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Identifying and Validating the Explanatory Components of Support Building in Iran's Secondary Education System

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Abstract

Purpose: The purpose of the current research was to identify and validate the explanatory components of support in Iran's secondary education system.

Methodology: The research method was qualitative-quantitative, the statistical population of the qualitative was experts and specialists in the field of learning-teaching, teaching methods and building support and written documents related to the subject, including articles and scientific researches and related books authored and in the quantitative part, the teachers of the first and second year of high school were all over the country. In the qualitative part, using the snowball sampling method until reaching theoretical saturation, an in-depth interview was conducted with 13 experts, and 18 documents (texts) were examined with a targeted method for documents, and in the quantitative part, to evaluate the model, a researcher-made questionnaire with 134 Likert scale items was distributed among 384 people with a multi-stage relative cluster sampling method. To determine the validity and reliability in the qualitative phase of the necessary checks including acceptability (review by experts) and verifiability (re-review by experts) and in the quantitative phase, the validity of the questionnaires was verified by three methods: formal, content and structural. The method of determining factor loadings of items, Cronbach's alpha of components (between 0.749 and 0.864) and composite reliability (between 0.827 and 0.916) were confirmed. Qualitative data were analyzed through theoretical background and quantitative data with structural equation modeling technique and exploratory and confirmatory factor analysis tests in Smart PLS software and Friedman test in SPSS software.

Findings: The results of the qualitative part indicated that the pattern of support in Iran's secondary education system includes 10 categories (development of human and non-human resources, improvement and development of the educational system, teaching-learning methods, culture and communication, laws and supportive behaviors, performance monitoring, strategies based on cognition and metacognition, strategies based on motivation, mental progress and scientific progress), 21 subcategories (development of human resources, empowerment of students, development of hardware and software facilities, cooperative and interactive teaching, task simplification, virtual learning, teaching based on scientific theories, culture building between parents and teachers, effective communication, supportive behaviors, internal and external strategies and instructions, mental and academic engagement, continuous assessment, metacognitive strategies, cognitive strategies, cognitive and metacognitive strategies, motivational strategies, mental well-being, actualization of potential talents, improvement of learning process and academic progress) and 134 indicators that are in the form of causal, contextual, interventional conditions, strategies and consequences in the research paradigm model. took place The results of the quantitative part showed that all the components of the research model were confirmed.

Conclusion: Based on the obtained data and based on the results of the research, suggestions are presented as follows: - strengthening the causal conditions, - strengthening the environmental conditions, strengthening the intervention conditions, strengthening the strategy (solution).



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Detailed abstract

Purpose: During the past decades, teachers' understanding of learning has expanded and they are replacing their role as knowledge transferors by creating student-centered and knowledge-centered classrooms. This transfer has opened more doors for support. It is assumed that paying attention to the nature and types of supports as well as investigating their effect on language skills of language learners is a prerequisite for language learning. Building support is actually "a bridge to build what learners already know to reach what they don't know." If leverage is managed properly, it acts as an enabler, not a disabler. Support is operationally defined as a set of strategies that the teacher uses to help the gradual progress of the learners. Numerous researches have been conducted on how to use educational scaffolding in a learning environment, but there is little empirical evidence on the effect of using educational scaffolding strategies in learning and memorization. At the beginning of the 1980s, researchers associated the construction of support with the concept of approximate growth area. The root of the word support goes back to the studies of Wood, Bruner and Ross, in which studies suggested that educational support can improve students' learning. For this purpose, teachers should control the components of the learning tasks that are beyond the capacity of learning and give the learner the opportunity to study and complete the parts of the lesson that are within their scope; In other words, teachers should support the learner by simplifying the tasks according to the level that the learner can manage. In this method, the teacher provides a safe space for the students by using various methods to encourage them to engage in learning by interacting with their classmates and the teacher. Metacognitive skills, level of progress motivation, and previous knowledge of the learner are among the variables that affect people's learning performance. It should be noted that educational support is done as a temporary support and in order to develop independent thinking and learning abilities in the learner, and as the need for support in the learner decreases, it is gradually removed, and thus the responsibility Management of tasks and learning is transferred from the teacher to the learner. In other words, in educational support, at first, the teacher or another person who helps the learner bears a major share of the responsibility, but gradually as the learning progresses, the responsibility is handed over to the learner. In general, educational support is defined as the process of creating an active role for the learner in order to manage his own learning and acquire learning skills . Regarding the importance of the subject and the motivation of the researcher to conduct the present research, one of the basic problems of our country, like many developing countries, is the lack of special and serious attention to innovation and creativity in the education system. If one searches for the reasons for the progress of the developing countries in economy, industry and science, one can clearly understand the high importance of the education system in these countries, which, by using new methods and methods, aims to improve the quality of education and develop the research-oriented system. They are their own education and training to bring talented and capable students into their higher education system. One of the main factors in improving the quality of education and research-oriented development is the use of new techniques in the teaching-learning process, which most advanced countries with powerful educational systems pay special attention to. In the research conducted, it became clear to the researcher that in our country and in the education system, new techniques in the teaching-learning process, such as support, are not considered very seriously, and in most cases, schools They adhere to the same traditional and old ways of education, while the impact of education methods on the quality of education has been proven in many researches. The researcher seeks to fill the gap in the research that exists in this regard by conducting the present research. The purpose of the current research was to identify and validate the explanatory components of support building in Iran's secondary education system.

Methodology: The research method was qualitative-quantitative, the statistical population of the qualitative section was experts and specialists in the field of learning-teaching, teaching methods and building support and written documents related to the subject, including articles and scientific researches and related books authored

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