

Link the theory and practice: the critical criteria of Floden and Beyer educational ideas and draw the perspective of teacher education in Iran

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Abstract

The present study aims to investigate the views of Robert Floden and London a Beyer and to define some policies for teacher education in Iran (with a view to link theory and practice). The results indicated that this educational thinker has considered the theory and practice as two main issues in the philosophy of teacher education with the exception that Floden with solutions and Beyer with arguments try to show the importance of the issue. Considering the two philosophical hypothesis of teacher education with emphasis to the link between theory and practice codifying an optimized philosophy for teacher education aimed at enabling teachers to make the relevant theoretical knowledge and its links with the practical knowledge for building a democratic society is discussed in class . Review of the rules, principles, objectives and programs of teacher education with an emphasis on establishing, sustaining and continuing the link between theory and practice can provide better future for teacher education.

Key words: Philosophy of teacher education, theory and practice, teacher education in Iran

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Introduction

If teacher as key element of the educational system has trained well based on a philosophical foundation, he could be the function of coordinator and organizer of the educational system. Teacher preparation requires the teacher education system of consensus and procedures. A certain philosophy for such a system helps to form this unity and can provide the richness of thought and decision for teachers training. What the philosophy of education can do for philosophy of teacher education. Considering the clear-up approach is a knowledge that is supposed to be learned by student- teacher. It is conducted when is designed in the architect view: teacher education philosophy is the philosophy of education with practice (Winch, 2012). In fact the teacher education should be able to make decisions about implementing the theoretical teachings in practice by teacher. Researchers have discussed many fundamental questions about the relationship between theory and practice. All these problems have philosophical nature and possible solutions mean the knowledge of the relationship theory on the one hand and the action on the other hand (Bengston, 1993)). So this link of theory and practice in teacher education is a philosophical concept. The aim is to train teacher who is able to provide his teachings to learners practically, and use the theory only as a guide to action.

Efforts have been done for practical teachers preparation are the result of developing a coherent program. Role of executor of this plan is confirmed. Schon expressed; trainee operated under the strict supervision of a trainer as coach .with knowledge of pattern of intellectual reciprocating movement, he will confront with the problems gradually. This challenge will occur in teacher education programs in the shadow of interaction and attention to link theory and practice (Wax, 2001). Student-teacher is able to undertake the task of conducting the trainer in the future who is learned the necessary scientific and practical experience by the trainer. Teacher needs to learn to implement theory in practice, and this is achieved under the shadow of interaction (Bengston, 1993). The context of this interaction is the result of using the expert who has experienced the invasive results of non-possibility to teach the theorist teacher who is not able to utilize his theoretical teachings in practice guide. Only teacher is able to guide and advise his learners when he is taught under the supervision of a qualified instructor who changed his theoretical teachings to action.

If we supposed that the theory underlies the practice, it should be avoided any slogan in order to achieve the desired practical results . Such result depends on the right recognition of direction. Planning is required to achieve the goal. Mapping the roadmap in this direction can help to get the purposed steps, so it is important to find one starting point in order to the teachers can perform the theory practically by training the theoretical principals. This start point is paying attention to theory. Teacher requires theoretical training to be able to offer his teachings practically. Teacher practice needs theory (Bagheri and Irvani, 2001: 123). But the theory is plausible when the possibility of its implementation in practice exists, otherwise it is useless. Since man always possible to rethink of his own and his action, the best method of teacher education is to provide a context to combine theory and practice (know-how) (Chang, 2005) . It is reasonable to expect the increasing quality of teacher education to link the theory and practice.

(Pakseresht, 2007; 135) believes that:

"Dewey's pragmatism is a theory of thought combined with action. Although the pragmatists value the action over theory, but because the theory is the foundation of action, the separation of theory and practice doesn't seem logical...

"Philosophy of teacher education can control the training of a teacher who is able to establish a strong link between theory and practice. Such teacher has trained as a creative person that can take purposeful steps. Komynoo considers the link between theory and practice as an ability (Zekavati, 2008; 103). He believes a good teacher is trained to be able to firmly establish a link between theory and practice. (McNally & Black, 2012) stated the professional teacher education is related to the constructive interaction between theory and action. It is understood that the new teacher students need to achieve the educational philosophy and theory-based professional qualifications. Teacher students who have two tools of the theory and practice, there are the problem of compliance action with a theory or change the theory to action. In fact, theory and practice are mingling as one and cannot be separated". (Cockran Smith and Power, translated by Rabani, 2011: 26). Student teachers need training to achieve desired results through the study of philosophy of education. "Philosophy is not an amusement, but as a manner that teachers think and act critically and wisely. Thought and action are considered as tools that student teacher needs them. (Elyas translated by Zarabi 2002: 85). One goal of education is to develop thought in theory and practice (Shariatmadari, 1995: 40; quoting Sokhanva and Mahroo Zadeh, 2009: 78). With all the emphasis on the need to link theory and practice in teacher education, does this issue is considered in teacher training system in regard to its sensitivity? It carries great values to reflect and rethink the philosophy of teacher education while the issue of teacher education has been considered in the history of country, we can't see a verified document to show the link between theory and action. In other hand, the study of primary events shown the link between theory and action in teacher education is not considered in regard to its sensitivity and its value. The lack of explicit attention to link theory and practice in education is the most important document of proof of the claim.

Link theory and practice in teacher education: a review of documents

The foundations of the philosophy of education in Islamic Republic of Iran have not opportunities to focus on the theory and practice as the two main issues in philosophy of teacher education. For example, the National Education Plan document was applicable in 2004, in Page 9 of theoretical principals is mentioned as the model including strategic thinking, systematic approach, the classic control model, using the latest scientific achievements in the field of psychology, philosophy and sociology to plan the models and theories in regard to the philosophical and educational principals, but any case of the emphasis to the link between theory and action was not seen. On page 10 of the plan only, the theoretical studies (conceptual benchmark) has been considered in the methodology and not considered the link of theory and practice as an effective model in education. On page 13, the general strategic issues of education merely raised and is not mentioned the link between theory and practice directly. The Vision plan of the Islamic Republic of Iran in 1404, the general policies of fourth Development Plan in scientific, cultural and technological departments is considered in paragraph 4 generally only as motivation and determination to achieve the desired national purposes. In paragraph 9, the improvement of software movement, dissemination of research and attaining technology achieving have been considered and a certain solution achieving these purposes has not offered. In paragraph 10 of this document (p 4), the reform of education system and reason of it is not clear. In the document of the strategic development of education system of the Islamic Republic of Iran (2010), in the first part (statement of values, pp 1-29) the fundamental and indispensable do and don'ts refer to 29 cases. The statement cannot be shown the sign of link between theory and practice. In addition, in paragraph 2 of this part, the general process of education, in paragraph 5, the role of the teacher, in paragraph 22, the role of education system as a productive human resources, in paragraph 1 of Part IV (macro purposes, p8) training the believer and imitating person of Islamic ethics, in paragraph 10 of Part V (macro strategies, p. 9), the promotion of education system as the most important educational institution of the human resources and productive social capitals, in Section VI (operational objectives and strategies, pp. 11-22) only qualities of students have been expressed, all of them are general and unclear in such a way that they cannot be extracted a prospect of teachers should be trained. In paragraph 14 of the same section (p. 23), re-engineering the policies to enhance the absorption, preservation of teachers with a focus on the role of education is discussed which this general statement cannot show any effect of the system procedure about the relationship between theory and practice. The document 1390 (pp. 39-96) merely considered the philosophical basis (ontology, epistemology and axiology) and didn't pay attention to the philosophy and teacher education in the theory and practice explicitly. The page 7 of this document about values a general picture of twenty years outlook document, comprehensive national roadmap, general policies of development of education system in the framework of theoretical principals of education development including education philosophy, general education philosophy, guidelines of official education in Iran have stressed but not about the link between theory and practice. On page 14 of this document related to macro purposes, just the establishment of effective and efficient system are taken into consideration without providing a precise definition. On page 15 in the section on major strategies, any operational strategy to implement the proposed theoretical assumptions is not recommended; generally the establishment of a formal and public education based on theoretical principals and philosophy of Islamic education are discussed. In paragraph 14 of this section (p. 15) is emphasized the development of capacities and training abilities, without providing a solution. In the sixth chapter of this document (operating purposes and solutions) and on page 17 it is expected to provide a practical certain solution to achieve the theoretical objectives of education that actually it was not in such a way. Neglect of teacher education philosophy in Iran and the lack of a certain approach to link theory and practice in this system, has led to consequences for it. For example, in different time periods, the managers' decisions based on certain moment lead to decline teacher

education or completely stopped it. This sometimes gives rise to a sharp criticism of the country's education researchers. For example (Bagheri and Iranian, 2001: 123) believe that: "What makes the teachers' theoretical teachings is not very efficient in practice has been due to the lack of realistic teachers attitude toward theories of education, lack of engagement toward the theory and unfamiliarity with practical situations to use this theory .So reviewing the Iranian documents shows that the educational system lacks certain or declared teacher education philosophy and as a result no specific approach have been to link theory and practice. The lack of clear philosophies about teacher education could potentially cause major system lends itself to teacher education activities with theoretical reservoir: the danger that always threatens the country's teacher education system.

Link the theory and practice in view of teacher education scholars

Seek to clear teacher education philosophy, with emphasis on the approach to link theory and practice, is a path to refer the scholars view of this field. This is an idea that mining of the education thoughts is an important step in the right direction. Review of the great thinkers of education views can be the theoretical origin of development of this approach in teacher education. Thus this research focused on the issue of the relationship between theory and practice in teacher education from the perspective of two popular scholars in the field: Robert Floden and London E Beyer. Robert Floden Distinguished as Professor of Stanford University. One of the areas of his work is a teacher education philosophy. He was assistant director of educational policy, the general manager of educational research institute and deputy director of research in this institute. He studied the teacher education, problems related to education and training including research in education culture, optimal development of teacher education, the effects of correct teacher education and correct policy to establish the relations with teacher action in class. Because of his expertise areas of educational policy and practice, how to train teacher and philosophical issues of teacher education, the evaluation of his ideas have been selected for this study. Londin Beyer was the professor and director of teacher education at Indiana University. His major research has performed in the field of teacher education and issues related to teachers teaching and learning. He has written his researchers in the form of eight books and over 80 articles in prestigious magazines and he has known as comprehensive personality in the areas of education. During his academic activities, Landin primarily has held several international conferences in the field of education and received numerous awards from numerous universities, including the University of Viscancen. His mastery in the field of teacher education has led his opinions are analyzed in this research. In this study, researchers are seeking to extract the contemporary influence of these two current effective theorists, one of the key aspects of teacher education philosophy with a view to link theory and practice has been discussed. The main purpose is to investigate the possibility of finding a way to educate theorist teachers familiar to practical hypotheses.

Floden as an expert of teacher education and familiar with the teaching and learning issues has always been trying to provide appropriate solutions to improve the quality of teacher education. He knows the problems to link theory and practice, but he provides solutions. Some of these practices include the correct transfer of theoretical and practical knowledge from teacher to the learner, the importance of strategic knowledge transfer , efforts to improve the intellectual and philosophical attitudes of student teachers and the use of advanced techniques which is the supervisor to link theory to practice techniques to train teachers. He gives emphasis to the principles of scientific education and attention to substructures. Thus, one of the most important interests he prepared a bed for student teachers familiar with the fundamentals of education. providing a roadmap, a goal that can be implemented, the role of teachers as important players in practice, expert knowledge to students the importance of training teachers, create the conditions for the possibility of such education through interaction and resolve conflicts between theory and practice. Study of educational thoughts of Floden as an expert on the link between theory and practice in teacher education: Floden and Buchman,(1989) suggest that "It must train the theorist teachers who become familiar with the fundamentals of education. The best way to understand a roadmap is to draw it. We can learn better and remember better when we have learned it ourselves. "Student teachers should be able to understand the concepts, principles, theory and the researcher-related practice. This can be explained in terms of link between theory and practice. It seems necessary to pay attention to theory and practice in teacher education. "Task reminders to teachers make a commitment to be prepared for this job. Trainer must be the practical guide of teacher; only in this way that teachers think about the concept of teacher education in theory and practice. Theory and practice are two basic issues in teacher education philosophy. There is positive relationship between teacher preparation as theoretically and effort to improve their performance. Helping to teachers to learn the class management in an academic environment, providing practical opportunity to use the concepts, sharing the training views with teacher education is mingled in this developed environment (Floden, 2001).It is claimed a teacher who observes only or in more accurate since, only gives limited to theoretical learning, is not certainly perform more efficient thane teacher who consider the theory and practice in the top of his work. There are fundamental differences between these two teachers. Strong ranking of teacher students should be done with emphasis on practical aspects of training. To achieve a deep understanding of educators depends on knowing how to understand the changes in action. Teachers need to teach the learners how to understand, how to review the education methods. Training means the knowledge transfer to learners. Training also includes the knowledge transfer of teachers to students. This model of knowledge transfer depends on a strong link between theory and action. "Teacher knowledge helps the students to understand the educational reform beyond the understanding of teachers. Knowledge building has been developed through dialogue and interaction of a solution. If the trainers can conduct the discussion practically, student teachers may learn how to show their competence to guide these discussions "(Floden, 1997).It can be interfered that only successful teachers with the sufficient knowledge should guide new teachers. Student teachers are guided by these trainers and this can lead to educate a teacher who can take advantage of theoretical knowledge learned in practice. With

this approach gradually they find how to become better teachers. "It is expected the learners learn what other people expect of them. They are expected to act what they have learned " Floden,; Buchman. & Schwille ., (1997).Although Floden and Buchmann consider learning as the main purpose of education, , but it is concerned that teacher educators have no enough chance to real measurement of teacher students' knowledge and they are rarely insured about what that student teachers learn. Proper motivation and sense of responsibility are two favorable elements for trainers who calling for proper training of theoretical principles in practice. "Trainers teachers must commit to action on reform the learner's performance in regard to the experimental and normative outcomes in theory and practice, and this is indicative of their responsibilities. Practical training requires high motivation " (Floden & Buchman, 1993). The correct approach of operating the theoretical assumptions can be taught to all student-teachers provided that there are the right tools and a clear and concise philosophy beyond this thought .It is better to provide the sufficient conditions for such purpose. "New learning is not possible without a basic primary understanding of related and systematic concepts; this is not possible without necessary capacity for practical reflection. There should be necessary space for that to be happened" (Floden,; Buchmann. & Schwille ., 1997).It is argued that the purpose of this space is providing the necessary conditions for moving towards application of theoretical concepts. However, such an atmosphere is not always easy to draw. The risks of confusion, loss of confidence, or chaos of teacher preparation may be due to a lack of proper understanding the link of theory and practice in teacher education. Teacher education moves toward uncertainty.Floden offers some solutions to get rid of this confusion: "Education should change its direction from the theory to the link between theory and practical knowledge. It is dependent on resolving obstacles. Conflicts between theory and practice in teacher education should be resolved because real knowledge is knowledge that can appear theoretical achievements in practice. But the excess emphasis on practical work can involve negative outcomes. Continued emphasis on practical knowledge has two main goals: to give equal opportunity and cognitive development with risk. " (Prawat & Floden, 1994, Floden,; Buchmann. & Schwille ., 1997).It seems that the teacher education philosophy of the correct and logical transition of theoretical and practical knowledge of teachers to trainees depends on the mutual understanding of the idea. Merely theoretical knowledge is not enough. It needs practical knowledge as another condiment. To combine theoretical and practical knowledge, it is expected that teachers have strong philosophical point of view, to resolve the potential regional dispute. Another recommendation of Floden is to remove possible obstacles to integrating theory and practice in teacher education which is implicit in optimal knowledge learning. Floden & Buchman, (1989) stated: "Schulman shows three knowledge's in teacher education including predicative knowledge, case knowledge and strategic knowledge. They agree with Schulman that predicative knowledge comes from common experience in teacher education. This knowledge guides instructions and promote a certain type of learning. Case knowledge helps the memory and usage by providing samples and strategic knowledge is a form of knowledge to guide the teacher to resolve the conflicts about the use of the principles in a particular situation "It seems that Schulman predicative knowledge has approved by Floden & Buchman, (1989) and is related to the theory, case knowledge and strategic knowledge of the combination of theory and practice in teacher education. Training of all three types of knowledge in teacher education philosophy is necessary because it leads to greater engagement of an educator and learner. It is claimed that the issue of content and practical courses in teacher education must be more transparent. This transparency helps to resolve the possible conflicts. Conceptual analysis is a guide of theory and practice. This analysis is more valuable when it is accompanied by action. Trainer should provide the valuable content, transfer to learners. This content is worthless without combination with action. "If practical knowledge that will lead to teach an expert teacher is not tangible, it must be set aside" (Floden, 2001) Third method suggests by Floden to improve mutual understanding of trainee and instructor about the issue of integrating theory and practice, is to improve the philosophical mind. Teacher education can easily be understood, provided that the mental status of teachers is improved, such as more rationality, less pre-judgment and less ignorance. The concept of teacher education can be understood in the light of strengthening the philosophical mind of teachers and pushing teachers toward the values in the first place and also the spread of more rationality and awareness (logic) in the shadow of action. Conceptual knowledge of teacher education depends on practical guidance (epistemology) through the interaction "(Floden, 2001).So in the teacher education philosophy before the practical training to teachers, it is better to explain the policies and purposes specially. Teacher who has trained in Floden School knows his goal, knows logic, teacher education philosophy and is familiar with the logical structure and strengthen it in the light of philosophical mentality which can lead to improve mutual understanding of trainer and trainee to link theory and practice. The fourth way which is offered by Floden to improve teacher education is the ability to use the advanced practical techniques of linking theory and practice for teacher education, which leads to increasing effectiveness and efficiency. (Floden & Buchman, 1989) state: "Science knowledge based on theory and action can improve the quality of education. It is arguably to accept the theory can be subject to enhanced performance, the developed techniques can be appropriate for teachers, but they should be able to exploit these techniques practically. "They use this philosophical strategy that teachers are able to employ the content knowledge that can be used in teaching others. The practical use of these techniques is possible in academic environments. Theoretical and practical studies must be accompanied to experience and scientific knowledge of teacher education. It is claimed that teachers only by learning the theories cannot transmit the effectiveness to their students. Teachers understanding are more important than his specific behavior because understanding is a guide to choose action, while the behavior has a limited nature. The result is that trainer of teacher education should be able to understand and interpret teachers' comments are based on the action. Teachers educator who is familiar with the theory and practice , it means doing well It can be deduced that if the teacher only focus on theoretical education, we have done something, but if the link of theory and practice is

considered in teacher education, we do the right thing. This is the definition of Peter Darker about the efficiency and effectiveness with regard to human task and responsibility of the teacher as a role model, he must do things properly, and so should be meet theory and practice. According to the authors the theory derived from practice is effective and this made easier to perceive the link between theory and practice. The educated teachers who considers not enough what has been taught only in classes; and try to perform what he is taught is actually perishable. The main problem of teacher training is not what is taught, but this is what is teaching. What is taught in conjunction with theoretical issues, but what is to be taught about beneficial practicable issues? The theoretical issues in teacher education regardless of their ability can become operational.

(Floden & Buchman, 1989) states that: It is not effective to focus on the techniques but the emphasis on methods, techniques must have the tractability ".Therefore, teachers should seek to create a variety of behaviors which will lead to the considered practical skills that not compatible with traditional methods. These two educational thinkers believe that teachers should be informed all descriptions: "How to identify the research based activities, why are logical, how it works and what questions are based on scientific and practical basis of teacher training. Teachers must learn effective teaching skills; they need the basic additional preliminaries that these skills should lead to effective learning. " (Ibid.).It can be deduced that valuable and effective teacher education is summarized in conjunction to theoretical and practical skills. Floden emphasis on teacher education in the theory and practice teachings in the context of the assumptions of teacher education philosophy including value recognition, logic and epistemology. Such a teacher teaches that takes the targeted steps. Teachers will choose a practical method. It is better to teach the useful techniques and practical skills to the learner. He emphasizes on training the predicative knowledge related to theoretical hypotheses of teacher education and teachers' case and strategic knowledge in operational teacher education. He agrees Schulman to link theory and practice in teacher education policy .Floden thinks the training policy and determination the purpose before the practical training is required. Teacher who believes to link theory and practice is an innovative teacher. Although this issue encounters some challenges, but serious efforts must be done to resolve the barriers. He proposed solutions in order to solve these problems, some solutions such as direction change from theory only to the link between theory and action, using the strategic and case knowledge in teacher education, effort to improve philosophical thought of teachers about correct understanding of the link between theory and action ,trying to improve the efficiency and effectiveness of teachers using the most advanced techniques related to integrating theory and practice in teacher education.Londes Beyer as an education thinker in the field of teacher education and issues related learning and training teachers is always concerned to improve the quality of teachers' education. He discussed the situation of teachers in critical approach and tried that with a clear vision introduced difficulties in the optimal teacher education. The introduction begins by presenting logical arguments, the first argument is about inefficient experimental views on teacher education, the second argument, the lack of attention to increasing the quality of teachers' expertise through holding the low quality educational courses or use the unqualified educators and the third argument concerns about the content of the materials of the educational institutions offering teacher education. In each three arguments, the necessity to link theory and practice in teacher education is emphasized. Review of educational ideas of London Beyer about the link between theory and practice in teacher education: (Beyer, 2001) stated that "One of the most important issues that the teacher educators are encountered is the relationship between theory and practice. There are many theoretical traditions that we can draw to create new programs in teacher education or criticism of the status quo. However, critical theory is not widely used in teacher education, however it helps to understand the relationship between current methods in schools, institutes and wider ideology in society. Critical theory provides the possibility to criticize and draw a new path. Critical theory helps to understand educational ideas and policies and also to form human awareness.

It is interfered that he aims to discuss the critical theory that despite being new, makes the reflection in teacher education programs. Review the current situation indicates that addressing theoretical training to teacher students is due to the theoretical traditions of this area that needs to be analyzed.Beyer. & Fechner, (1982) discuss there arguments that a large number of experts consider dissatisfaction of teacher education due to of the basic education.

The first argument: the insistence on empiricism in teacher education: "Rarely training of pedagogical knowledge is named as a product of education. However, the theory has desired the value of education art only if the 'theory' means empirical clinical knowledge" . Since this form of knowledge both in pedagogy and in science is not considered theory. It is not expected the revision of the theory as practical knowledge in teaching. " It can be inferred that the Beyer. & Fechner, (1982) believe that challenges in teacher education is due to lack of attention to philosophical theory and practice in teacher education base. He believes to pedagogy in which he explicitly referred to link theory and practice. He is opposed to mere theoretical education. For example, (Beyer, 2001) stated: "Although the theoretical activity value is obvious in the mind of teacher educators, but it is not always clear why insisting on using the identified theoretical traditions in the curriculum of the student teachers. Many traditional theories that are used in teacher education have "inner professional individualistic perspective" in the teacher education. Teacher education has not required discussing merely instructive, descriptive and theoretical aspects. Worst of all is that there may be some of these issues have not to do with teachers. Using traditional methods instead of new teaching methods that is based on link between theory and practice, but it is not justifiable. Teaching of these methods is in contradiction with what the student teacher teaches in the Teacher education Center on the one hand. Therefore the student is confused when faced with two different teaching methods. The uncertainty in using a teaching method gives challenge when he completed the course and began teaching. Using traditional methods in teacher education is against to create the spirit of creativity and prosperity in teacher students. This teacher education is not based on philosophical hypotheses and not leads to full success

necessarily. Insist on using traditional practices means non executing theoretical hypotheses in practice, because the system of teacher education does not in the path of real progress. Such a system goes to inefficiency. It is claimed that such education cannot expect to have sufficient dynamism and growth. Beyer. & Fechner, (1982) stated: "Because the primary purpose of equipping teachers is to implement strategies and professional training methods, direct knowledge of such strategies, either through clinical observation or direct instruction, is preferable. Such knowledge is non-empirical and theoretical and in teacher education places more importance on experimental knowledge and direct training more than practical application of training. "Experimental teacher education is related to teacher education that combines theoretical and practical knowledge and efficient use of experiences that has achieved to build applicable and optimized practical knowledge for inclusive education. Beyer. & Fechner, (1982) discussed the issue of experimental teacher education as a new picture not only of what should happen in the learning process, but the role of the teacher in this process. (Beyer, 2001) claims: "(Smith) believes that if it cannot observe the result in teacher education; the training of the same teachers is not of great value. This is true because" theoretical scientific training activities for teaching practice, are not of much value. They are less urgent instructions to training strategies and behavior. "It is claimed that the teaching method of teacher education centers could be designed based on active methods because teachers must experience learning materials and to carry out experiments. The result of these actions is tangible. If this happens, training of Professional Teacher is not unexpected. For example, (Beyer, 2001) states that: "Professional Teacher education is a practical commitment to teacher preparation that is at least two concepts. First: the decision-making to help future teachers to develop attitudes, visions and skills. It is teacher's duty to create high quality education programs and through interaction, to raise their students ability; preparation of training programs should be designed according to the needs of learners. Second, prospective teachers should be guided by those whom we called it "practice of becoming "It seems that Beyer (2001) view of teacher education considers increasing the capacity and potential to become the de facto by the two categories of teacher preparation programs to link theory and practice to increase the efficiency. As he says: "Due to link between theory and practice, there are serious challenges in teacher education program that must be proper operation of it" (ibid.). To do this it is important to consider the concerns of future teachers. Beyer. & Fechner, (1982) reported: "This teacher's claim is true that they learn basic principles of training, but such training to the classroom management and teaching activities has little help. "It can be concluded that the concerns of (Beyer. & Zeichner, 1982) is because the mere theoretical training to teachers; which lead to educate some teachers that not only they not be able to handle class academically, but also not to implemented Educational Activities learned in theory. The most important reason is that such an event doesn't provide an opportunity for student teachers in education period so that can implement their theoretical teachings in practice. In this regard (Beyer, 2001) argues that: "The lack of practical teacher education is the result of not opportunity to provide student teachers to be operational their comments. "Beyer, (1996) emphasis that more attention to theoretical hypothesis than the link between theory and practice in teacher education will cause to increase the quality of teaching the student teachers. He believes that:

"Due to link between theory and practice in teacher education is important because it leads to qualification of democratic education. Such educational specifications include trying to solve problems, maintain the interaction between educator and learner, fair participation in decision and encourage students to be more successful. " It is concluded that the qualification of observer is to understand how and why education, clear and concise training philosophy in order to increase efficiency by providing real terms of education, strengthen the strengths and weaken the negative points under the shadow of interaction. In this space, the teacher student believes that his mentor is his fellow, teacher, and counselor and guides him as well. Such feeling can influence on increasing the effectiveness of teacher education. Identify the real needs of student teachers in this way are revealing. These needs include a context for the possibility of understanding the theory by the student teachers, enable them to conceptual analysis, and equip them with two weapons of theory and practice and thinking about how to implement this solution correctly. In this regard, (Beyer, 2001) acknowledges: "If one of the main objectives of teacher education is helping to improve the quality of teacher education, students' needs certainly should be considered more than mechanical training. This requires the integration of theory and practice in the curriculum of the student teachers including understand theoretical issues; the ability to analyze conceptually, considering a wide range of educational activities in the academic environment and attention to basic research in this area and thinking about education student teachers ".

So it could be interpreted that qualification of teacher education is not possible without attention to link between theory and practice in teacher education. For this reason, when the implementation of democratic activity in future teachers is not considered enough, there come many problems. Beyer. & Zeichner, (1982) claim: "The lack of attention to basic issues may be effective to determine the policy issues, academic pedagogy knowledge. Short-term periods for the development of skills in the classroom and to interact with peers and lay people are not good. "If we accept the premise that teacher by theoretical learning can learn, and make mastery by operation these teachings in practice. Therefore, it is need to bridge the gap between theory and practice. The result is that such a process would fail in short time periods and with unclear objectives. Beyer & Zeichner, (1982) believe: "The teacher education centers which don't pay much attention to the issue of the practical application of education must be closed. However, if the clients of such centers are non-specialists who the importance of the issue is not clear to them , this problem become more complex. These courses have no validity due to lack of direct tools to measure clinical experiences in related to the behavior of the teacher "The second argument: participation teacher students in low level educational programs:

Zeichner (1980) (quoted Beyer. & Zeichner, (1982)) states: It is emphases on field-based experience in teacher preparation programs. For example, in most current programs, student teachers participate in lower level of the

empirical arguments, so students participate in class of educator who completed his education shortly, and only they work together, the feeling is that if they have more time to work together on this issue, it could be better. However, there is uncertainty based experiences in studies in this area. More interaction should be on the agenda. "It can be concluded that the application of experts' experiences is useful in practical teacher education. But these educators must have experience enough about practical training of teachers and also theoretical and practical techniques and skills in teacher education. It is claimed that reviewing the current status of the teacher education system can be desired. In this regard (Beyer, 2001) said: "Understanding and analyzing the relationship between everyday practices and common experience is a value that reflects the current realities of teacher education that can be examined with a critical approach. It is understood that only the experience based teacher education which is familiar with the theoretical teachings, can be performed by teacher educators who have understood the professional value of issue. Researches show that it is better to gain the necessary experience for combining theory and practice professionally. This is possible with practical and theoretical training. "Consistent studies show that training of student teachers should be observed the development of useful educational views. Therefore teacher students tend to benefit from practical training experience (. Beyer. & Zeichner, 1982). So according to this view, teacher education can be beneficial only when the serious footprint practical training in teaching student teachers can be observed. Just such a situation is acceptable. According to Beyer. & Zeichner(1982); School is a model for action .

The third argument: concern of the content of the curriculum of student teachers: Beyer & Zeichner, (1982) argued that: "There is common comprehensive view according to the pre-service teaching to teachers based" customization approach "of Francis Fuller and her colleagues (1971) at the University of Texas. The essence of this approach is that the content of the curriculum is consistent to the content of teacher education curriculum in same concerns that students experience over time (Katz, 1974) and also with studies of Fuller (1969) about the development of teacher. It confirms that Fuller offered the lessons to the students greatly survival based, that this concern particularly freshman students" It can be deduced that teacher student concerned whether teaching courses can help them to be able to operate these courses in practice in the future. Beyer means that the curriculum for teacher student can be prepared primarily with a view to helping to reduce their concern about the link between theory and practice. (Beyer, 2001) stated. This concerns many student teachers and carries this message that society should be able to understand the concerns of the link between theory and practice as democratic values. Beyer conclusion of three arguments: Beyer. & Zeichner, (1982) state their arguments: "Although these three approaches in the teacher education is no identical, but they share a fundamental important aspect. All three approaches tend to look at teacher students by helping a glass which helps to students in order to fulfill the expectations that they are expected, the roles transferred them and specifications are supposed. In this view, the teacher education aims to equip student teachers with required skills, visions, and capacities for the continuation school to the current form. "The (Beyer) thinks the empowerment of student teachers and become qualified teachers, having operational tendencies, and most importantly, having the potential to do the same depends on linking theory and practice. In that case, teacher education is considered as a kind of technical professional training. Beyer. & Zeichner, (1982) claimed that: Since the basic education theories has failed to equip student teachers with the knowledge that they face on a daily events, these problems may be inefficient, non-main, irrelevant. The most important reason for this anomaly is due to the student teacher is not trained in academic situations. There is repeated discontent to his fundamental assumption ".Thus, according to the belief that the program is essentially professional and more theoretical education programs, the implementation of basic education is impractical. The theoretical training cannot actually help future teachers to be able to solve the practical problems, so, it is not worth much. In this regard, Beyer. & Zeichner, (1982) argued that: "In the non-professional orientation of teacher education that is not willing to guaranteed situation according to the training and practical programs to run the professional roles, the duty of teachers is often to repeat the current practice or modification of such action in some prescribed limits It could be interpreted that teaching can be considered as a problem only in a technical and desirable point of view. Teacher education is professional and desirable when does not exist any limitation in theory and in practice.(Beyer, 2001) stated that: "critical and theoretical comments are valuable when they provide the new methods to see, be and become transformational theorist in teacher education. "This will be done in scientific environments that can be induced newly goals and objectives in mind of Iranian policymakers to better teacher education system and discover the hidden corners of issue. (Beyer & Zeichner, 1982) believe: "The purpose of these efforts is to educate the teachers, so it is necessary to introduce teacher students with current practice, and perhaps increase their skills, to provide skills to save them, or reduce their role to functions before service, to offer solutions for problems which were existed before service. This named "inner aspects of education". In any case, there are some concerns about the increasing teacher student progress, maintain discipline and order in teaching classes, or provide significant learning experiences. "The researchers concluded that it is appropriate that teacher educators are always looking for a solution to the problems of student teachers who do not have sufficient skills and this is the main concern of Beyer. Beyer. & Zeichner,(1982) accept the Smith view (1980, 24-23) ."Student teachers should not be involved in theory and practical methods of ideologies and philosophies before service, including how the school should be and the how the path should be. It is aimed to consider the merits of teacher who is supposed to be educated. "It seems that teacher education philosophy needs tools, methods, conditions, and the framework in which is based on the logical thinking, creativity, discoveries, innovation and intuition. Foster thinking and intellectual skills of teachers should be one of the main objectives, because considering the link between theory and practice in teacher education can educate the perfectionist, curious, thinker and creative trainee. The purpose of training is thinking. Beyer,(1997) argued that: To achieve the teacher competences must be considered as an important indicator. It is important to provide the necessary knowledge and skill by the new-

comer students so that act in academic environment by learning the correct interaction with their trainers successfully in future. It can be concluded that it is better to combine theory and practice in teacher education with regard to the circumstances of the time slow and steady. Beyer discussed three reasons for the dissatisfaction of teachers as a result of lack necessary and sufficient care to the training base in teacher education. The first reason is how to do theoretical training which he considers and a practical clinical knowledge. Professional trained teacher is able to actually use his theoretical teachings. He is accept Smith's view that experimental theorist is not necessary. In second argument, Beyer is not agreeing to an empiricist teacher. Bear believes that the trainer experience cannot help to the teacher education. The solution is to interact with experts. Bear thinks an expert is able to make the link between theory and practice. The third argument is about the quality of the course that the teacher student received before service. His concern is whether these theoretical courses could actually to help student teachers when teaching. The main concern of Beer is about the link between theory and practice in teacher education. He is believed to link theory and practice slowly and gradually.

Analysis of the gap between theory and practice in teacher education

Floden & Beyer are concerned the current situation of teacher student teaching . This concern is generally resulting of lack of correct understanding of the link between theory and action which make challenges to achieve pre-determined purposes. Learning how to learn the training methods needs to be reviewed. Although the main purpose of education is learning but it is concerned that teacher educators must be sure about what teacher student learn. Risks are result of confusion, loss of confidence, or chaos complex. Teacher preparation may be due to a lack of understanding of the integration of theory and practice in teacher education. Teacher education in this case moves toward the uncertainty (Floden & Buchman, 1993). If practical knowledge that will lead to teacher training is not tangible, it must be set aside (Floden, 2001).It is claimed that there is gap between theory and practice in teacher training in Iran. This problem may be result of non-care enough about theory and action in one hand and also the lack of considering the link between theory and action in other hand. However, there is an important responsibility of these educators and teacher student to reflect the realities about problems and difficulties to link theory and practice and also gives optimal transmission. On the other hand, the teacher training centers don't offer educational activities for teachers according to appropriate time period. This lack of coordination between the time spent dealing with theoretical education in practical matters or link between theory and practice is not justified.moreover, the" scientific training activities are not of much value in education; because they have less immediate instructions to the strategy of training and behavior (Floden, 2001) It should be dismantled the foundation of teacher training center where don't consider the practical application of training. Usually it does not have the opportunity for student teachers to act their theories "(Beyer, 2001).

Pakseresht, (2007: 141) believes that "Education has always been practical results in Iran do not comply with theoretical considerations, so caused to some confusion between desires, goals and expectations and what achieve in practical process. This has been the education gap between theory and practice. " Vidin and Garment, (1995) quoted Bagheri and Iranian, (2001: 134) also believe that: "The gap seems more clear when it moves from theory to practice. And the nearer to action, there is more felt such gap. However, teachers feel more this vacuum because their teachings cannot meet the needs of students in the classroom. When teachers are questioned about the value of their pre-trained teachings, it usually assessed negatively. The gap between the realm of theory and practice is an important issue according to many experts (Lotf Abadi, 2008) quotes Sohbatloo, 2011)); (Pakseresht, 2007); Bakhtyar Nasr Abadi & Nooruzi, 2010)), in that cannot be denied in the course of Iranian education. Teacher's education has influenced this gap. It can be claimed that training the creative and innovative teacher if not accompanied to the link between theory and practice , will be useless. (Pakseresht, 2007: 141) believes that: "Because of the gap between theory and practice, the Iranian education system has not integration enough. Due to heavy bureaucracy of government, fostering talents and creativity have been forgotten" Bazargan, (1989:9) also believes that: "Shortcomings in Iranian education system can be followed in the interaction methods of teacher with students, , unskilled manpower selection , formulation and implementation of training programs (link theory and practice) " Thus our education system is not enjoying the quality performance. Generally, it is superficial, surface and instrumental. It is superficial because the teaching- learning process mainly relies on memories. The purpose of learning is only gain rank and educational degree. It is surface because the content is not associated with innate methods, needs and interests of learners and is without creativity. Such a teacher-training is instrumental, because it is an extreme means to gain social status and job security. Such superficial, surface and instrumental teacher education cannot solve the problems of our educational system.(Bagheri and Iranian, 2001: 123) believe that: "What makes the teachers' teachings as non-effective in practice, has been due to the lack of teachers realistic attitude toward theory-training, lack of engagement toward the theory and unfamiliarity with teachers with practical application of this theory".

However, according to the authors, these problems are caused by lack of sufficient attention to the issue of teacher training philosophy. Sohbatloo, (2011) stated that current theoretical discussions in the field of philosophy of education and training in teacher training centers are strongly far from the realities of educational practice. Philosophy of supervisor teacher will focus on the educational theories. One of the obvious lacks of attention to this issue is the lack of a basic theory to refer for future action.(Pakseresht, 2007: 141-142) believes that: Now there is not presented any theory as called student criteria theory in Iranian teacher training system . As if the student wants to choose his teacher from ideas and theories of education or to create a combination between them. Does this exist? There's theory confusion in Iranian education system. It seems that our education system does not benefit from the guidance of a careful and regular , educational theory. "

Proposals for restructuring (revise) the high level education documents:

Based on the views of Floden & Beyer of relevant theory and practice can be provided some proposals for national documents centered on teacher education. Floden put on the principles of value making (the teachers attention to values), epistemology (idea and conceptual study) and oncology (the world around the mind of teachers) and Logic (optimal use of the correct hypothesis of Teacher Education) in his agenda, so it is important to consider philosophical thought in teacher education. It is necessary to develop a philosophy based on thoughtful beliefs and correct views. considering how and why teacher education, increase teacher attitudes, placing teacher at the heart of the matter, the reasonableness of practical skills, considering to predicative knowledge, case and strategic knowledge in the philosophy of teacher education, attention to the link between theory and action by judgment and intuition is valuable. Beyer & Zeichner, (1982) not agree teacher training that is not founded on philosophical theories. He saw that teacher training as critically. In the view of Beyer, inefficiency of theoretical teacher education is the result of lack of attention to theoretical philosophical hypotheses and practice in basis teacher education. Beyer believes that the teacher training centers that don't consider the practical application of the theory must be dismantled. He is opposed to empirical knowledge. The people who have experience in education should be used in the training of teachers. He expects the revision of the theory and practice as reasonable practical knowledge. He believes to pedagogy in which he explicitly referred to link between theory and practice. Teacher training is beneficial and as a profession that efforts to integrate theory and practice in teacher education. Specialist teacher training is the product of such thinking. He suggests that the curriculum for teacher education can be prepared primarily with a view to helping to reduce the concerns for teacher students. review of the rules, principles, objectives and teacher training programs with an emphasis on establishing, sustaining the link between theory and practice will bring better achievements for teacher training system. The emphasis is on traditional methods, the lack of time devoted to theory to practice, the lack of teacher educators and student teachers when completing the internship and things like this will result in stagnation in teacher training. Improvable points of Iranian education system in regard to the educational thought of Floden & Beyer: As it is referred, some shortcomings can be seen in Iranian teacher training system in regard to the attention the link between theory and action which policymakers specially Teachers University authorities must have more senility than the quality of teacher training quality.

1-mismatch between theoretical courses in practical terms: short-term periods of in-service teachers have not a significant impact in enhancing the potential student. Student teachers do not find the opportunity to examine the abilities of them, don't learn the proper interaction with learners and don't achieve the self-confidence. As (Floden & Buchman, 1989) stated: "If the teacher educator wants to be practical guide of student teacher, teach the correct link between theory and practice, provide the ideal opportunity to share ideas, develop student teacher views, and enhance the quality of education and be able to achieve a deeper understanding of the practical behavior, he should have the sufficient opportunity." The question is whether this opportunity will be available to teacher educators and student teachers in in the direction of Iranian teacher training system in the short periods?

Floden, (1997) believes that: Implementation will be difficult during periods of short-term.

It is expected:

"Student teachers should perform what he is trained, develop their understanding, learn related concepts systematically and find the capacity to reflect the knowledge learned, Student-teachers are required to have sufficient time, this cannot be done capacity for practical reflection, ". If (Floden & Buchman, 1993) concerns about learning of student teachers, this concern is more about short-term periods of more teacher training system. As (Floden, 2001) said: "If knowledge not leads to teacher training expert, it should be excluded, training such knowledge requires correct and targeted policy." If we accept the assumption that someone who is professionally trained teacher with two weapon theory and practical knowledge, so it can be claimed that training specialized teachers seems unlikely in short periods. On the other hand (Beyer, 2001) argues that: "Teachers must be given the opportunity for students to operate their theoretical training in practice in order to enhance their understanding, attitudes, skills and prospects. Trainers also must be able to explain detailed tutorial policies for learning teachers, chart a new course for teachers with the aim of increasing the quality of their education. "He gives these concerns. The claim is that holding short-term courses cannot create an opportunity for student teachers to test their theoretical teachings in practice, to find a better attitude, to improve skills. Should not be expected holding such courses lead to an increase the training quality. The teacher educators also cannot transfer ideas in their mind to their students in this short time, or present the optimized policy to provide better teacher training. Beyer & Zeichner, (1982) argue that: "If the result of the training of student teachers can be observed in their behavior, such short-term training is worthless, because in this period provides no opportunity to address the fundamental issues and there is no means to measure the teachings of teacher student. Should not expect these courses train skilled teacher and education should be practical and useful. "He, like (Floden, 2001) is concern about the quality of teacher training in short-term periods. The question is that Iranian teacher education system insists on the teacher to hold short-term periods, what is the justification? Is it enough time for teachers to analyze data? Whether this can help to increase knowledge, attitudes and insights of teacher student? Does the teacher instructor have opportunity to optimized transfer their knowledge to students? Does he can do the relative assessment of student performance? To what extent is it possible to measure clinical knowledge of student teachers?

2. Lack of correct and logical interaction between students teachers and schools:

Lack proper interaction between teacher training centers and schools caused to reduce the efficiency of training of teachers. For example (11Bazargan, 1989 :) believes that: "Teacher training centers don't have fruitful and continuous cooperation and communication with different levels of education authorities. "The lack of proper interaction between teacher training centers and schools has led the instructor will not be able to provide students with theoretical teachings or take chance to perform theoretical operating in practice. To solve the problems, some solutions suggested by Floden The concept of teacher education can be understood in the light of strengthening the philosophical mind of teachers and pushing teachers toward the values in the first place and also the spread of more rationality and awareness (logic) in the shadow of action. Conceptual knowledge of teacher education depends on practical guidance (epistemology) through the interaction " (Floden, 1997). Understanding of the link theory and practice, if done correctly, it will be interaction (Floden & Buchman, 1993). Fixed a potential conflict between the trainer and learner is possible by using interaction (Floden, 1994). Floden & Buchman, (1997) agree with a view Schulman that transfer the case, strategic and predicative knowledge's takes place by interaction. They agree Peter Dracker view that the optimized transfer of efficiency and effectiveness and also the quality of training can achieve by interaction, also in agreement to Gage, believe the efficient transfer of education techniques can perform via interaction. Teacher education system where philosophical theoretical training agenda is not considered, less consider learners to understand the core concept of knowledge that is supposed to be transferred, the effectiveness and efficiency is of secondary importance, simply due to the fact that students don't learn relatively good interaction with their instructors properly "Equip student teachers with practical knowledge through interaction is possible. He verified more interactions (Beyer, 1982.). Increase the quality of teachers' interaction with correct interaction is possible (Beyer, 2001). Education of freshmen students is possible through interaction (Floden, 1997). **3- Impossibility theoretical knowledge of student teacher in academia:** (Floden, 2001) argues that: "Preparing teachers means to help them learn classroom management concept in academia. The opportunity to learn practical skills and theoretical concepts use to share views of common teacher training programs in the integrated development environment. Learning without a basic and systematic understanding of concepts is not possible; this is not possible without capacity for practical reflection. There should be space for that to happen "(Floden,.; Buchmann. & Schwille, 1997).The argument is that the purpose of this space is providing the necessary conditions for moving towards application of theoretical concepts. (Floden & Buchman, 1989) use this philosophical strategy: "Teachers can utilize knowledge that could be used to teach others. It may be appropriate for teachers to use different techniques but they should be able to practice the techniques they exploit. "The argument is that the actual use of these techniques is possible in academic environments. On the other hand (Beyer, 2001) acknowledges that: "If one of the main objectives of teacher educations is to improve the quality of teacher training, student's needs certainly should be considered. These needs include the integration of theory and practice in the curriculum of student teachers, including the understanding of theoretical issues, the ability to do conceptual analysis, according to a range of educational activities in academic settings and according to the core researchers. " In this case, Beyer & Zeichner, (1982) believe that: Unfortunately, training students has performed in the class that short time passed from the educating its instructor. It could be understood that in such an environment, considerable theoretical knowledge of student teacher who is able to make them operational. "Training teacher curriculum content is consistent with the same concerns that teacher student experience over time, ".But the question is how the concept of our country's teacher training centers created "academia" has been given? In such an atmosphere there is capacity for theoretical training? If the answer is yes, whether necessary and sufficient opportunity to student teacher to act what he is toughed? Training student teachers how intellectual growth provides a teacher? How much scientific and practical guide him? Is teacher educators learn effective techniques learned in an academic environment to be able to teach these techniques in their scientific environment? It seems that if the internship period as well as theoretical courses in teacher training centers take place, it will be more efficient. (Raof, 2004; 26-27) According to (Marya) Torres gives claimed that:" inefficient teacher education center take out its practice professional skills to outside of teaching place. Instead of internship and training of teachers to bring them to teachers, teachers sent to internship place (school). Learning theory to student teachers likes as product training and practice training (internship) as the harvest. "

4. Insist on the use of traditional methods of education in teacher training:

(Floden & Buchman, 1989) agree with Gage view: "Teacher educator has to follow the instructions to create a variety of practical skills that the realization of this issue is not compatible with traditional methods." Beyer. & Zeichner, (1982) state that: "trading the theoretical tradition is just not good."(Beyer, 2001) states: "It is obvious that theory is valuable in the mind of teacher educators, but it is not always clear why insisting on using certain theoretical tradition in the curriculum of the student teachers." The traditional methods don't emphasis on performing the theories. In this new time by providing ground of new methods in education, it seem the traditional methods are useless, but there are some resistances against using new methods in education centers yet which undermine any educational system. For example (Raof, 2004; 23) believes that: "This crisis is rooted of inefficient education system from the traditional teacher education. Traditional teacher training methods with reform programs rather than adapt to reform program with the teacher are preferred." Ibrahim Zadeh (2004) quoted from Talebian & Tasdighi (2006: 102) states: "Traditional education system did not come with the changes ahead." Sokhanvar & Mahroozadeh (2009: 69-70) quoted from Shabani, (2003: 15) believe that: "Now education systems faced with poverty of thinking in students. Many education thinkers express the reason for the superiority of traditional methods of teaching in schools and not using the active education methods in schools. " It seems the problems such as insisting on traditional teacher and lack of teaching the future

teachers via the weapon of optimized teaching method are rooted in not pay attention enough to the link between theory and action, so this education is not effectiveness as required. (Pakseresht, 2007: 129) believes: "Some of trainings are occurred traditionally. However, such education cannot expect to have sufficient dynamism and growth". Interest using traditional methods in teacher training is against the spirit of creativity and prosperity in teacher student ; such a teacher training that is not based on philosophical theories, is not necessarily as an important form of teacher training. it must considered the changes on the agenda. Oyewomi, (2012) believes that change takes place in education to help teachers better trained. This achievement change in teacher training to help teachers, who are properly trained, can be considered as a welcome to change in the performance of student teachers. This change appears in the light of a correct understanding of the practical training of teachers in the implementation of the theoretical assumptions. Clandinin(1986) emphasis that the look to the teacher as a person who transfers the knowledge to a person who guide students, has be changed. Freeman Nemser,1983 states many teacher instructors believe the scientific guidance or formal knowledge (as Fester Macher, 1994) depends on the individual's personal practical knowledge. Some guidelines to improve the Iranian education system of teacher education (with a view to link theory and practice) according to Floden and Beyer educational ideas: Floden and Beyer as two influential thinkers offer some valuable suggestions to improve the quality of student teachers education, that these views can be valuable to policy-makers in taking decisions on the future of teacher training to improve the quality of education, and will help to planning of student teachers.

1. Placing the student teacher in real conditions: (Floden, 2001) argues that: "there is a positive relationship between preparation of teachers in theory and strive to improve their performance. The realization of this important requires providing favorable conditions for the training of teachers." It is claimed that if the teacher student instructor and teacher student interact to each other's, teacher student will place in real conditions in class and can perform what the teacher has taught to him so the quality of teacher training will increased .In one hand it is the instructor advantage because he finds which subjects have not transferred to student well and where he was successful. In other hand the teacher student can finds his strengths and weaknesses in real place so tries to improve him. If teacher student be in environment to do the theoretical training only, so his effectiveness is lower than a teacher who has two weapons of theory and practice. These two have fundamental differences with each other. Instructor can provide valuable content to learners, transfer them, but this content is worth nothing without combination with action. Transfer this valuable content requires a desirable context to implement the theoretical theories in practice. "It may be appropriate some advanced techniques for teachers, but they must be able to effectively exploit these techniques. The practical use of these techniques is possible in academic environments" (Floden & Buchman, 1989). On the other hand Beyer & Zeichner, (1982)) argue that: " The teacher education centers which don't pay much attention to the issue of the practical application of education must be closed . However, if the clients of such centers are non-specialists who the importance of the issue is not clear to them , this problem become more complex. It is claimed that the real training has been performed by linking the theory and practice in eel environment. The critical and theoretical views are valuable because they offer new methods to see, be and become in teacher education of theory based, experience based and pragmatist teachers (Beyer, 2001). This will be done in the academic environment. The new goals and objectives can induce in the mind of Iranian policymakers to better discover the hidden corners of teacher training system. (Beyer, 1997) argued that: "The acquisition of teacher qualifications should always be considered as an important indicator."

2. Optimum interaction in favor of linking theory and practice: If in Iranian teacher education system seeks to have the accident movement, we must pay attention to the correct and logical interaction between the instructor and the learner which can be useful. Floden & Buchmann, (1989) state the instructor must guid the teacher practically. It is expected the teacher students perform what they learn and this learning can faced to some problems that a correct planning is required to use the new condition (Floden; Buchmann. & Schwille, 1997)) according to link theory and practice in teacher training program will create serious challenges that must be proper operation of it. Beyer, (2001) it feels that if the teacher and learner have more time to work together in this field, it will be the better (Beyer, 1996).

3. Attention to the link between theory and action in teacher evaluation programs

There is mutual logical relationship between theory and action, the optimum training of theories can lead to the pragmatic teachers that can be considered the assessment of the teacher students. This evaluation can be considered in other teachings in determining ratings (Floden, 2001) argues that: "There is a positive relationship between theoretical preparation of teachers and strive to improve their performance. Strong ranking of teacher students should be done with practical aspects of the training "It is claimed that it is better to be a fundamental review of programs of teacher training in terms of content. "On the issue of content and practical courses in teacher training should be transparent" (ibid.)

4. Considering the practical outcomes in teacher education:

Desired teacher training considers some elements such as mental based, value based, logical and rationalist , but it is desired when is mingled to the action. In the light of strengthening the philosophical mind based teachers and lead teachers towards values (value of) in the first place and spread rationality and awareness (logic) is possible under the shadow of action. Understand the core concept of teacher training depends on practical tips (epistemology) and through the contact interaction "(Floden, 2001).

5. Explain infrastructure for the training of teachers: in Iranian education system, before the practical teaching to teachers, it is better explain policies and purposes. This policies need to explain due to the reform of teachers methods, practical teacher training, turning the mind of theory only to the relationship between theory and

practice, and the use of effective techniques for optimal learning of student teachers. "Teachers instructor must commit to reform the performance of trainees considering with the experimental -normative outcomes in theory and practice. Practical connection means valuable and motivated drives (Floden & Buchmann, 1993).). Education should be change direction from the theory only to the connection between theory and practical knowledge (Prawat & Floden, 1994 and). Student teachers must be able to effectively exploit techniques. These techniques have the operational capability (Floden & Buchmann, 1989).According to critical theory in this way can be useful because it would result in a better understanding of the current methods in teacher training centers and drawing better roadmap for teacher training philosophy in future. (Beyer, 2001) believes that: "Although critical theory is not widely used in teacher training, but this is worth to helps us to consider the relationship between current practices in schools and institutions and extensive ideology in society. Critical Theory also provides the possibility to review and compile a new path"

6. attention to the needs of student teachers I regard to qualification:

taking abilities, capacities, potentials and importantly of all needs of student teachers in the educational quality and by taking link between theory and practice, this can make progress in a shorter period of time and hence save time, energy and capital that not expense but it is an investment. The threat must turn into an opportunity. "If one of the main objectives of teacher education is to improve the quality of teacher training, so the student's needs certainly should be considered more than mechanical training. (Beyer, 2001) the link between theory and practice in teacher education is important which leads to high quality of democratic education (Beyer, 1996) . Training the student teachers should be beneficial to the development of educational views. Student teachers should not be involved in theory and practices of ideologies and philosophies before services (Beyer. & Zeichner, 1982).This paper studies the ideas of contemporary educational thinking (Floden and Beyer). At first, UT is required to address the issue of the relationship between theory and practice in teacher education, and then the issue has been analyzed in education documents. Floden views were discussed, and then Beyer views were evaluated. Then the gap between theory and action was provided in teacher education and after that, the advantages of Iranian teacher training system was discussed in regard to Floden & Beyer views and finally, some policies to improve the Iranian education system was suggested. Floden put on the principles of value making (the teachers attention to values), epistemology (idea and conceptual study) and oncology (the world around the mind of teachers) and Logic (optimal use of the correct hypothesis of Teacher Education) in his agenda , so it is important to consider philosophical thought in teacher education. It is necessary to develop a philosophy based on thoughtful beliefs and correct views. considering how and why teacher education, increase teacher attitudes, placing teacher at the heart of the matter, the reasonableness of practical skills, considering to predicative knowledge, case and strategic knowledge in the philosophy of teacher education, attention to the link between theory and action by judgment and intuition is valuable.Beyer & Zeichner(1982) don't accept Teacher education that is not founded on philosophical theories. He saw that teacher training as critically. In the view of Beyer, inefficiency of theoretical teacher education is the result of lack of attention to theoretical philosophical hypotheses and practice in basis teacher education. Beyer believes that the teacher training centers that don't consider the practical application of the theory must be dismantled. He is opposed to empirical knowledge. The people who have experience in education should be used in the training of teachers. He expects the revision of the theory and practice as reasonable practical knowledge. He believes to pedagogy in which he explicitly referred to link between theory and practice. Teacher training is beneficial and as a profession that efforts to integrate theory and practice in teacher education. Specialist teacher training is the product of such thinking. He suggests that the curriculum for teacher education can be prepared primarily with a view to helping to reduce the concerns for teacher students. If desired to achieve better result of teacher education in Iran, it is better to consider philosophical hypothesis of teacher education particularly with an emphasis on the link of theory and practice. Developing the philosophy of teacher education is a requirement. The purpose of teacher training philosophy in Iran could empower teachers to be able to make the relevant theoretical knowledge and its links with practical knowledge for building a democratic society in the classroom. It is better the authorities of teacher education system to fix the shortcomings of the above cases on their agenda. Overview of the rules, principles, objectives and teacher training programs with an emphasis on establishing, sustaining the link between theory and practice can provide better future for teacher training system. The emphasis is on traditional methods, the lack of time devoted to the theory against action, lack of teacher educators and student teachers when completing the internship, insisting on the soldier teacher plan in experience, superficiality and ignoring the status of education theories in practice to continue decline of teacher education.

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