

## The contribution of the pedagogical training of a newly hired university teacher to improving his teaching performance

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**Kenza Mallem<sup>1</sup> Sabah Gharbi<sup>2</sup>**

<sup>1</sup> Mohamed Kheider University of Biskra, Educational Issue Laboratory, Algeria

Email: [kenza.mallem@univ-biskra.dz](mailto:kenza.mallem@univ-biskra.dz)

<sup>2</sup> Mohamed Kheider University of Biskra, Algeria , Email: [sabah.gharbi@univ-](mailto:sabah.gharbi@univ-biskra.dz)

[biskra.dz](mailto:sabah.gharbi@univ-biskra.dz)

### Abstract:

The preparation of a newly hired university professor, professionally and pedagogically, is one of the necessary requirements to reach the quality in higher education. Therefore, we find that the universities of the world, including the Algerian university, have reconsidered the development of their educational system and the preparation of university professor during his training in order to make him get a number of experiences in the educational field, especially in the art of teaching. From this point of view, this study aims to clarify the contribution of the pedagogical formation of the newly hired university teacher to improving his teaching performance.

**Keywords:** the university professor ; the quality of the professor's performance ; teaching, training, the pedagogical formation of the newly hired research professor

**Corresponding Author:** Kenza Mallem, Email: [kenza.mallem@univ-biskra.dz](mailto:kenza.mallem@univ-biskra.dz)



## 1. Introduction:

Higher education institutions face a major challenge, which is the point to which they are able to employ advanced teaching methods that keep pace with the times in order to reach quality, which has become one of the basic requirements in it - higher education - due to the great importance, especially in the field of outputs of this sector and qualifying them to compete in various fields of work in accordance with international standards. I found that the way to reach this is training the university teacher, who is considered the most important factor in higher education because he is an active and influential element and is responsible for the implementation of the university functions and the achievement of quality and its objectives, as many studies confirm that any attempt to raise the level of higher education must include; the teacher and his training. (Bubandira, 2022, p. 109).

From there appears the importance of training a newly hired university teacher. Algeria, like other countries, is concerned with the issue of quality and development of educational methods, and this is what prompted the authorities to issue legislation to achieve this. So, they issued Ministerial Resolution No. 932 of July 28th, 2016, issued by the Algerian Ministry of Higher Education and Scientific Research regarding the training of the teacher, which is considered one of the most prominent efforts that have been made, Which Algeria has worked to establish in its higher education system because of its

importance in improving and evaluating teaching performance and organizing pedagogical accompaniment for the benefit of the newly hired teacher, which aims to enable him to acquire knowledge and skills in art of teaching, in a way that the teacher's continuous training makes him permanently in touch with what is happening in the world to be up to date with scientific developments in all fields.

Based on the foregoing, we try to answer the following question:

What is the role of pedagogical training in improving the training performance of a newly hired teacher?

## **1- Objectives and Importance Of the Study**

This study aims to clarify the impact of the pedagogical training of a newly hired university teacher on the quality of his teaching performance through learning how this configuration contributes into improving it.

As for the importance, the current study is considered an introduction into understanding the quality of the university educational system and the method of training for the newly hired teacher, also its importance lies in the value of the pedagogical accompaniment of the newly hired teacher, which seeks to achieve quality and effectiveness in performance. From a scientific point of view, this study comes to clarify the impact of the training of a newly hired university teacher on the quality of his performance. The subject of the study is interested in revealing the adequacy of this training and

the level to which the teacher has benefited in improving his teaching performance..

## **2- Study Terms**

### **University professor**

teacher is a Persian word that means skilled in his work and craft. As for the Academy of the Arabic Language, it says, “teacher, teacher, and skilled in Industry, makes it clear to others. And craftsmanship as a talent or a profession requires the addition to certain special skills, the ability of self-refinement, development and harmony between preserving the basic rules defined for the profession and adding improvements to them. (ouanoughi, 2017, p. 3).

Braun also defines a university teacher as that competent person who responds to a social demand and controls a good number of knowledge and scientific knowledge in particular. He is a craftsman in his pedagogical choices, while making sure to make freedom of initiative and independence compatible with user’s benefit.

### **Performance**

It means to what point higher education serves and helps the student to work in his environment. This means measuring the cognitive value that he has obtained, and it also includes standards for measuring the quality of performance of the student and the returns of practical lessons. (dhaifallah, 2016-2017, p. 67 ).

### **The quality of the professor’s performance**

It is defined as the teacher's accurate fulfillment of the requirements of professional performance in various fields according to specific criteria. As you know the quality of the teacher's performance is also defined as the mastery of professional and scientific performance by developing it and enabling him mastering in his specialization field and be updated. Then Enable him to perform his professional performance by building goals at their various levels and presenting the scientific material in an attractive manner through his application of methods of modern teaching, then developing and diversifying it into different assessment methods. (farah sawadi, 2005, p. 133).

## **Teaching**

Teaching is defined as the intended and planned effort that a teacher makes in order to help his students learn all the time according to the abilities, preparations and tendencies of each. (abu al-ezz , 2009, p. 24).

Teaching is also defined as the sum of actions taken by the teacher with the learners to accomplish certain tasks to achieve previously defined goals that are related to rules, principles, foundations, objectives, and a conscious system that takes along with those procedures and actions that appear in the behavior and skills of the professor.

Training is also defined as all the tasks and responsibilities that the professor performs in the lecture hall or in any educational situation or activity. (al-fatlawi, 2003, p. 17).

## **Training**

“**Raymond Vatie**r” defines it as the totality of operations capable of making individuals and teams perform their current functions, or those that they may get assigned to in the future, with skills, for the good running of the institution.

Training is also defined as a planned activity that aims to provide individuals with a set of information and skills that lead to increase performance rates of people in their work.

Training is also defined as a skill and behavioral change in the current and future characteristics of the individual in order to be able to meet the requirements of his work or to develop better scientific and behavioral performance. (hussein, 2020-2021, p. 180).

## **Pedagogical training**

The concept of training is related to a number of terms such as training, preparation, qualification, ... etc. It is defined as: “The process of a positive modification with particular tendencies, it deals with the behavior of the professor from a functional point of view, and his goal is to acquire the knowledge and experiences that the professor needs to raise the level of his efficiency in performance ...” (ben ramdan, 2017, p. 206).

Pedagogical training is also defined as a series of organized pedagogical activities that aim to prepare and train a newly hired university professor and the development of his competence and skills in order to improve his job performance, which is reflected in the quality of the educational process. (daghman & noura khairi, 2022, p. 64).

Pedagogical training is also defined as the sum of the procedures that enable the teacher to perform a professional activity, by practicing various methods techniques that allow the establishment of educational communication with student's didactic study of the studying subjects, that is the basic principles on which the process is based. (fares & yazeed shuwail, 2019, p. 80).

### **Training the newly hired researcher professor (pedagogical accompaniment)**

This training process is called pedagogical accompaniment for the professor which is an educational system that seeks to prepare the professor to become a qualified professor in the future. (ain swya & ghallab, 2019, p. 108) .

### **3- Previous studies**

**Lilia Ain Swya and Saliha Ghallab study (2019), Entitled: Training new teachers in light of improving the quality of higher education at the Algerian university - A field study of a sample of new teachers at the Universities of Guelma and Souk Ahras**

The study aimed to know the objectives of training new university professors and the forms of application of training and its obstacles. By conducting a field study on a sample of new professors at the Universities of Guelma and Souk Ahras, on an available sample of 91 individuals and on the qualitative analysis of the data, the following results were obtained:

- To develop the skills of new teachers and develop their competencies.
- To integrate new professors into the university in which they are employed through continuous meetings with the mentoring professors.
- The idea of the distance education platform is good, as it is the first experiment in the Algerian university to train new professors.
- Acquisition of necessary skills to deal with the use of technology in the educational process.
- Working to promote and improve the academic level of the component (the newly hired professor) at various levels by encouraging them to continue learning and solve activities with the possibility of modification, which indicates flexibility in dealing and makes the learner acquire greater experience (the professor newly hired).



- Self-learning and continuous learning, as it supports the principle of cooperative learning.
- Acquisition of skills and knowledge that help them to perform their pedagogical function (teaching curricula, assessment, active pedagogy, the difference between comparison with competencies and comparison with goals).

**The study of Ashouri Habiba and MasifAisha (2020), entitled:Qualifying new professors at the Algerian Universitybetween reality and practice Training at the University of Guelma May 8th, 1945 as a model**

The study aimed to clarify the most important training programs offered to new teachers at the University of Guelma, the objectives of training and its relationship to the needs and the expectations of the current learner as well as showing the most important skills acquired from this formation and the obstacles that affected the training and that through conducting a field study on a sample of 71 new teachers who were employed during the year 2016-2017, for a training period of one year. The study reached the following results:

- That the training program was underlined, where the University of Mentouri Brothers Constantine 1 for the benefit of newly hired teachers provided a platform that includes four workshops directed to all newly hired teachers during 2016-2017 across universities of the country, including the new teachers of the University of Guelma, May

8th, 1945, and this was confirmed with 100% by the sample members, which includes a set of applications that contribute to the acquisition of many experiences in the field of distance education.

- The sample members, with a percentage of 60%, confirmed that this training aimed to provide a lot of knowledge regarding e-learning skills and preparing lessons on the net using the program "Opale" and "Vue", editing texts and supporting them with pictures, videos, references, links ... etc., making space for interaction between trainers, probate authorities and students (new trained professors) on one side, and between students on the other side, which was achieved on the grounds that they were in dire need to enhance their competencies and gain experience in the field of teaching.

- Most of the sample individuals confirmed that many competencies have been acquired, including the use of editorial programs that help in editing lessons and strengthening it by using mental maps and using various tests for each lesson. This training also helped them a lot in learning some modern technologies related to distance teaching and the necessity of applying competencies as an optimal system for delivering information, guiding, training and graduating students as contributors in community service.

- Despite the efforts made for its success, this experiment is not without some shortcomings (weaknesses) especially that it is the first experience in the higher education sector in Algeria to train new professors.

**A study by Rabeh Kaddouri and Hanan Abdel Kabir (2020), entitled: The role of pedagogical training in improving the job performance of assistant professors - A field study on a sample of new assistant professors at the University of Mohamed Boudiaf - M'Sila**

The study aimed to reach the role of pedagogical training in improving the job performance of new assistant teachers by identifying the contribution of training into developing the capabilities of new assistant teachers, developing their pedagogical behavior and raising the level of the new assistants performance, by conducting a field study on a sample of new teachers, the results were as follows:

The pedagogical training program contributes to the development of the pedagogical behavior of new assistant professors, and the training also contributes to raise the level of performance of professors and contributes to improve the level of performance of new assistant professors.

**Najat Hussein study (2021), entitled: the role of training effectiveness in improving the job performance of new assistant professors - University of Constantine as example -**

The study aimed to clarify the amount of the contribution of training to the professional performance of new assistant professors and what program was based on by the University of Constantine cell in its training of newly hired professors, and the results came to the following:

- The pedagogical training program for the teacher contributes into raising the performance level of newly hired professors.
- The use of various modern technologies and programs to prepare lessons, especially (Opale, Vue, Moodle, MOOC) will greatly help in the elaboration of courses and content of teaching.
- The goal that the pedagogical escort cell seeks to achieve is to provide new teachers with a set of scientific knowledge and skills; pedagogical, technical and practical related to the teaching profession.

**The study of Fatima Ghalem and Abdel Fattah Abi Mouloud (2021), entitled: In-service training for the intern university professor in the light of the application of Education Quality System**

The study aimed to clarify the positive impact that the training program and pedagogical accompaniment may have on the performance of recent research professors recruited in higher education institutions at the pedagogical and legislative levels, regulating the study in the new restructuring system (L.M.D.) and controlling the use of modern technologies and getting benefits from them in the professional self-development of the university professor. The study sample consisted of 25 institutions of higher education out of 106 public institutions, and the number of individuals was 875 professors who benefited from training through "Yakadha" pedagogical platform, and the following results were obtained:

- The pedagogical accompaniment and training of the newly hired teacher works on building his professional identity and also makes him feel integrated in the university academic environment, which is reflected on his professional effectiveness.

- The formative courses also have a positive impact on the growth of the professional performance of the teacher. Also, they need support and motivation in order to exceed their effects on the individual to include the higher education institution and society.

**A study by Hala Dagman and Noura Khairi (2022), entitled: Pedagogical training and its impact on the professional performance of the university professor - a field study on a sample of new professors**

This study aims to identify the effectiveness of the pedagogical training adopted by the Algerian University in the professional performance of new hired university teachers and obstacles facing it. As well as knowing the importance of employing information and communication technology in the educational process from the trained teacher's point of view. The survey method was relied on, based on the intentional sample for the research singulars. The study sample was from 47 singulars.

The results of this study found the following:



- Through the training via the platform, the professor acquired many skills and knowledge that helped him during the course of his pedagogical job.
- The professor acquired the skill of controlling information and communication technology in the process of managing the educational content via a distance system.
- The results of the study showed that the professor had acquired the skills to deal with educational programs such as "Opale" and "Vue" and the preparation of texts and videos.
- The results of the study showed some problems that includes the presence of technical problems for some teachers and lack of time, especially in the light of the working conditions of the teacher.

#### **4- The necessity of pedagogical training for the university professor**

The reconsideration of the issue of the pedagogical formation of the university professor was due to the intensification of student movements in some European capitals. Strong calls appeared in university institutions to improve all university inputs, including the university professor, and this increased the student's anxiety, the university professors and the administration were also not satisfied, which made them agree on a complete renewal.

Also appeared in the University of California in the United States of America the test program of the year 1965, with its content

which is the preparation and development of the university teacher professionally, considering that the radical improvement in the university institution requires reorganizing and developing all the actors and directing them within the university. This institution requires attention to the preparation and development first. European countries have begun to respond to these calls and strive for improvement of University education through pedagogical training and professional development of the university teacher through programs, symposia and national conferences on Higher Education Issues. A cooperation was also held between the American University of Maryland and several European Universities in the establishment of an annual conference under the Sponsoring the German Association for Higher Education to address issues of pedagogical training and professional development for university teachers. (maarsha, 2017/2018, p. 157).

These international conferences and symposia have recommended the necessity of paying attention to the preparation and training of the university teacher, as the International Committee on Education in its report submitted to UNESCO on the central role of the university teacher and the necessity of preparing and training him before service and following up on his training during the service; The General Conference of UNESCO, in its twenty-seventh session, also chose the topic of enhancing the role of the teacher in a changing world to be discussed at the International Conference on Education held in its forty-fifth session in Geneva, with the aim of focusing on

the roles of the teacher in the process of changing the educational and social curricula and striving to raise its efficiency so that it fits with the requirements of modernity. So the curricula of education have gained global attention, and this is what had a great impact on the development of preparation of university teachers in developed countries. (abu bakr ezzi, 11/april/2019, p. 129).

### **5- Reasons for the pedagogical training of a university professor**

In fact, when a university professor joins the teaching profession, he faces a number of changes and influences, such as scientific development, the updates of results of scientific research, changes of concepts and postulates, changes in social values, the increasing demand for quality in training ... With all these changes it has become necessary to keep pace with development through the process of teaching and training. Below we will mention the factors that led to the need for training for a university professor:

#### **- The accelerated cognitive explosion**

The rapid increase in science and knowledge did not stop at the limit that the teacher absorbed during his learning period and the development of theories led to the necessity of constantly providing the teacher with everything new to ensure consistency with everything that is new.

#### **- Development in curricula and educational trends**



The changes that occur in the curricula and its content directly affect the thought that guides the course of the teaching-learning process. This is translated into decisions and actions that mean a lot to the teacher's career.

### **- Renewal of training policies based on development plans**

The successive innovations and changes that characterize the development plans and the change in the university's functions and objectives, especially those related to the specifications of the graduates, the executives, their specializations, their fields of work, and their qualification levels. All of these require development and modification that suit the drawn plans along with the competencies of teachers and those in charge with adapting the system to these changes.

### **The development of science, technology and means of communication**

During his professional life, the teacher is currently exposed to rapid changes in the field of science, specializations and their technological applications In the field of communication, from audio media to audio-visual techniques to computers and complex information systems, all of which are modern technologies. It is constantly changing and the teacher needs to control it and use it in his tasks to develop his knowledge on the one hand and help the students to get benefits from, on the other hand. And enrich the educational process in general.

### **- Mastering new roles and improving performance**

Modern educational philosophies are against the idea that it is the teacher who is able to fill the minds of students with knowledge, but rather they proceed from the fact that the teacher is a classroom principal prepares the student for effective learning to take advantage of the available sources of knowledge to develop his abilities and potentials and achieve his aspirations. There is nothing better than training so that the teacher can perform the changing and renewable roles, in addition to the fact that the teacher's performance is in constant need of training increasing efficiency and developing competencies to a high degree of productivity.

### **- Development in the field of calendar methods**

The teacher has for a long time been responsible for the process of evaluating students at the end of the semester or school year ... And the moderation of the process of acquisition of knowledge. But with the scientific development and innovations in educational theories, there are other aspects that must be examined. There are many appropriate methods and strategies for each aspect. From here the evaluation process has become essential within the teacher tasks because it has to do with self-evaluation, the study material, and teaching methods, all of which need training. (tashouaa, 2009/2010, pp. 139-140).

## 6- Methods of training a university professor

We can distinguish two different methods of successful pedagogical preparation for the university teacher, and these two methods are the matching method and the ergonomic method.

**A- Professional matching method:** This method combines two different methods in preparing the university professor, namely the method of selection and the method of training.

**Selection method:** Occupational selection is a process of searching for an individual suitable for a particular job position and to perform it to the fullest. The individual capabilities and limitations and what he can do must be clear and known. On the other hand, all what is required for a work position must be known, clear, and specific. Work psychology has been able to offer various techniques to help both the individual and the job position.

**Training method:** The preparation of a university professor by this method is used to train professors with seniority in teaching who still do not have the teaching and pedagogical skills that would enable them to teach well. It can also be used with professors who are employed for the first time and do not have the necessary teaching and pedagogical skills for the teaching profession. (mikdad, 1996, pp. 274-277).

**B- The ergonomic method:** ergonomics is a branch of work psychology that aims to ensure the optimal relationship between man

and the work he performs, because the job position where the job tasks are executed must adapt all its elements (its different dimensions, the machine and its number. its physical conditions ...) for the worker, and its goal is to enable the person to work in mental and physical comfort to obtain the greatest possible production with the least possible expenditures (physiological and psychological). As is well known, the work is done by what is known as the "man-machine system" and the simplest example of it is the position of work that contains a human and a machine, and it is the basic unit for production and work, this system will not be able to achieve its goals for which it was established, unless its various elements are combined with each other.

The position of university teaching is considered a human and machine system because it is subject to the same procedures and practices that apply to other human-machine systems that aims to increase its effectiveness and efficiency, and it is a position in which the student is provided with information by the professor, and it is the basic unit in any an educational system and its success in achieving its goals depends a lot on the good design of its various components.

Increasing the effectiveness of this position must take into account all elements of the student, workplace, teaching technology and the university teacher. (mikdad, 1996, p. 279).

## **7- The experiences of some universities in the training of the university teacher**

• **The experience of the British University in the training of the university professor**

The British University is considered one of the first universities that has already implemented these programs since the seventies of the last century, and this program has been adopted by some other countries based on the advice of British experts, including India, Malaysia, West Africa, and some regions of the Arab world. (mouhamed, 2002, p. 203).

We will present the experience of the University of Shree in training the university teacher on various educational activities and in an attempt to develop the potentials of the teachers during the first three years of their presence at the university where it presents a short course for two and a half days and it consists of three steps:

- **The first step:** relates to the first day on which the new teacher joins the university, where he is introduced to the faculty members of the university as well as the regulations and methods applied in the university.

- **Second step:** A 10-minute video is shown for each teacher lecturing and then recorded again. It is useful for self-introspection of one's own mistakes; He also benefits from the criticisms presented by colleagues.

- **The third step:** It relates to the third "half of the day", which is an activity that includes short visits to a number of places in the university that operates to serve them during actual practice. In short,



this course aims to integrate new members into the university community and also aims to train them on initial teaching experience.

During the first year of training new teachers, members of the Institute of Educational Technologies organize a weekly group discussion, in which the discussing subjects are related to the teaching and learning processes, with the presence of an academic supervisor appointed in the same department to assist and advise the new teacher. Also is held at the end of the first year a course of eight days and this is considered one of the most important elements of the training and its aim is to analyze the relationship between the teacher and the students. (marbouha, 1998, p. 51).

• **The experience of the American University in training the university teacher**

Here we share the experience of the American Motorola University which transform education into training, and the summary of its experience is that it provides training to all teachers and delivers to them certificates in four stages with forty hours for each stage.

- **The first stage:** procedural, and it concerns how to use teaching aids, how to run the department, how to ask questions, and how to do with the; observation, listening and fixation.

-**The second stage:** it's about behavior, and it believes in collaborative management, and this is why trainees should be an example of openness. And respect for the opinion of others, as we

emphasize teamwork in a team, so professors should encourage togetherness and control the competition model "who is the best" that they received at school.

-**The third stage:** where the professors go through the lesson and then go through the research that supports this lesson. (guerfi, 2008, p. 83).

• **The experience of the Egyptian University in training a university teacher**

The Egyptian university experience is among the best, with a program that is composed of many training sessions. The first one takes 12 weeks, later modified to become 6 weeks, during which the teacher is completely free from duty. The course covers three types of training:

- Study in large groups (lecture or seminar).
- Small seminars or workshops, provided that the number of members does not exceed 10.
- 06 hours for special study in modern languages.

As for the scheduled training program, it includes:

- An intensive theoretical introduction to the educational and psychological foundations of teaching methods.
- An analysis of the most important teaching methods.
- Reviewing some models of teaching innovations and techniques, such as programmed education, receiving education, and building



modern tests, and the guidance of this teaching is shared by subject specialists in addition to one of the Professors of Education and Psychology.

- Conducting a practical activity that demonstrates the degree to which the trainee has acquired new teaching skills, which is considered an objective test according to scientific foundations in his subject matter. Or the trainee designs and produces an educational tool or prepares a detailed project to develop a course in his specialization.

-To measure the trainee's understanding of the foundations, he is submitted to objectives tests through his many the training workshops.

The trainee is evaluated on the basis of his perseverance and participation during the course activities, passing exams and evaluation of his scientific project, which a teacher of specialization and a teacher of education will participate in its evaluation. (marbouha, 1998, pp. 53-54).

### • **The experience of the Algerian University in the training of the university teacher**

Given the role that higher education plays in building society, we find the university doing its best to achieve the best quality of education. I have tried to take care of all the elements of the educational process, including educational curricula, modern teaching methods, educational devices for the purpose of achieving high levels of quality. Even the teacher himself, the Algerian University took care



of him and his training and preparation for the teaching profession at the university, where The first initiative in this field was through the study days organized by the Institute of Social Sciences at the University of Constantine in 1983, where the Ministry of Higher Education and Scientific Research announced the Ministerial Resolution No. 932, of the Algerian Republic, dated on July 28th, 2016.

Which determines the modalities of pedagogical accompaniment for the benefit of the newly hired researcher professor and according to Article No. (04) of the resolution that includes pedagogical accompaniment program organizing training courses and classes; It includes the following:

-Teaching the principles of university legislation, an introduction to educational and pedagogy, psychology and pedagogy, methods of designing and preparing lessons, pedagogical communication and methods of student assessment.

-Distance education, the use of information and communication technology in teaching

The content of the pedagogical accompaniment program, in accordance with the appendix attached to this resolution, defines a set of tasks that must be performed by the modern professor Recruitment is as follows:

- The use of classical and modern methods of teaching.

- Ensuring a knowledge climate in the education path.
- Realizing the importance of pedagogical dialogue.
- Improving dynamism in order to develop the student's abilities to be motivated and self-reliant.
- The use of team activation techniques in the pedagogical situation (directed work, practical session, internship).
- Learn cooperative work within the pedagogical committees and training teams.
- Training on practicing supervision roles and escorting students (internship).
- Controlling written and oral expression in the two modes of teaching and research.
- Developing initiatives and innovation in the fields of knowledge and skill, Determining the capabilities of pedagogical work.
- Collective and individual evaluation of the progress made in acquiring knowledge, skill and tact.
- Using the evaluation network related to the objectives of the institution's formative plan. (ministerial resolution N°932, july 28th,2016).

## **8- The contribution of pedagogical training to improving the teaching performance of the university professor**

The teaching process is the provision of knowledge using techniques and educational means to help carry out educational activities according to scientific foundations, plus theoretical and applied treatment. This process also includes the teaching plan during the year, including the academic courses as well as the activities on it, to improve the methods, efficiency and effectiveness of teaching or to update the use of technologies and teaching means. Teaching is the process of transferring knowledge and trends in an academic setting. (bawab, december 2015, p. 75).

The contribution of pedagogical training to improving the teaching performance of the professor is shown in the following points:

The teacher can control the classical and modern teaching means: that is, he can comprehend the control of the teaching means and understand his specialization field, and everything related to the learning methods; theories and practices related to his field of research, Incorporating the necessary innovative tools to practice his profession to enable learning and develop the joint educational aspect for students- The professor-researcher ensures the appropriate cognitive climate for the education path: that is, the understanding of the purpose of university education and the differences between training the classical university and the L.M.D system.

Realizing the importance of pedagogical dialogue: The teacher must be aware of the existence of a relationship between the student and intellectual activities with a specific pedagogical activity.

(Attention, note-taking, understanding, analysis, synthesis, remembering and thinking).

Giving dynamism to the development of the student's abilities (motivation of self-made): means to move to a competency approach that is considered as building to an educational path that does not focus on results but on progress in learning, as well as the transition to an approach to education based on training of the student, and this may push him to be more independent during his/her training period. (ben yamina, 2020).

The pedagogical training also contributes to the improvement and development of the traditional lecture method of teaching, so that the professor relies on the method of teaching recording the lecture due to the individual differences between students and relying on the interactive lecture method that is based on providing knowledge based on the student's previous knowledge and experience, the professor designs an introductory introduction with the aim of increasing the student's involvement in the process educational. (allal, 2021, p. 20).

## **9- Conclusion:**

The current study aimed to clarify the contribution of the teacher's pedagogical formation to improving his teaching performance by identifying the process of training, which is one of the pillars on which the university depends in developing its performance and strengthening its position in the application of quality. One of the most important techniques used in this process is teamwork, which is

responsible of training and qualifying to be able to work within an integrated and interactive team through administrative and production operations. Here lies the positive relationship between training - as an administrative means and strategies for training human resources - and continuous improvement as a basic element and an effective principle of achieving the quality of higher education as a whole.

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