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### Study of Effective teaching experiences, based on research strategy for enhance perceptual memory of primary school students

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#### A B S T R A C T

The aim of Study is evaluation of Effective teaching experiences, based on research strategy for enhance perceptual memory of primary school students in Bandar Abbas district. The present research is an applied research method and in terms of data collection method, qualitative research and relying on the strategy of studying. The Instrument includes all scientific and research articles, books on the subject of the research and the available literature in this regard, have been collected and used. The main tool of research is the teacher's experiences in enhancing cognitive memory. To determine the validity, some of the members of the primary education groups of Hormozgan province were given and after the validity of the curriculum, the content validity was determined. Each member of the training group provided feedback on the design of the training. . The results of the study showed that the importance of using teaching aids and teaching technology (multimedia) and the objective environment in teaching can be effective in teaching and improving the students' perceptual memory.

**Keywords:** General Health, Healthy Lifestyle, Life Satisfaction.

#### INTRODUCTION

One of the oldest theories about reading and writing problems is the theory of vision and hearing impairment(Barton & Hamilton, 2012; Hulme & Snowling, 2013). For the teacher to be effective in this assistance, Must accept people as humans, understand them And refraining from evaluating the student's personality and sympathizing with the problems with them. This method of teaching is called the central student(James, 1983).

The teacher needs to correctly select the teaching objectives and use the right methods(Borich & Stollenwerk, 1988; Larsen-Freeman & Anderson, 2013). Therefore, teaching what is going on in a class is important for any educational

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institution to achieve its goals, because there are direct relationship between the teacher's teaching and behavior with the student's academic achievement(Goddard, Hoy, & Hoy, 2000; Wentzel, 1998). The problems of learning to read and write as a result of the difficulty in learning and preserving the image of vocabulary and words in the brain (memory)(Ehri, 2005; Liberman & Shankweiler, 1985).

Experts have found that these children, although having the necessary visual and auditory capabilities, have problems with vision recognition, which is called perception of vision(Hulme & Mackenzie, 2014). On the position of visual perception in reading practice, we can say that if we consider reading as a communication action, communication to the transmitter is needed to transmit the message from the receiver to the transmitter. Visual perception is one of the communication channels that play a very important role in receiving a text message(Powell & Powell, 2015). Therefore, visual perception plays an important role in learning, especially reading learning. A number of children are confronted with tasks that require visual observation in identifying shapes and geometric designs. Some also succeed in doing this, but they fail to recognize letters and words through sight(Piaget, 2013). Recent research has suggested that visual perception weakness reduces the amount of alphanumeric recognition through visual memory, which results in reduced reading speed and vocabulary writing (Grainger & Dufau, 2012). Regarding the importance of the subject, the purpose of the present research is to "enhance visual perceptual memory and audiences, and diagnose multiform characters in primary school students by choosing an effective teaching method". An effective teaching feature is the design of activities that provide the opportunity for students to participate in education and learning. Various activities in the classroom, in the form of small groups, are examples of such opportunities. Of course, group formation in the classroom alone will not lead to more interaction and participation, but engagement should be motivating people who do not have much interest in interacting. In the classroom, there should be a contribution beyond the passive listening to the teacher's words.

Teachers are more motivated to use active teaching methods. Many students have difficulty in learning the polynomials of the "l, i, e, E" and using it in the right place, So that they are in trouble when reading and writing words that contain this mark. 2- In teaching signs, it is possible to make the mark confused with the same "E, e" sign. It defines the definition of the ratio of the ending of the words to which (a) and (e) are independent in the end words ending in A (e).

In this research, the main purpose study the role of teaching experiences based on the research strategy to enhance the perceptual memory of first grade elementary students and minor purpose includes:

## **METHODOLOGY**

The present research is an applied research method and in terms of data collection method, qualitative research and relying on the strategy of studying.

**Instrument:** All scientific and research articles, books on the subject of the research and the available literature in this regard, have been collected and used. The main tool of research is the teacher's experiences in enhancing cognitive memory. To determine the validity, some of the members of the primary education groups of Hormozgan province were given and after the validity of the curriculum, the content validity was determined. Each member of the training group provided feedback on the design of the training.

**Analysis method:** After recording the observations, the results were analyzed by providing an objective observation report.

## **RESULTS AND CONCLUSION**

Persian language teaching, at the first elementary level, is very delicate, specialized and fundamental. For this reason, if it recognizes the appropriate and effective textbooks, it is well-suited to learners in the learning process-learning. Reading books Persian of first elementary school has four distinct sections.

A) Figures b) Signs 1 c) Signs 2 d) fluency

One of the challenges in Farsi is the alphabet, alphabet, or similar alphabet in writing. Regarding the problems of reading and writing problems of primary school students in recognizing the "E, e" of the "E, e, I, i", considering their similarity in writing and reading differences, a research with a qualitative approach to improve memory reinforcement Perceptual, increased learning and recognition of the "E, e" of the "E, e, I, i" in different situations at the girls' school in Bandar Abbas district. Initially, by appointing members of the group of studies, four teachers were selected to collect and study theoretical and information bases of research through library, print, electronic, and available sources of information, using the opinions of the experts, and by identifying the subject of the book Persian The first elementary element (eighth grade, sea) focuses on basic and fundamental strategies and the selection of effective teaching methods to enhance the students' audio and visual memory and educational problems as teamwork. Teachers from the field of study, after division of labor, designing and compiling the initial lesson plan, first teaching in the out-of-school environment and use of IT technology, and a new teaching method After reviewing the film and the first teaching report, moderating the initial lesson plan and learning activities was undertaken by the supervisors and other members of the group to achieve the main goal of the study. After writing the second lesson plan, the members of the group prepared the report and the film again. After the second teaching, there was a significant

difference in the implementation of changes, evaluation of students' evaluations and evaluation of films and the first and second teaching reports. Observers studied the differences in student learning in two teaching sessions and discussed the reasons for these differences.

Differences in students' perceptions of comprehension, access to the goals of the lesson, and the teaching component in achieving goals were also evaluated. The results of the study showed that the importance of using teaching aids and teaching technology (multimedia) and the objective environment in teaching can be effective in teaching and improving the students' perceptual memory.

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