

Intermediate education teachers' perceptions of the profession according to teaching by approach to competences

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Abstract ;

The state has focused on the field of education as a major investment to achieve progress and prosperity among countries. For this reason, a set of radical modifications and reforms have been implemented in its educational system. These adjustments began by moving from a focus on content to a focus on objectives, and finally to a focus on competencies. Despite this, a state of ambiguity has persisted since the introduction of these reforms into the educational system, because the teacher, who is considered the focus of the educational process, has not been placed among the system's priorities. This is linked to a number of factors, including the level of training of teachers and its impact on their perception of their profession, especially with a gap between professors that varies depending on the region and the availability of capabilities and resources, which may lead to differences in educational vision. In addition, there are concerns associated with how these reforms in education will be implemented.

Article info

Received

April 28.2025

Accepted

May 29.2025

Keyword:

- ✓ *Education*
- ✓ *pedagogy*
- ✓ *professor*
- ✓ *pedagogy of goals*
- ✓ *pedagogy of approach to competencies*

1. Introduction

After regaining its independence, Algeria witnessed many changes in the field of education, and its goal was to increase the number of students and reduce levels of ignorance resulting from the colonial period. Algeria initially used a content-driven approach, making the student feel like a stone in the classroom with the teacher being the sole actor in the lesson. To overcome this difficult situation, Algeria sought to improve this sector by focusing on educational objectives, and divided each lesson into a set of objectives, which made the student feel lost among the knowledge that he should have understood. For a long time, goals have had a great place in scientists' research in the field of education. Many studies have been conducted that were mainly aimed at knowing the effect of setting goals accurately on students' academic performance. It is noted that the results obtained from these studies were mixed and varied based on their authors and their opinions. While most of these studies explained the importance of setting goals and their positive impact on academic achievement, some other studies showed reservation, as they considered that their impact was not significant enough to confirm their value.³

The goal of this approach is to conduct applied, field, on-site studies on the basis of the educational level and various academic subjects to determine

the impact of providing students with behavioral goals on their academic performance according to each educational level, each educational subject, and a specific type of student. This will certainly increase the educational return of the teacher, first. It will also raise his students' motivation to learn, and all of this will provide the energy necessary to continue the journey for the optimal use of goals.

First: The goal: It is the final result of any action or series of actions, whether the goal is intended by the individual performing the action or not. "The goal was to clarify what the student's behavior would be after his successful passage through experience. The goals in education are: "Describing the desired behavior that the student can perform at the end of the curriculum, course, teaching unit, or lesson."⁵ It is clear from the above that the goal is what we want to achieve from the student's behavioral patterns through going through certain pre-planned educational situations. In this sense, it is one of a long, integrated series of episodes covering multiple aspects of human behavior in various aspects of life. This does not deviate from the specific meaning of the concept of goal in general. We conclude that the goal in education is: a phrase that accurately describes what the student can achieve after completing the class, or from a specific educational experience.

Al Qasimi believes that the learning goal "includes the proficiency indicator indicating the occurrence of the act of learning," and its criterion is the evaluation that allows a judgment to be issued on the student's degree of mastery of the proficiency indicators.

DANIEL HAMELINE defines it as "a tool for educational thought."⁶

The importance of goals in the educational field: The importance of educational goals becomes clear through their achievement of the following benefits:

1 - It is considered a guide for the teacher in the learning process.

2- It facilitates the learning process, as the student knows precisely what he is required to do.

3 - Clearly formulating goals helps in formulating evaluation questions in an easy and simple way.

Educational goal: There are two types of educational goals:³

1: **General goal:** General goals include the direction or goal, cause, and result. Thus, the general goal is considered the overall picture of action, thought, and feeling.

Jawdat Ahmed Saadeh defines general goals as "goal statements that fall halfway between educational goals and educational or teaching goals to a degree that becomes general." The general goal of the academic subject is to help learners understand the causes of scientific and technological developments.⁵

Good education includes a sequential series of correct parts that together constitute a general goal. Determining the general goal is one of the most difficult matters, because it requires a set of appropriate options to determine which goals are most appropriate for each of the educational situation with its elements: (the situation, the educational process, the learners.. Etc). It is also necessary to consider the goals that what was valid today may not be so later.

2 Procedural behavioral goal: To understand the clear and unambiguous nature of procedural or behavioral goals, it is necessary to address the procedural doctrine.

A procedural concept of purpose: moving away from giving linguistic synonyms, and emphasizing the description of the procedures used to measure the concept Bloom: 1971

Attempts to teach with pedagogical objectives have focused on defining the pedagogical objective, by formulating it in a specific and correct way that clearly highlights the behavior expected of the student in the form of an educational activity, as well as the specifications that will be used in evaluation. However, the excessive use of pedagogical objectives—in many cases has led to deviations. Serious ones include:³

-Fragmenting or fragmenting the educational act to the point where it becomes meaningless to the learner

– Separating objectives from educational contents.

Educational objectives break down education into its simplest components, which makes it clear and enables it to be presented effectively and actively.

3 Classification of objectives:³

The classification of educational objectives was and still is one of the aids that has provided a lot to the teacher in determining educational objectives, and since the classification assumes that educational data will be better used if it is formulated in observable behavioral actions, then it is a system in education that benefits those responsible for education and training at various levels of the educational system. (Administrators, inspectors, teachers, (...On this basis, many restrictions related to educational objectives in their various fields and levels have been put forward. Classification, in the general sense, means a series of elements that make up regulations specific to a specific scientific field. It is a gradual arrangement of similar, gradual elements of learning or growth phenomena that can be observed in the form of a group of behaviors. Or a group of actions that show the process of growth in its stages. Thus, it is subject to the principle of development and gradualism according to the principle of ascending complexity, meaning that the arrangement of goals is from simple to complex, and this system allows the goals to be presented in an accurate and clear manner according to the areas that the act

of education wants to develop for the learner, and these are areas with a clear relationship to aspects of personality and the importance of goals in the field. Educational The importance of educational goals becomes clear through their achievement of the following benefits: ⁵

A- It is considered a guide for the teacher in the teaching process.

B- It facilitates the learning process, as the student knows precisely what he is required to do.

C - Formulating goals clearly and formulating evaluation questions in an easy way helps the levels of approach to goals: the role of the goals level.

"Educational goals are goals of a general abstract nature," take linguistic formulas and express the philosophy and aspirations of society, and often relate to the education of the individual in general. They can usually be found in constitutions, legislative texts, and ministerial circulars related to education. We can also take them from speeches. Official politicians and religion.

Examples of the level of goals include:

- * Education aims to form a good citizen.
- * Education aims to form citizens who defend their religion and their country.

Despite the abstract and general nature that characterizes the level of goals, it is possible to find a role for them within purposeful teaching, as educational goals are the first level from which the rest of the

other levels are derived (targets, specific targets, Procedural objectives).⁵

The directions that the educational system seeks to achieve among learners.⁶

targets (also called objectives) translate educational objectives from their school angle and not from their social, political, or religious angle, as is the case with educational objectives, objectives are what we express the directions of educational programs, and therefore they express that depth on which the action is based. School education, it expresses the goals that educational programs and curricula seek to achieve over an average period, defined by Hameline They are an expression of the actual goals that should be achieved, whether by an institution, organization or person, through a specific training program. They are goals that attempt to answer the question: What do we want? "Hence, it can be said that talking about objectives is the same as talking about educational policy or the educational system, and they are distinguished from educational objectives in that they address teachers and indicate what the educational system seeks to achieve. Which makes it important because its linguistic forms are neither perfect nor abstract.

There is no question that the characteristics of these target levels turn them into important educational objectives, which can be described in the following ways:

-They act as a sign of the balance and oversight present in educational policy. Clearly, "goals represent the practical side

of what has been established by educational aims. " This truly shows the effectiveness in action.

-Educational objectives genuinely reach the level of accomplishments. Teachers formulate their overall objectives from these targets, which then lead to their specific and procedural targets.

-They are based on clear definitions that allow us to eliminate any chances of misunderstanding.

The role of the level of general goals:

Hameline defines general goals as follows:

"They describe one of the results to be achieved in an educational period." It is clear from this definition that general goals are less general than targets and objectives. General goals are characterized by their limited comprehensiveness and the limited time space in which they can be achieved. That is, they are characterized by their tendency towards determining the time period in which the ability described by the general goal should be achieved. From this angle, it describes the actual result achieved by part of a program in a specific period of time. Therefore, the general objectives express the hoped-for result by answering the question: What can we do? At the level of general objectives, the educational action tends to define the activities of the educational/learning process, and to determine the types and categories of actual skills (cognitive, affective-motor) that the teacher will seek to achieve. That is, the general objectives require a specific time in which the specific

learning outcomes should be achieved either in a specific program or in part of it. This level allows you to learn about what is expected of the teacher and the learners. The role of the general objectives level is as follows:⁶

- * From it, the teacher can derive the rest of the levels of goals, such as the specific goal and the procedural goal.

- * Enabling the teacher to be able to evaluate the extent to which pedagogical and educational goals have been achieved

- * Show teachers what they do? That is, using the conditions and means that enable them to achieve the ability required to achieve them.

The role of the level of special objectives: "They are objectives extracted from dividing the general objective into many formulas, the combined achievement of which leads to the achievement of the general objective." It is clear from this statement that the specific objective should be linked to a specific subject of study in a specific unit of study, which indicates that achieving A specific competency or ability (general objective) depends to a large extent on the extent to which the specific objectives associated with and derived from the general objective are achieved. Since the general objectives are determined by the designers of educational programs, the level of the specific objectives is determined and formulated by the teachers, and thus the specific objectives express what the teacher wants to reach at the end of each lesson.

Example: General objective: The teacher's ability to communicate the concept of education to students.⁴

We can derive several special objectives from this general goal, for example:

Special Objective 1: The teacher's ability to define the concept of education in simple, clear sentences.

Special Objective 2: The teacher's ability to highlight the types of education for the student, such as family education, school education, and religious education.....Etc.

It is clear from the previous example that specific objectives are always closely and closely related to the general objective. Hence, it should be noted that the teacher's work focuses on paying attention to general objectives, because such attention enables him to set specific objective.

Role of procedural objectives levels:⁴

Formulating the procedural objective is also one of the teacher's tasks. How is it formulated? That is, how does this teacher make his objectives procedural? In order for the objective to be procedural, it must be formulated precisely to become as shown by the following phrase:

"The student must be able to perform a behavioral act that has a subject, and this act is performed within conditions and has a standard of mastery against which the behavioral act specified in the objective is measured.". This means that when we begin defining the objective with this phrase, we are sure that formulating the objective is consistent with the logic of

building objectives, that is, the logic of the ability that we want to create in the learner. Defining the objective procedurally indicates placing it in the form in which we describe in practice the behaviors and abilities that the learner will perform. This means that the procedural objective can describe behaviors that will be accomplished in a short term, or in the form of an ability that will be achieved at a medium or long level. Criticisms directed at the pedagogy of objectives: We list them as follows: ²

- * Teaching through objectives is a superficial and formal type of teaching because it starts from behavioral situations that attribute everything to external, observable behaviors and transforms educational action into habitual action and a conditional reaction of lack of privacy and thinking that excludes creativity.

- * The objective pedagogy trend came to show that there is no other product of education other than that which was predetermined in the procedural objective. The question that arises regarding the educational product is: How can goals be determined in advance based on the objectives of change that come in the form of a personal product? ²

- * This pedagogy is considered essential, given that it focuses its interests in applied aspects on behavioral objectives, and is not concerned with the objectives of education.

- * The fragmentation and fragmentation of actions leads to the neglect of the cognitive

processes in the context of which behavioral action takes shape.

- * The behavior specified in the procedural objectives cannot be understood without attention to cognitive processes and activities.

- * The approach to objectives controls the behavior of individuals, making it characterized by restricting and inhibiting the thinking ability of students. ²

Achieving objectives at their lower levels is no longer the goal at which the efforts of individuals and institutions stop. rather, reaching an acceptable high degree of work mastery and raising performance levels to the highest levels has become the desired goal for everyone and the hope that everyone follows to achieve it. This era of accelerating events and accumulating knowledge in its various forms has imposed a type Another type of pedagogy is the approach with competencies that care and work to give quality to education. In fact, any reform an educator cannot bear the expected fruits except by determining the most appropriate approach, and perhaps the truest evidence of this is the numerous studies that have dealt with the subject of approaches in the educational/learning field, which have become the cornerstone of their plans, programs and projects. The approach with objectives and the approach with competencies is two separate and connected links, at the same time, in the field of teaching, and the support aims to link the two approaches and to clarify the line separating them. All of this is in order

to help those in charge of education review their educational methods in light of new concepts in the field of education, and since this sector is sensitive and difficult to invest in because its results appear in the long term.¹

Thirdly, the concept of approaching competences: the

The concept of competence comes within the open-system approach, and the individual is considered to possess a certain competence whenever he is able to act and make the appropriate decision to get out of a situation/problem based on the accumulation of knowledge and experience and the investment of skills and abilities that have grown in different contexts.

Competence in this sense means acting effectively in the face of a situation/problem based on capabilities that have emerged from the intersection of accumulated knowledge, skills, and experiences. In general, competence in this regard is not only ability, not only knowledge, not only skill, but rather the combination of that with achievement and effectiveness." This means that competence includes the terms ability, knowledge, and skill, but this alone is not enough unless there is interaction between them, as the approach to competencies represents a major change because the focus in it is on learning more than on education and on recruiting knowledge, skills, and abilities in Complex situations, and it is not desirable to accumulate each element separately Therefore, acquiring

competence means possessing knowledge in complex learning situations away from automatic response and response, in addition to developing capabilities, knowledge and skills that represent the resources that the learner should effectively recruit while completing various activities. The concept of the competency approach is very complex, as we find more than one definition or more than a hundred definitions for it, including what Dr.Haji Farid said: "The competency approach is a vision or project work that requires defining a special strategy that works to identify the factors contributing to achieving effective performance." As for Khairuddin Hani He sees it."Competence is the individual's ability to integrate his resources and plan for effective performance and is the result of the integration of the elements of competence that must appear in the text of educational competence

The reason for the multiple definitions is due to the ambiguity of the concept and the context in which it is used. Therefore, most, if not all, definitions agree on the elements that determine efficiency, which are:

*Competence should integrate several skills and knowledge.

*Efficiency translates into the achievement of an observable activity.

*The efficiency approach can be applied in different contexts according to what is consistent with the lived reality of the learner and the teacher at the same time.

Al-Fatlaoui Sohila Kadem points out that "the definition of competencies is based on a special analysis of the teacher's functions and tasks, as the educational competencies in the program are characterized by gradualness and regularity in groups that are easy to translate into educational features," so that they take into account the learner's ability to comprehend based on his speed and progress that matches his abilities and skills.⁴

1 Principles of the approach to competencies:

This approach was based on a number of principles, including in particular:

Construction principle:

It consists of the student retrieving his previous gains, in order to link them to new information and preserve them in his distant memory.

Application principle:

It consists of exercising competence in order to control it," as competence for some is the ability to act in a given situation.

Repetition principle:

It consists of assigning the learner the same integration tasks several times, to lead him to the in-depth acquisition of competencies and contents

Interconnection principle:

This principle allows the teacher and the learner to link teaching and learning activities, and assessment, the aim of which is competence development.

The principle of inclusion:

Integration allows the practice of competence when combined with another,

and also allows the learner to distinguish between components of competence and contents in order to understand the purpose of his learning.

2 - Advantages of the competency approach: ²

Asymptotic pedagogy is characterized by the following competencies:

— It is recruited with a set of resources: Recruitment here does not only mean use and application, but rather it means carrying out a set of mental instructions, to transform knowledge using internal resources (which are the mental abilities, perceptions, skills, inclinations, and information that the teacher possesses), and external resources, which include data, documents, and means. Which the learner has, to solve a problem in his daily life, meaning that it links education to reality and life.

— It has a utilitarian nature: that is, it transforms theoretical knowledge into pragmatic utilitarian knowledge.

— It is linked to a process of postures: competence cannot be understood except by referring to the postures in which it is practiced (we find a competent learner in mathematics who is completely incapable in physics)

— These are trends to reduce the contents of academic programs and rely on quality, not quantity.

— It is a process that looks at life and the future from a practical perspective and depends on the principle of education and training.

_ It is subject to evaluation, and this is done during its practice or at the end of the task related to it (interim efficiency and final efficiency), which can be measured by looking at the level of quality reached by the required achievement.

_ Competence can be applied in different personal and social contexts.

Third, the characteristics of the competency approach:

Inclusion feature:

This approach seeks to integrate knowledge, skills, and attitudes to form a harmonious and integrated reality: the socio-emotional, which makes the student motivated to carry out a specific task and immerse himself in it emotionally as it is his self-project and a reflection of himself, and the social recognition and reward that awaits him. There is a mental cognitive aspect related to the knowledge and strategies that will be employed or that will be built and acquired while performing the task.

Realistic property:

Problems with practical significance and related to real daily life.

Conversion feature:

The pedagogy of competencies develops the property of transformation, that is, the ability to deal with a wide range of situations in which several subjects are included, in a way that resembles the living reality distinguished by its complex nature, and thus makes it easier for the student to transform what he learned and trained in

school, into actual and practical application in daily life.

Complexity property:

On an ascending scale of complexity, competencies are at the top of the pyramid, compared to learning objectives of lower complexity, to which assessment attention usually turns.

Types of approach to competencies:

Qualitative competencies:

They are competencies related to a specific academic subject or educational field, and therefore they are less comprehensive than transversal competencies, and they may be a path to transversal competencies, an example of which is "science subject."

Transversal competencies:

They are also called extended competencies, and they mean general competencies that are not linked to a specific field or subject, but rather their employment extends to several fields and different subjects. For this reason, this type of competencies is characterized by the fact that its components contribute to creating multiple overlaps of subjects, and its acquisition requires A long period of study and achievement.

An example of this is: If we want to obtain a methodology for scientific thinking, then this competence is transversal, because it is linked to a group of specializations. Therefore, scientific thinking is not limited to scientific activity or mathematics, but rather falls within all specializations (sociology, languages, Islamic studies.....Etc). To be able to

dominate this efficiency, it requires sufficient time due to the multiplicity and diversity of these compounds.

"Transversal competencies represent a high degree of control and mastery," and therefore they are called maximum competencies because they are the maximum that a student can reach. This is logical because this type of competencies involves in its construction and formation multiple specializations that interact, integrate, coordinate, and are harmonious with each other, and possessing them requires continuous, continuous, and conscious formation. Throughout the learner's academic journey, an example of this statement is: the efficiency of solving a problem in physics, in which competencies related to mathematics, science, intervene The language...Etc.

Mastery competencies: They are types of competencies on which other instructions are not necessarily built. Although these competencies are useful in education, failure to master them on the part of the learner does not lead to his failure in studying. But the question arises every time the Ministry of National Education carries out radical reforms, it forgets or neglects its most important element in implementing these reforms.¹

What is the professor's place in these reforms? If his opinion does not matter to those concerned, what is the point of these reforms if he is the one working to deliver them to learners in a simplified form? We are revolving in a vicious circle that does

not serve the common good of society, and as long as the cornerstone of this process is absent, it is useless

Interest in the teaching profession in any society indicates the extent of that society's responsibility towards the future of its generations and the extent of its keenness to provide educational services to its children. Any reform of the nation or modification of its path stems from the imprints that the professor leaves on the behaviors of his learners, as it is the basic pillar of the educational process and is responsible. The first is its success or failure, which amplifies its responsibility in achieving the goals of the educational institution to develop social life. The economy made the school an important center of reform, and made the professor an important factor in the renaissance that countries depend on in achieving their goals and achieving their goals. The efforts of professors are measured by the social advancement they contributed to achieving because their efforts are not limited to preserving cultural heritage only, but also include improving this heritage and directing it towards the ideals required by modern life.

In view of the enormous responsibilities placed on the professor, the basis for his success in carrying out these responsibilities depends on a competent teacher who has a stable, open personality capable of giving, giving, innovation and innovation. He is characterized by a general culture and diverse and sufficient academic

preparation who understands the needs of learners and the characteristics of their development and is prepared to discover their problems and weaknesses and is able to guide them. And facilitate learning for them.

However, the training of the professor in the south is different from the training of the professor in the north. The training of the latter takes place in certain stages using modern methods and training seminars from time to time, unlike the intermediate education professor in the south. In addition to the distance of educational completions from the professor's residence, we notice a lack of social facilities and Teaching aids and not benefiting from modern technological means due to their lack of availability in educational institutions. The lack of training allocated to new professors has made them unable to be creative and distinguished in their field of work, which may affect their outlook on education. It is also noted that there is a difference in the geographical location of the teachers, as the climate in the north is characterized by abundant rain and appropriate temperatures according to the seasons, while the climate in the south is characterized by scarcity of rain, which makes the cold very severe in the winter, but in the summer you can hardly find a single person on the street due to the maximum rise in temperatures. This is what may affect the professor's teaching, especially with the lack of air conditioning inside the teaching classroom, in addition to the sandstorms that occur. It sometimes

prevents the professor from traveling to his workplace, in addition to his use of means of transportation that are available in small quantities. The lack of educational means would make the lesson dry and not understood by the learners, especially since their number is large in one section. This overcrowding would also affect the way the professor teaches in the absence of a unified methodology in education, which may also affect his perception of the teaching profession.

Algeria's openness to science and technology and to the global market economy made it think about bringing about a change in the existing educational system (a new reform) by forming a group with practical experience that is in line with this change and with the transformations taking place in the field of modernity and globalization in order to keep pace with the huge number of challenges and developments that the world is witnessing in general. Algeria in particular, with the aim of finding precise practical proposals to advance education, knowing that every educational system serves and suits. Certain social, economic, political, and scientific conditions. This reform was represented by the introduction of a new pedagogy in 2003, which is the pedagogy of the approach to competencies, because of the educational and pedagogical foundations it contains and values with a progressive, utilitarian constructivist tendency that stems from the principle that the teacher has the right to provide the learner with

new knowledge, information, and experiences. At the same time, the learner is not satisfied with the terms and concepts he knows and understands. Rather, he should employ it in a variety of different situations at all times. This new educational reform would allow for improved learning so that we avoid thinking about the contents of education as we are accustomed to. Rather, thinking must start from the fact that we propose to achieve a real and exciting significance for our actual interests, and that the introduction of this reform also affected the professor's perception of the profession because every new reform would It would radically change the educational system, and everything new would leave fears of the difficulty of implementing it, especially with The lack of knowledge of some teachers about the theoretical framework through which this reform is explained, in addition to the lack of control over the technical aspect through the difficulties present at the level of preparing lessons and even the difficulty in evaluation, may make these difficulties obstacles in its application and in forming a perception of the profession.¹

Conclusion: The subject of our research was concerned with education in Algeria as it is an important resource for progress and prosperity among all countries, as our focus was on the most important individual in the school community who was and still is carrying out very important tasks and responsibilities through which he seeks to impose his status and prestige in his

academic as well as social environment, namely the professor and the student as an effective axis. In the educational process.

Our research attempted to identify some of the factors that contributed to some extent to the diversity of educational programs from independence to the present day, especially the competency approach system.

We also wanted to learn about the reality of the educational system, trying to put its rug in place for evaluation and auditing, in addition to presenting suggestions that would improve the status of the system on the one hand, including:

- * Continuously renewing and improving teachers' knowledge and reconsidering the composition of the teaching staff and organizing their work to ensure quality and raise the level.
- * Giving professors an opportunity to express their opinions and participate in any decisions taken regarding decisions concerned with reforms included in the educational system.
- * Establishing an educational policy with clear objectives and principles stemming from the reality of Algerian society.
- * Working to provide all material, human and moral means to educational institutions without exception and regardless of their location if we want any reform to succeed.
- * Working to address the problem of overcrowding in departments, especially in the educational stages.
- * Reviewing the curricula by rebuilding them according to pedagogical requirements and working to distribute them in a way that is

consistent with the level of learners to achieve good school results.

* Working to control institutes and universities with strict rules in training graduates annually, in order to produce educators capable of teaching using effective methods that distance them from the many criticisms directed at them by their school and social environment.

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