of belonging to the class in them. On the other hand, progress isn't accomplished in vacuum, rather, it is formed in the social context (Edwards, 1987) and the desirable educational changes occur as the result of mutual relation, namely, sometimes, relation from down to up, sometimes, from up to down and usually, a combination of these two states.

Relation consists of transferring the awareness, thoughts, opinions, emotions, skills by using the symbols and actions or transmission processes (Naemi, 2007). Of course, it should be said, relation isn't a linear process, rather, it is a exchangeable and dynamic process in which two or few interactive factors are involved in a manner that the possibility to exchange the messages and symbols is provided in flexible form and a goal is fulfilled (Alipur Moshkani, 2003 and Fathi Azar, 2004).

Therefore, in relation, the sides both listen and talk (Naemi, 2007). In total, it can be said, relation means to create common understanding and common understanding is to create new relations between the realities and thoughts (Brown, 2007). When the teacher establishes relation with student, tries to create a communal aspect with them, namely, share an idea, information or attitude with them (Edwards, 1987).

The students understanding and the manner of their understanding of transmitted messages are from the most fundamental factors of interaction between the individuals, without effective relation, the education proceeding and teaching affair are disturbed and perhaps, impossible in the classrooms, also, maybe, the best designs and methods of teaching as the result of facing with relational barriers which are mostly created in the classroom, face with failure. Therefore, the teacher should be informed of the quantity and quality of his relation with students to be able to establish action and reaction with them (Fathi Azar, 2004).

From the most important relational barriers, the following cases can be mentioned:

1-Lack of teacher cognition of students specificities, 2-using the traditional methods of teaching like lecture, 3-disregard to the individual differences, 4-creating competition between the students, 5-threatening, inspecting and alerting, 6-different expectations, 7-scoffing, reviling, calumniating, 8-contrareity among the former experiences of students, 9-lack of new, interesting, attractive and understandable message, 10-contradict questions, criticism and judgement, ordering, commanding, directing, sermonizing (saying the dos and don'ts) and saying the ethics, 11-lack of use of educational materials or technology, 12-disregard to the emotional relation and suppressing the students' emotions, 13-disregard to the verbal and non-verbal relation, 14-dereliction in understanding the theory of problem ownership and emotions, 15-disregard to the effective management.

6. CONCLUSION

The studies showed that the relational methods of teacher with students are as an effective factor for learning and teaching process of students. It can be said, one of the very important factors in success of teacher is the manner of his behavior with students in the first days of presence in the classroom. Unfortunately, this important factor is mostly neglected and it is sometimes seen that the view of some teachers is this case that in the same first days, they should behave in a manner that have apparently silent class till the end of the year and direct

the students toward the correct way. The methods arising from teachers teaching also can influence on learning and teaching process of students. There is much diversity in the teaching methods and the teachers have found out more importance of process in comparison with product. The teachers know that the student learning method is important as much as the teaching content. This movement emphasizes on process and forms a part of the process of using the learning activities. The learning activities demand active partnership of students. Partnership causes more understanding, better skill and learning transmission and influences on motivation and attitude to the learning so much. The students learning is nourished by two methods:

A) The expresser teaching includes these cases: Listening to the teacher, question and answer, watching the show and/or discussion between the teacher and student.

B) The scientific work means to teach in order to do the scientific duties and activities «whether individually, or team working».

The expresser teaching leads to the learning when three main applications of it are regarded especially: 1-Clarification of structure and goal of learning experience, 2-information, description and explanation, 3-use of different questions and discussions for facility to learn. The scientific work is said to those duties, activities and experiences that the teacher applies them and with it, uses the explanations too. In fact, the scientific work concentrates on doing the work by student and learning is arising from a thought which is created from doing this scientific work.

Five main groups of scientific works which are used by teachers, consist of: 1-Organized readable and written things, 2-investigative works, 3-separated work plans, 4-small workgroups and 5-experimental learning.

At the end, totally, it can be said, A)use of diverse educational methods of teaching like applying film and slide by teachers influences on better understanding of issues and teaching-learning process, B)type and method of relation between the teachers and students such as sympathy and mutual discourse are as an effective factor in the teaching-learning process and C)the methods and type of teachers evaluation influence on self-examination and deliberate decision-making of students and their teaching-learning process.

Use of film and slide and also diverse educational methods like team discussion, play,.. is suggested for promotion of teaching-learning process. Also, in the classrooms, the emotional environment should be strengthened and the teachers should have more regard to the interests of students and intend the sympathy with them. In evaluation of students, their views about evaluation should be considered. There should be the necessary proportion between the test time and test questions and the individual differences of students should be regarded more.
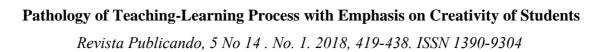
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