

Qualifications of Iranian Farhangian University Teachers as an Inevitable Necessity

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Abstract: The purpose of this study was to investigate the professional competence of teachers at Farhangian University (teacher training centers) as one of the effective institutions to the education community. Considering that Farhangian university is a fledgling and emerging cultural leaders, it has the mission critical responsibilities such as cultivation, education qualified teachers, educated, knowledgeable and competent in teaching and educational tasks and to guide children and youth and offering school administration that are responsible for achieving the goals of the educational system of the country. It is required that professors and instructors of the university have scientific and practical qualifications and have high skill to act better in their roles. Here we review the different components in relation to teacher qualifications and professional teachers standards the characteristics of a good teacher has been successful, to learn more about them and the applying scientific methods and techniques in curriculum and instructional designers can use an appropriate model for business and act accordingly.

Keywords: Qualification of Teacher, professional Development, Curriculum Development, quality of teaching-learning, Farhangian University.

INTRODUCTION

It is well observed that many of the kingdoms of the world in the fields of economic, political, cultural, social, etc. than other countries have more progress. Investigating Factors affecting the development of advanced societies has shown that the majority of these countries have a right education and viable educational system. Carefully we can see that there are various elements of the education system that the way of can their performance can have an important role in the success or failure of the educational system. Including teachers and trainers and educators can be noted that can improve the quality of educational activities at different levels of education from primary school to higher education play a significant role in education.

One of the most fundamental institutions of education at each society is the teacher training centers. That required teachers in different courses of study are trained. This institution has a supreme importance. Education experts believe the largest and most rigorous education programs reform is not possible except having qualifications of teachers at various levels. As a result, investment in training teachers is an essential component of education and is the most profitable investments and effort in this regard, in fact, the move towards improving the educational system is considered the most valuable issue. Therefore, expanding and enhancing the effectiveness of institutions and organizations that have undertaken the task of education teachers is the most important tasks of higher education administrators and policy makers in the country. Because the graduates of teachers are not the only success or failure of an educational system they can be the beginning of dramatic developments in education and with the use of the knowledge that gained by VemHart, they can increase the efficiency and effectiveness of educational organizations. And change the places in an atmosphere of love, grow, and convert (Garmaroudi and SharifZadeh, 2014)

The role of higher education institutions and universities to provide training and supply skilled personnel and various activities in the labor market are dramatically visible. Meanwhile, one of the universities that are involved specifically in the field of education is Farhangian University. The professors and instructors who teach at the university should be equipped with professional qualifications necessary to be successful in fulfilling its educational mission. In the field teacher's success and professor's success, there are different views. And in this regard can note to various factors such as level of education, educational experiences and service records, professional qualifications, and the characteristics. It is clear that a successful teacher in addition to benefit from the knowledge and expertise and academic experience should have certain personality characteristics and traits to ensure the overall effectiveness of his activities. In this context, the study and selection of teachers and professors in the educational system and academic centers can be stated that a brief review of the criteria and the selection of

teachers, such as religious beliefs, job communication skills, physical and mental health history, and.... Although the importance of these measures in place is not secret, but it seems that in the selection center of teachers should be given more importance and scientific characteristics and given the necessary characteristics, and merit competent individuals selected to teach in universities and educational centers.

Theoretical Foundations of the Research

Teacher training institutions (university teachers) as part of the educational system and training teachers carry out educational activities based on predetermined objectives they are busy, Certainly in the course of these activities, there are strengths and weaknesses that will be recognizable In the case of program evaluation. Since the university has improved in recent years but it faces numerous problems in human resources and financial issues. One of the tangible shortcomings of this university is a shortage of professional and competent faculty and professors with high academic qualifications. Since the responsibility for the University supply, education, health, retention and promotion of intellectual belief, education and skills and ... teachers, administrators, coaches, employees all executive powers in education will lead public education. It was accordingly that the Ministry of Education in collaboration with the Supreme Council of Cultural Revolution established Farhangian University. In other words, an intellectual, a Farhangian university is indebted to the ideas and guidelines of the Supreme Leader Khamenei. (Garmaroudi and Sharifzadeh, 2014) It can also be noted in this connection that with the development of science and technology and evolve complex economic, social and cultural situation of community this necessity is needed more than ever that the professors and lecturers and faculty members for dealing effectively with teaching and learning problems and trying to solve them need to use new methods and exploit the maximum capabilities of science, evolve and develop their teaching practices and harmonize their knowledge in various fields in line with the latest scientific developments in the world. Because today's scientific and technological transformation that is emerging globally is seen as an important issue and that issue draw the attention of all experts and policy makers in different societies. The importance of this phenomenon is attracted by the authorities of the country in our country. As noted before, one of the fundamental problems of Farhangian University is the lack of teachers and faculty members and trained teachers and experienced and familiar with the scientific background and relevant theory with high academic qualifications. Since professors and teacher are in facilitating the teaching - learning students and training sensitive people of the society, so they play an important role in society. So the existence of professors and scientific faculty members scientific experts that are familiar with and global developments that can lead people to their destiny is necessary and essential. With respect to the above-mentioned point we can understand today to the training and create necessary preparation in teacher and university faculty of Farhangian University compared to other universities much attention has not been done, and this lack of attention make very problems for university professors and decrease the motivation and willingness to work in their teaching and learning, that this issue can be raised as an important issue. Because it is necessary that in line with other Social Affairs, Farhangian University academic culture that is emerging and Start-ups University supported with officials and policymakers. In this regard, it should be noted solving this problem is not possible without careful planning and collaborate with universities and institutions of higher education. Continuous communication and exchange between the Ministry of Education and Higher Education Centers in particular, Faculty of Education and Psychology, the grounds for determining the number of teachers and professors and the type of training they will be required and how to attract and employment prospects. In this regard should notice that good teachers qualified professional and capable, competent and merit with doctoral degrees should be select for these strategic areas and they surely should be familiar with the principles of Islamic education, various strategies for implementation and evaluation of teaching and learning and active learning methods and psychology ultimately. In order to be able to educate teachers and students and play their role properly and achieve complete success. In relation to this, the researchers decided to assess the professional competence of teachers at the university level educators. I order to collect data with an awareness of professional standards and competence of their teachers in the school to collect the necessary information and be able to learn more about the quality of the university. Of course, the identification of success factors in teaching and their salient features can be involved in the education and training provided guidance and greatly reduced the time of the problems of society. Educational and cultural institutions in society compared with other financial institutions are more sensitive. In addition, this kind of institutions in addition to spending funds they lose a lot of opportunities learners as well as human resources, equipment and buildings etc. that are assigned to them. One of these very sensitive centers is teacher training centers. The issue of teacher training in the educational system of our country has particular importance. Because these centers are now a major part that has the responsibility to train the teachers for primary and secondary education, therefore it is necessary to be considered further.

In addition, today's students, are the tomorrow teachers of this education system and if there are any dissatisfaction and poor education in teaching profession that are the next generation of students will suffer irreparable injury and perhaps the fate of the country and society is seriously at risk. In this Khalil Gholami and Mohammad Asadi (2014) under the title of professional experience in education with the goal of effective teaching professors associated with the phenomenon, explaining the phenomenon of Effective Teaching in Higher Education based on the professional experience of university professors in order to create a conceptual framework and the development of pedagogical and theoretical foundations of teaching in higher education institutions was conducted. The findings showed that effective teaching basic categories in terms of the faculty include: 1) Communication Skills 2) The characteristics of trainer and teacher; 3) training skills and 4) Contextual factors. Farzane Sadat Hoseinian Heidari (2014) in a study entitled Evaluation of professional skills and practical faculty administrators, teachers and students, that its population is covered by directors, teachers, and students of teacher training centers; found that teachers' professional skills and practical nursing students, administrators, teachers are significantly different. Since the study, 18 percent of the variance in the quality of teacher training centers by professional and practical skills of teachers explained; the most important factor to performance quality of teacher training centers, administrators, students, and teachers, instructional methods used by teachers are evaluated and teaching methods will be used to represent the entire educational process.

Mission of Farhangian University

The university's mission and responsibilities include;

Purification, education qualified teachers, cultured, wise and capable teaching and educational tasks to guide children and youth in school administration in order to achieve the objectives of the educational system. Some of them are mentioned below (Garmaroudi and Sharif Zadeh, 2014)

Creating professional skills of teachers, teaching methods and training to respond to issues of training and community education

Reviewing and challenging deviant beliefs and unreliable methods of learning and problem solving training and education on behalf of the people

Knowledge Creation, modification, development and propagation of new ideas and social values and teaching of thinking

The responsibility to resolve all contentious dissatisfaction factors in the educational system of the country and provide public services to the community

Scientific studies to answer important questions and guidance on social action

Helping to the teachers students understanding the social and economic conditions in the workplace

And in the face of challenges and job stress and job readiness serious professional problem solving teacher

Organized training on ethics teaching, teaching skills and educational justice

Use of new strategies in teacher training, and community-based problem-based learning

Using a variety of teaching methods appropriate to achieve the educational goals set in the curriculum

Continuous participation of faculty members, instructors and coaches Helping to the teachers on students' learning.....

History of training and learning

Human education existed since the beginning of creation but its importance is increasingly evident in recent centuries. Now, education is key to the development of communities and the success and prosperity of nations depends on the quality of their education "Undoubtedly, future exploration and each search in the history of the educational process suggests that the term dates return back to the days of Adam and it will continue until human beings are living in planet. Human learning has been conducted in different ways the human knowledge and has passed from one generation to another and from period to period (Babaei, 2012). So countries can be present in the faces of those receiving the education (Sadat Hosseini Heydari, quoted by others 2013). According to history education before the second half of the twentieth century, similarly teacher training system in their traditional structures more or less followed common patterns of European countries. The general structure of these patterns is unique to schools or educational centers called teacher's college student or teacher training colleges in different countries, with scientific Ratings - varied training. In the late nineteenth century and the first half of the twentieth century, some European countries such as Britain were held at the university college In the College of Education only to cultivate outstanding students and talented college or get them a special training. But checking the documents and books in the advanced countries it highlighted the fact that education until the mid-twentieth century was devious and has created a huge gap between education and life, therefore, at the beginning of the last quarter of the twentieth century, the world found that education should be free from the realities of life. This

understanding of the concept of education cause to the foundations of thinking about the development of the educational system in which teacher education foundation. Quality education is identified as a factor in the development of different countries and the right to be acknowledged that are the most important factor in the quality of education and training, teachers and their professional abilities and capabilities. Therefore, the niche training human resources in the education system are very important. In other words, invest in training human resources, especially teacher training will be very essential. In these investors, the ability of professional skills of teachers as those responsible for the coordination and control of student teachers in their teaching-learning processes; part quality and effectiveness of education for the continuation of teacher training institutions to pave their schools. Professional skills of teachers so far till become successful and effective in teacher training. Mehr Mohammadi offers the successful and effective teacher characteristics and indicates that successful and effective teacher is the teacher who can organize learning objectives in the classroom and use the results of scientific research at the class scale. In providing learning tasks, the amount should be based on feedback and use of better techniques and new (quoted Sadat Hosseini Heidari, 2014).

The role of curriculum development studies in teacher training

The study of curriculum development both in the past and in the future has a central role in teacher training and other areas of professional preparation or professional teachers and it allocates an important part of teacher's career. Until the 1970s, due to philosophical and psychological domination, the role of teachers in curriculum studies was very pale. Theoretical and philosophical psychology in training centers banish teacher from the curriculum and real world classroom building, as far as Joseph Schwab wrote an article; with the effect that their true scope of the curriculum should return to the practice curriculum. Today, the contrast between the world of work and the actual classroom that teachers are facing and the theory of curriculum studies that arise by Sherry Holmes (1988) and Paynar (1995) has created a challenging position. However, after the 1970s and 1980s, the changes that took place that utilizes research to verify the professional activities of teachers, their practical knowledge, and their interpretations of the curriculum and other forms of development that will help to improve the work of teachers in the curriculum was formed (Ghaderi, 2013).

Teaching professional

Professionalism teachers focus on technical and professional aspects of teaching and promoting the social status of the teaching profession. Professionalism is a process that in ti having job or profession require special skills. Professional teachers should have a deeper understanding of content knowledge, child development, learning styles, teaching strategies and a new set of values and respect for individual differences, collaborate with colleagues and get continuous feedback from teaching and conductivity and change and communicate effectively. Teaching as other occupation is a profession that has laws and principles. Laws and regulations and practices and Technology of each profession that run by enough knowledge and skill, guarantee professional success and progress. Teacher's substantial progress in career depends entirely on the job and professional skills of teachers (Roof, 1993). The professional competence of teachers in the educational system, change in teachers' professional development activities required to improve the performance of their professional competence. Including knowledge, classroom management capabilities, ability to communicate with students, specify the expectations of students, having close communication with parents of the students.

The impossibility of changing the curriculum without professional development of teachers

In 1957 the Soviet spacecraft Sputnik was launched. And this rare event had an effect on the decision of the curriculum that its impact continues throughout the world. In this case, backwardness in space science became apparent for the United States of America and had a reaction that America found that students of that country in science backward than students in the Soviet. For this reason, research was conducted to investigate the cause of the issue. Committees were formed and conferences were held in order to the curriculum reform take place. But after Sputnik characters curriculum reform subjects and learning theorists were not teachers but also professionals. They pay no attention to the training of teachers and professional development package and prepare lesson was a great resource. At that time it was thought that teachers according to their teaching approach to packaging and instructional materials change their methods. Of course, little change occurred. But it showed that any real change in the curriculum without changing the professional development of teachers and their active participation in production is not possible. Educational psychologists of the 1940s and 1970s were dominated by discussions curriculum influence people like Bruner, Gagné Vpyazhh has been strong. But from 1970 to 1990 was less psychological impact as long as the story of the curriculum in the early 1990s under the influence of Vygotsky's theory of constructivism and this influence was teaching psychologists (Ghaderi, 2013).

Effective skill areas in the work of educators

Facilitate learning gives wide responsibility to the teacher. The most basic responsibilities are that teachers in the field, the expertise, and knowledge of the field have full preparation. In general, teachers must during the training period and to enhance the knowledge of students accept the responsibility to provide the necessary information. The teacher must provide the facilities, training aids, and appliances designed to teach that are main requirements of training programs. The existence of efficient instructors for the success of a training program is necessary and without training and informing teachers in the teaching process curriculum cannot be completely successful. With considering this issue, educational leaders, and education researchers, Characteristics and personal qualities and professional and scientific experiments the effectiveness of teaching examines and has classified them into different components. Miller (2002) states that areas of skill that determines the effectiveness of a teacher include:

A) Qualification and technical capability: knowledge and skills in training course

B) Professional competence and abilities: Knowledge of planning, provision and evaluation of training

(C) Personal jurisdiction: personal characteristics influencing behavioral education (Miller, translated by Amir 1380).

Teaching skills

Also, Rauf (1993) divided the teaching skill into two large branches. One skill is in basic knowledge or scientific skills and intelligence that define the field of teaching per teacher, and other practical skills and professional expertise in teaching or the platform to show his real job.

Professional skills and knowledge of the teacher

Professional skills and knowledge of each teacher, in each grade and subject, is the most natural need. Thus, the first criterion for judging "good teacher" is the literacy and the knowledge. This judge went so far as to give the false impression created in some minds that: Everyone knows, and knows too much, can become a teacher and teach others.

Scientific and professional skills of teachers

Professional skills of the teachers are the most necessary and most urgent need and any negligence in obtaining the skills prove the absence of his professional career to and give the lie takes on his skills. It is clear that mere knowledge (academic skills teacher) is not enough. Information only is as tools to help them work that can achieve goals and successes.

Teaching qualifications

Teaching qualifications are a set of cognitive, knowledge, attitudes, and skills that teachers with acquiring them can help to develop the educational physical, intellectual, emotional, social and spiritual process of the students. Teacher qualifications can divide into three areas of competence, emotional, cognitive, and technical competencies. Mean to cognitive skills is to the mandates of identifying the knowledge and mental skills that teachers in identifying and analyzing issues related to enabling education. Emotional competencies, attitudes and interests of teachers towards education issues and issues related to S & T and skill competencies skills and abilities of teachers in the learning process is related sets of triple competence, authority, influence the student is obtained (Maleki 2006, pp. 15-11).

Professional qualification

Professional qualification can be explained in different ways. Here are the three main areas of professional teacher's lesson planning, presentation and evaluation and testing is emphasized. The effectiveness of teachers in these three areas greatly will determine with the knowledge and understanding of the theory and practice of teaching and learning process (Miller, 2003).

Curriculum

The main element is the content of the course curriculum. Recognition the skills and knowledge that students must acquire is not something that can be easily passed. The selection process content based on factors such as the level of the objectives that must be met, as well as the history and experience of students will be carried out.

Course offerings

As mentioned above, the most basic task of the teacher is to facilitate student learning and this task can be achieved by providing conventional methods such as lectures in universities, film and slides or supervising the work of students during laboratory work and other activities to promote academic ability of students.

Evaluation of educational achievement

Assessment of Educational Progress is a systematic tool that assess success rate in achieving certain goals of the students. Educators can do it in different ways. The technical qualifications knowledge of the subject of education and skills that are concerned with its application the major components are the key to an effective teaching. The level of teacher education and experience will affect the credibility. Instructor experience leads to examples that make teaching interesting and understandable. Teacher awareness of the subject and experience will lead to more confidence for him which also raises the effectiveness of his teaching.

The Personal qualifications

People have different intrinsic properties and acquired behaviors. There can never be two completely identical. The individual characteristics of teachers and students and the lack of predictable results in the training process, learning to process difficult, complex and interesting at the same time makes. Educators also have their own inherent characteristics and behavior patterns which will affect their performance and the performance of students (ibid.).

Attitude or mindset

Intellectual abilities

Creativity

Social skills (interpersonal)

Behavior

Canniness

Cooperation

Admiration, definitions and accolades

Friendly

Involvement and commitment

Professionalism

The characteristics of good teacher

The success or failure of the programs and activities of education and system of any country depends on its teachers. In other words, the most important means to achieve the goals and objectives is a wise and mighty teacher. Due to this fact the importance of working as a teacher and the profound dignity and humiliation and progress and degeneration of society becomes clear. In fact, the leadership of the next generation in any society is in the hand of the teachers of the community. The first step to success in the teaching work is faith to teaching mission and love of teacher to the student. A teacher has favorable characteristics; because the character and passion and faith are the important factors affecting the educational process. A good teacher should primarily be a good man. In addition to the leading character, awareness, and recognition of the principles and methods of teacher education is another important factor that can make him successful in his career. Today teachers, like other professionals, also needs expertise. Today, without the knowledge of the psychology teacher, philosophy, and principles of learning and teaching methods and techniques will never be able to properly perform the critical task (Shabani, 2004).

The characteristics of a good teacher

Although the characteristics of a good teacher and successful teacher are different in different situations and environments, however, good teachers generally have common characteristics. Such as:

Interest in teaching

Emotional and mental stability

Continue to learn

Kindness and sympathy with students

Spirit of cooperation

patience

Fairness in assessments

Introduction to the Principles of Psychology

Power of speech

Evaluation of their work

Good Appearance (Moghadam, 2003)

From the past in most societies the teacher has value and has been a respected authority, in this regard, Taghipoor Zaheer divided personalization features, and vocational features of teacher into three groups:

The personal characteristics of teachers

Having the attainment of physical and mental health

Commitment to the human and social values and principles

Having a relatively good talent and mental strength

Professional features and technical teacher

General information

Technical and professional information

Skills in relationships and personal relations (Taghipoor Zaheer, 1998).

Customs duties of the teacher to student:

Some Islamic scholars' customs duties and training for teachers considered include: (Vakilian, 2003).

Familiarize the students with the facts sacred religion of Islam

The dignity and the dignity of knowledge

Ultimately in behavior and speech carefully and adhere to the literature in the face of the student and avoiding joke and maintain dignity in sitting with student

Do not hesitate to teach science

Practice to their speech and to be patient

6- Develop the students' enthusiasm and devotion to science

Being kind of students and avoid insults

commensurate with the capacity to teach science students

Equality in all fields between students

Courage in manifesting the truth and admit the ignorance and try to resolve the shortcomings and deficiencies

End the lesson with pray

Mehrmohammadi, 2008 successful and effective teachers, is teachers who part of their professional duties or learning goals by resorting to the power of interpretation, interpretation and possibly regulate the implementation of techniques derived from scientific studies and to the results of scientific studies intelligently and knowingly makes conditions and specific characteristics of its class. And the project to pursue professional and learning purposes must actively participate in the creation and production of professional knowledge.

Standards of a professional teacher

Teacher professional utility depends on the utility performance in practical situations, and health and quality of choice (al-Husseini and others 2014). Having the capability to establish a successful career is the most important condition. This applies particularly to education and the teaching profession is very important because it is the teacher's survival and continuity of the educational system and achieving the lofty goal. Therefore, the capability of teachers increased, as well as the improved quality of the educational system, and as a result teachers in performing their professional tasks and activities will have a better performance. So, if teachers want to be successful in performing their professional duties and to assist students in achieving academic performance, it is necessary to equip in a variety of capabilities necessary for success professionally. In response to the question of what conditions a teacher needs to have for their roles or skills can be mentioned the following (Babaei, 2012).

Job knowledge skills

The first condition for becoming a teacher, having a teacher's professional skills; these skills include:

having expertise in the subject of science teaching and research skills in

A training strategy

Classroom management skills

Motivational skills

Communication skills

Technology skills

Commitment

Having motivation

Having the right attitude

Other

Other proprietary

One of the most important components of identity is a professional identity as a teacher. To care for and respect professional teachers should primarily be done by the teacher respect for others in the profession. Respect for the teaching profession, we need to have a clear positive identity of ourselves as a teacher in mind, and it needs to know the status of teachers in society (Karimi, 2011, p. 14). A study is done by the Center for Education Research and Innovation Joint Economic organization in 1994, the issue of teacher quality of teaching in 11 countries Australia, Austria, Finland, France, Italy, Japan, New Zealand, Sweden, the UK and the US were examined in its conclusions, the following qualified teacher is determined to increase the quality of teaching:

Showing Commitment

Having a subject knowledge and skills

Having a love for students

Having a set of moral behavior characteristics of the samples

Effective management groups

using of new technology

Mastery of multiple patterns teaching – learning

Adaptation and innovation in a the practical exercises

Recognizing the individual needs of students

Exchange ideas with colleague beliefs

Practical exercises

Development of the teaching profession

Participation in society more broadly

After a comprehensive review, about the factors related to teaching quality standards, teachers, introduces teaching by a short phrase and exact as "Knowledge of professional education", (Studies and Research and innovation to the Mullah Nezhad).

The quality of the education system in general and education, in particular, apply when all aspects are taken into consideration, one of the most important elements that affect all components of the education system is teachers and his qualifications (Sadat Hoseinian Heidari, 2012, p. 182). Some other experts consider quality teaching the most important factor in student achievement that it is essential to know and respect.

Sanders of the River (1997) says Students who learn from the teachers with good quality teaching, compared with students who are taught by teachers who are not well-trained, have a higher academic achievement (Mullah Nezhad in 2013). Researchers and experts in the field of education, also, believe that behavior, conduct, character and personality of the teacher who has the most profound direct and indirect impact on students' characters and led to the institutionalization of values associated with them. Furthermore, the use of innovative teaching methods for achieving these objectives depends on also reserves the reconstruction of professional teachers (Mehrmohammadi 2001, p. 2).

Teaching skill is one of the very important characteristics for university professors and covers things like speech clear, eloquent expression, passion, and seriousness in implementing the program on teacher's lesson. When it reaches maturity master skills can offer the lesson with a logical order and the students learn the material without any ambiguity (Parsa, 1996, p. 299). UNICEF (2008) five key elements affect the quality of education; such as: (quoted from Sadat Hossein Heidari, 2014).

Environment

The role of student

The content of learning

Educational process

Goals and Results

Changing teacher training curriculum

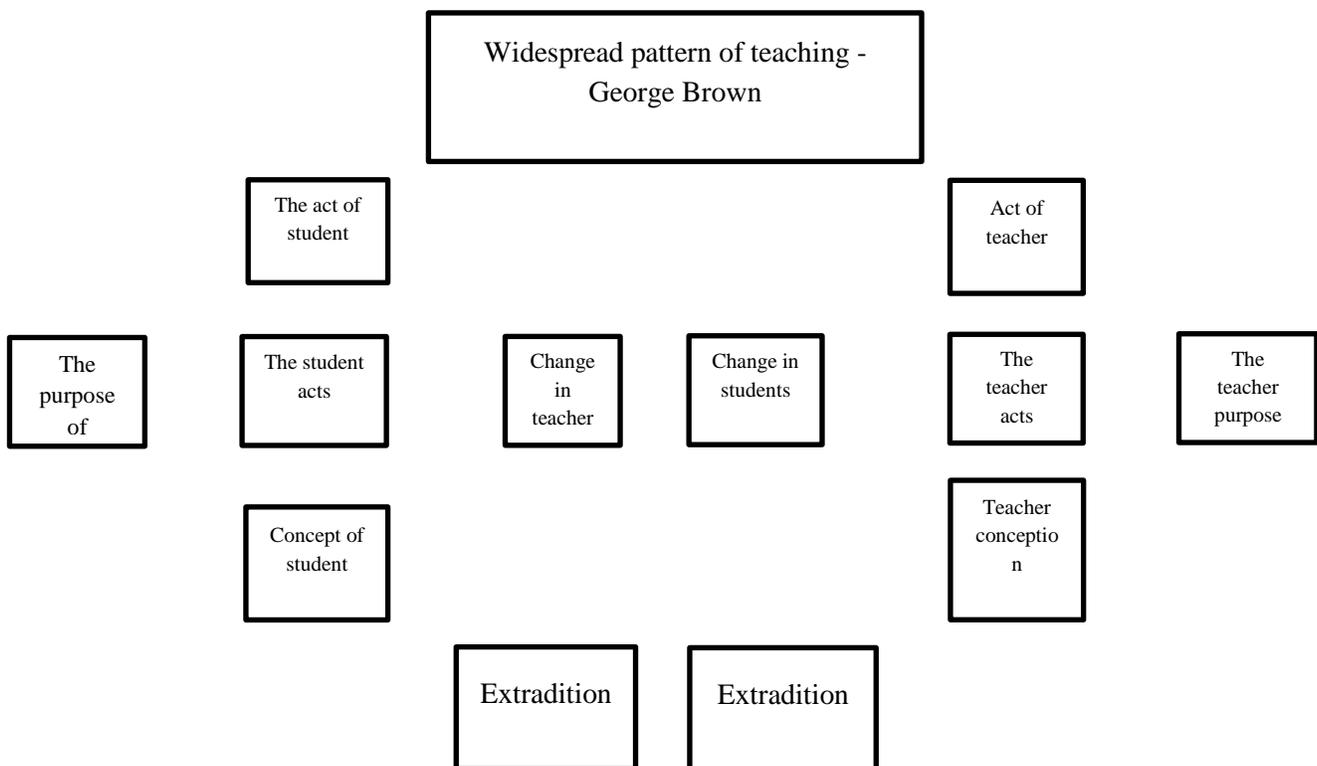
Changing the system of teacher training and the curriculum is the beginning of any motion. So the teacher training curriculum must be directly related to the school curriculum is all the processes. The education system is

more sensitive than the school schedule; it would be better dynamics and efficiency. The result is that the teacher must be at the heart of the curriculum (Ghaderi, 2013).

Education and instructional design skills

Teachers can acquire professional skills in the field of design of learning environments, design activities and learning units, organizing learning content and the use of effective methods of teaching and learning, the use of modern media education And the application of new methods of evaluation play a key role in the promotion of quality education (according to the HOSSEINIAN, 2014).

In response to this question, to teachers who have activity in education kind of skills should be taught in the field of instructional design. Razor believes that training in-service training of teachers can develop design skills of teacher and they can apply learning and practice the principles of the systematic approach in designing effective and successful learning environments for teaching and learning (Dinarvand, Hassan. 2012, p. 41). Global Research has shown that programs for training teachers in the school among the most effective ways to improve the professional competence of teachers and improving the quality of teaching and learning process (Sarkararany 2014, p. 71).



Professional development model for teachers

Teacher professional development (TPD) offered to a training for teachers to promote their development in a specific area and the means by which the views of policy makers for the development, spread and transferred teachers. Although professional development program for teachers, is planned for teachers, but it can put a significant impact on student learning. The professional development of teachers is often the most important component of any ICT project (Habibzade and others, 2014). Career development and professional growth of teachers is the key to progress. In terms of (GASK 2000) professional development of teachers is "processes and activities designed to enhance the knowledge, teachers' professional skills and attitudes so that they can improve student learning". However, (Richter et al., 2011) suggest that new approaches to professional development, The pro the lifelong learning and professional development of teachers consider long exercise that it covers range from training to in-service training of teachers at the University of individual teachers in covers (quoted Taheri et al., 2014). The concept of professional development of faculty members, higher education in the universities of

developed countries, under different names, such as job training, career development, academic development and is used....(Rahman, 2012).

According to the latter Gable and bronze (2005), professional development of teachers can be divided into three broad categories:

TPD Standard:

The most focused and best practice for the dissemination of information and skills among large population's teachers. This model represents a focused approach typically that include workshops and training sessions. The general standard of education-based approaches focuses on examining new concepts and modeling skills.

And can be effectively as:

Face teachers with new ideas, new ways of doing business and new partners

IOffer Information and teaching methods to teachers across the country or the region

TPD based on Location: extensive learning by a group of teachers at the school or district that changes in teaching methods provides deep and long term

TPD self-directed: independent learning that is completely under the guidance of a teacher begins using existing resources that can be done by computer and Internet training (Habibzade and others, 2014).

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