



Pedagogical Training for the University Teacher at the Algerian University

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Abstract

The present study investigates the topic of pedagogical training for university teachers, with the aim of understanding the current situation of pedagogical training for university teachers in Algerian universities. The study presents the general requirements of pedagogical training and the processes that are necessary for its success. Moreover, it reviews previous studies that were conducted on this type of training in Algerian universities and compared them. The study found that pedagogical training for university teachers in Algerian universities contributes to the effectiveness of teaching and has a positive impact on it.

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1. Introduction

Various social institutions today focus on developing and training their human resources as part of their efforts to enhance their activities and improve their efficiency, with the human element being their axis and foundation, whether the institution is a service or production-oriented. If we focus on higher education and scientific research institutions, they place great emphasis on training their members, including professors use TEACHERS instead of professors, administrative staff, and even students. The university professor plays a clear role in the outcomes of the university, both in terms of quantity and quality, including scientific research, intellectual production, and various pedagogical processes.

The pedagogical practices of university professors require pedagogical preparation that keeps up with the different social changes, and the effectiveness of university teaching requires teaching methods and skills that align with the different educational situations, especially regarding the nature of the subject being studied and the nature of the university student, in addition to the rapid changes we are experiencing, especially in terms of teaching tools.

Pedagogical action carried out by professors in university institutions requires pedagogical preparation that

keeps up with the various social changes taking place. The effectiveness of university teaching requires teaching methods and skills that align with different educational situations, especially regarding the nature of the studied subject and the nature of the university student, in addition to the rapid changes we are experiencing, especially in terms of teaching methods.

Information and communication technology, along with other factors, have driven the ministries of higher education and scientific research to prepare university professors with pedagogical training that allows them to practice teaching activities that take into account these various changes in the required manner.

The field of scientific research in Algeria has witnessed a variability in actual levels and objectives since the introduction of the (Bachelor's, Master's, PhD) system in 2004. This is due to a number of fundamental reasons related mainly to the organizational structures or organic laws that have been governing the Algerian university system until today. These issues require sufficient teaching competencies that meet its requirements, and thus the success of the university system, which in turn leads to the success of pedagogical work. The latter requires an effective pedagogical preparation for the university professor, by training him on modern

teaching methods that have proven their effectiveness internationally, in addition to acquiring effective pedagogical activity skills through a specific program designed for this purpose, to benefit from the experiences of the supervising professors who are usually competent in scientific and pedagogical skills.

Based on what has been mentioned, the study attempts to provide an educational understanding of the pedagogical training for university professors as one of the necessary and essential mechanisms for the success of pedagogical practices, and its connection to active and effective teaching methods.

2. Section One: Defining Concepts

In this section, some definitions for the basic concepts of the study are presented. In order to define this compound concept of pedagogical training, we must first define its two sub-concepts, pedagogy. The term "pedagogy" is of Greek origin, and linguistically consists of two parts: *PEDA*, which means child, and *GOGA*, which means leadership, guidance, and direction. Based on this, a "pedagogue" or "pedagogical" refers to the person responsible for supervising and accompanying children in their education or outings, taking them by the hand and accompanying them. This task was performed by many in ancient Greek times. (Alhayyan & Alsaadi, 2020, p. 11)

The concept of pedagogy originally had an educational meaning directed towards children, where the pedagogue was the person who followed the child in various places and directed their actions and behavior. However, this concept took on other connotations over time, where its role evolved for various reasons from being a caregiver in the broad sense to a teacher conveying knowledge.

According to G. Berger, pedagogy is a set of methods and means that enable us to help students transition from childhood to adulthood. On the other hand, Labret views it as an applied science in the field of humanities that enables educators to assist students in developing and expanding their personality. (Ferfour, 2017, p. 70)

In conclusion, the concept of pedagogy has undergone semantic changes in its understanding, with each scholar having their own perspective. In the past, pedagogy was associated with children and students, specifically their education and behaviour guidance. However, the modern meaning of the concept has expanded to include the teaching and instruction activities directed towards both adults and children.

Indeed, it should be noted that there is another concept referred to as "Andragogy", which focuses on teaching adults. The characteristics of teaching adults are not the same as those of teaching children, whether in terms of style, method,

or even the adopted strategy. Each has its own mental, psychological, and social characteristics and advantages.

The concept of training or "Takwin" is derived from the trilateral verb "Kawn" which means to create or make, i.e. to introduce modifications and changes to the initial state. Therefore, "Takwin" of teachers refers to the set of activities and procedures aimed at acquiring and improving the professional competencies of teachers. We distinguish here two types of training: Basic training, which teachers undergo before joining the service and continuous training, which targets practicing teachers. (Al-Namari, 2020, p.118).

Teacher training can be divided into two types. The first type is received by the teacher before starting their teaching activity, and it can also be called pre-service training. The second type is the training that accompanies the teacher after starting their teaching activity, and it is called in-service training. The two types can be distinguished by the fact that the first one aims to provide teachers with basic knowledge about teaching methods, while the second type focuses on updating and enhancing the teacher's skills and knowledge according to new changes, in addition to adding, modifying, or correcting their existing skills and knowledge.

The term "takwin" comes from the Arabic verb "kawn," which means to create, form, or make changes and modifications to the original state. Takwin of teachers refers to the set of activities and procedures aimed at improving and enhancing the professional competencies of

teachers. There are two types of takwin:

- **Basic takwin:** which teachers undergo before starting their teaching career.
- **Continuous takwin:** which targets practicing teachers and focuses on updating their skills

and knowledge according to new changes or modifications.

In general, the concept of takwin involves shaping individuals, things, or other entities. It is a deep process that changes an individual's mechanisms, methods, skills, and intellectual patterns. Its aim is to provide individuals with knowledge, skills, and ethical behaviour. It involves adding, modifying, or correcting what has been learned previously, leading to a moral change that allows individuals to perform activities and tasks they were unable to do before

Through the conceptual frameworks presented for both the concept of pedagogy and the concept of training, the study defines pedagogical training as the process of equipping university professors with various skills, methods, techniques, and

strategies required for their teaching activities. This type of training targets the various structural formations related to teaching activities, and the competencies required in the pedagogical domain.

It is noticeable that the initial pedagogical training that university professors undergo before starting their service is not sufficient to achieve the general goal of teaching. This has necessitated continuous training that they receive during their service. The reasons for this are related to various structural, organizational, and functional changes in the nature of university students and the teaching system, as well as the different social and economic challenges surrounding this educational institution (the university).

Pedagogical Accompaniment is a concept related to the concept of pedagogical training. The origin of the word goes back to the Latin word "companis", which means "sharing knowledge with others". (Ja'ani, 2019, p. 39). The term "accompaniment" emerged as an opposite to the concept of "instruction" or "indoctrination", as accompaniment refers to guardianship (Si Mohammed, 2022, p. 547).

This indicates the strength of the relationship between the subject and the object - i.e. the educator and the educated - and the connection between each of them. Besides, psychological accompaniment is a special relationship that takes place between two individuals, where one of them

needs help and support and is the accompanied, while the other provides assistance and support as the accompanier (Jani and Aishawi, 2020, p.18).

In the educational field, accompaniment refers to several processes, including monitoring, participation, assistance, and guidance, that are carried out by social institutions for learners in order to contribute to the building of their educational and teaching project.

Pedagogical training is defined by Soualmi as a set of activities aimed at providing teachers with the pedagogical knowledge, scientific competencies, and personal skills they need to perform their academic teaching tasks (Abdelkabar and Kaddouri, 2020, p. 183). It is a directed training process aimed at developing teachers' skills, enabling them to carry out their academic teaching tasks in ways and methods that allow them to achieve effective teaching. According to Abdelkabar and Kadori (2020, p. 183), this process involves a set of activities targeting the teacher to acquire pedagogical, scientific, and personal knowledge and competencies needed in their academic teaching tasks.

Lilia Aïn-Soufia and Salah Ghellab (2019, p. 11) revealed that the goal of pedagogical training is to build a teaching plan that focuses on general culture, academic specialization, professional specialization, and practical education. This progression from the general to the specific to the most

specific helps university professors acquire the various requirements they need during their teaching work.

The Algerian Ministry of Higher Education and Scientific Research has adopted a program to accompany newly-hired university professors in order to ensure pedagogical activity that keeps up with contemporary changes in scientific research, both in general and specifically in Algeria. The pedagogical support program for newly-hired university professors is a set of pre-planned and organized scientific activities, through which the higher education institution aims to create positive changes in the level of knowledge, information, attitudes, skills, and behaviors of the professors (Ghalem and Abi Mouloud, 2018, p.356).

Based on ministerial decision number 932 dated July 28, 2016, which outlines the methods for organizing pedagogical support for newly hired academic researchers, the content of the training and support program is defined in the following points:

- Teaching the field of university legislation.
- Introduction to pedagogy and didactics.
- Psychology and educational psychology.

- Methods of lesson design, preparation, and pedagogical communication.
- Methods of student assessment.
- Distance education.
- Use of information and communication technologies in teaching (Ghalem and Abi-Mouloud, 2018, p. 357).

The program, which consists of 180 hours, is aimed at developing the skills, knowledge, and acquired competencies of newly recruited research professors in their pedagogical tasks, with the aim of evaluating, developing, and improving them.

Pedagogy is a broad field that requires collaboration of various efforts in its development, as it is a science, art, and skill, and each description requires certain competencies. This is where the importance of the pedagogical support program for university professors, especially newly hired professors due to the lack of experience in training, comes in. It works to provide them with the necessary practical knowledge that facilitates their pedagogical job performance, thereby achieving the general goal of effective university teaching.

Pedagogical training is a comprehensive concept, while the concept of pedagogical support is deeper, as the latter carries

semantic connotations that demonstrate the extent of the connection between this pedagogical program and the university professor, as it accompanies them in various situations they require.

2.1. The Concept of the University Professor:

It is common to use terms such as "Professor," "Teacher," "Lecturer," and "Faculty Member" interchangeably, but in reality, the connotations of these titles vary according to the national context (Al-Bladi, 2015, p. 38).

The university professor is the individual who prepares human competencies for society in various disciplines, conducts scientific research that contributes to the development of local and global communities, and works to solve some social problems (Al-Asadi, p. 255).

From this indication, it is evident that the university professor has a functional role in society. Although the professor's apparent duties relate to scientific research and the multiple activities involved, such as pedagogical and administrative work, their underlying roles involve many social functions. They are responsible for human development of individuals in various fields, and therefore work on developing their society internally and externally.

The Algerian university professor faces multiple challenges, some related to material conditions and others related to

organizational and administrative situations. All of these conditions have affected the nature of their activity, with low salaries and a lack of material incentives compared to the numerous pedagogical and administrative tasks they perform. In addition to this, weak structures, technological means, and research requirements demand extra effort from them in their work.

Zaytoun defines the university professor as a person who holds a Ph.D. degree or equivalent and is appointed to the university as an assistant professor, associate professor, or professor. (Al Hawid, 2013, p.23). The definition shows that joining the university education faculty as a teaching member requires obtaining a certain academic degree, which authorizes them to practice university teaching.

John Dewey defines the university professor as one who trains their students to use scientific tools, not one who learns on their behalf. They participate with their students in achieving self-growth that reaches personal works and extends to their lifestyle. (Boubaker & Sabaa, 2021, p.15)

Therefore, we arrive at a definition of the university professor as a teacher, pedagogical trainer, and researcher who carries out their activities in the higher education institution (university). They have a certain level (university degree) and academic qualification, in addition to

obtaining internships and training in their field of specialization. In our current research, we refer to the newly employed professor who is the subject of our study, as they have undergone the pedagogical support program and started university teaching tasks since 2016.

2.2. Motivations for Pedagogical Training for University Professors:

Interest in developing the human element in various fields has become a domain adopted by different institutions, regardless of their activities. This is due to several reasons, including progress, development, and advancement. Higher education and scientific research institutions have become increasingly important in training and developing faculty members to perform their duties as expected, especially regarding their pedagogical tasks. The Algerian Ministry of Higher Education and Scientific Research has established a specific program in this regard, which works on pedagogical support for newly hired university professors. We will try to explain the most important reasons that have led to its adoption.

2.3. Pedagogical Formation Motives for University Professors:

The interest in developing human resources across various fields has become a focus for different institutions, driven by several reasons, including progress, development, and advancement. Higher education and

research institutions have given utmost importance to the training and development of faculty members to enable them to fulfil their expected roles, especially regarding their pedagogical duties. The Ministry of Higher Education and Scientific Research in Algeria has established a specific program in this regard, aiming to provide pedagogical support for newly recruited university professors. We will attempt to highlight the main reasons that led to its adoption.

There are changes and challenges facing higher education that have called for the development of professors' skills. The diversity of teaching methods and tools, the changing student composition, and the presence of multiple communities within higher education institutions, along with their varied and complex roles, and the difficulty of planning in such environments, all require pedagogical characteristics, traits, and skills that university professors should possess in order to achieve the general goal of higher education and the specific objectives of each educational institution.

Like other institutions, higher education undergoes developmental phases after certain periods of time. This is due to accumulated knowledge, scientific advancements, and research outcomes. Each phase brings new discoveries that change the nature of education, whether through additions, modifications, or

corrections, particularly in the pedagogical framework, as it is subject to influence and has an impact on various aspects, including student demands, organizational systems, and structures.

All these variables have led to the emergence of pedagogical challenges, prompting various higher education institutions to enhance the pedagogical professional competence of their professors through the adoption of specialized programs. These programs aim to improve and develop the abilities of affiliated professors in this field.

This program was established as an urgent necessity imposed by the challenges present in the practices of higher education institutions and the imbalances resulting from the lack of understanding and awareness among newly recruited professors of the specific characteristics of the LMD (License-Master-Doctorate) higher education system. Within this system, education has specific features that require continuous training to understand its content, work according to its principles, and ultimately achieve its objectives (Boubaker & Sabaa, 2021, p. 9).

In addition, newly recruited professors may not be familiar with the active approach adopted in this education system. This active approach necessitates teaching competencies based on its principles, which align with modern teaching methods

that place the learner at the center of the educational process.

Moreover, the absence of any prior pedagogical training during the years of university education for newly recruited professors (Boubaker & Sabaa, 2021, p. 9) necessitates the addition of this training to complement the professor's general education regarding their current profession.

A study conducted by Fatima Ghanem and Abdel-Fattah Abi Mouloud on in-service training for probationary university professors in light of the application of the Quality Assurance System in Algerian universities highlighted that among the reasons that led to this training is the construction of the professional identity of the university professor and their sense of integration in the academic university environment. This, in turn, reflects on their effectiveness and performance with professionalism and expertise. The study concluded the positive impact of this training (Ghanem & Abi Mouloud, 2018, p. 362).

The reasons mentioned above highlight the shortcomings of newly employed university professors in terms of pedagogy. These reasons are internal and are related to the requirements of the training that the professor should have undergone before their employment. It is worth mentioning that there are other external reasons

related to the societal specificities of Algerian society.

Pedagogy is an art that should consider the individual differences of students based on their social conditions, psychological states, and intellectual abilities. It is also a means for students to reach their career goals according to their fields of study and scientific specialization. This requires the university professor to have sufficient knowledge about the nature of the available job market and what they should do to guide their students, ensuring that theory aligns with practice.

In this element, we have mentioned a set of reasons that prompted the Ministry of Higher Education and Scientific Research to adopt a training program for newly employed university professors, focusing on their pedagogical activities within the university environment. However, there are other reasons related to the four dimensions of the educational process: the professor, the student, the curriculum, and the teaching structure.

2.4. The Importance of Pedagogical Training for University Professors:

In this element, we will highlight the importance of preparing university professors by clarifying some justifications for this training. Perhaps the most significant requirement for teacher preparation is related to scientific, technological, social, economic, cultural,

and educational changes (Saafan & Taha Mahmoud, 2009, p. 68) experienced by the global community in general and Arab and Islamic societies in particular. These changes have an impact on the higher education system as a substructure of societal development. Just as it influences society, it is also influenced by its changes.

The importance of this training also lies in the cognitive development witnessed in the realm of scientific research. It requires regular updating of the acquired knowledge and the renewal of professors' knowledge and skills by incorporating scientifically proven modern teaching techniques. It is evident that year after year, more effective teaching methods and proven techniques in higher education emerge. Therefore, this training plays a role in assessing the competencies of faculty members in light of these scientific advancements.

- Especially considering that the professor interacts with individuals who have mood characteristics, psychological motivations, individual differences, and diverse social situations, it requires a high level of competence in order to effectively engage with them and thus ensure the smooth flow of the pedagogical process.
- Furthermore, in addition to the general importance of pedagogical

training for university professors, there is a special significance for this training in Algerian higher education institutions. This is due to the nature of these institutions, the role of the university professor within them, and the particularities of the students. We will attempt to highlight some of these points in the following paragraphs

The importance of pedagogical training and the need for it arises from the - weak academic training of university professors, especially in the pedagogical aspect.

-Professors who are newly employed often lack awareness of the nature and specific content of the LMD (License, Master, Doctorate) system, as well as the particularities of teaching according to its requirements

-Its significance is highlighted by equipping professors with a range of knowledge about teaching skills based on an active approach.

- Equipping professors with experiences related to the diverse cultural specificity of Algerian students enabling them to consider individual differences related to their socio-cultural aspects

– Equipping professors with teaching skills and methods that should be followed in teaching various subjects, by selecting appropriate approaches for each specialization. This is facilitated by experienced mentors

who provide specialized expertise in each academic field

The overcrowding in Algerian universities requires university professors to possess high .

2.5. Objectives of Pedagogical Training for University Professors:

Training programs have general objectives that apply to any field, whether it is professional, educational, pedagogical, or otherwise. In the context of modern understanding, it aims to achieve fundamental purposes, including the following (Salih, 2020, p. 57):

- Enhancing individual performance by equipping individuals with the vocational and practical skills used in the practical field.

-Increasing an individual's capacity for creative and innovative thinking, enabling them to adapt to their work and effectively address and overcome challenges.

- Developing proper attitudes in individuals towards appreciating the value and importance of their work, as well as its social implications and consequences.

These general training objectives branch out into specific objectives for pedagogical training aimed at university professors, as defined by ALFRA (Rafik, 2013, p. 17), which include Professional growth, continuous education, and training for

teachers, experts, and individuals to expand their knowledge and cope with variations in their preparedness levels.

Addressing the changing roles of teachers resulting from social, economic, and cultural changes.

Applying an organized methodology in the qualification and training of teachers, including goal setting, content identification, pre-behavioral assessment, selection of suitable teaching strategies and educational resources, performance evaluation, feedback analysis, and ensuring integration and coherence among these steps.

Familiarizing teachers with modern educational technologies, tools, and methods, equipping them with the skills to utilize these tools and encouraging them to reconsider the existing educational structure and means.

Presenting field-related issues encountered by teachers, discussing solutions, and enabling their contribution to problem-solving.

The implicit objectives of the pedagogical mentoring program for newly appointed university professors, as established by the Ministry of Higher Education and Scientific Research, as outlined in Ministerial Decision No. 932 dated July 20, 2016, encompass 22 areas, including (Al-Ajlani, 2005, p. 24):

3. Introduction session: policies and objectives of university education:

Ethics and manners in higher education.

Pedagogical vigilance.

University education between the (LMD) system and the classical system: challenges and reality.

Development of training, education, and the environment program.

Work portfolio, internships (applied content, management techniques, and assessment networks).

Education and training within the (LMD) system: pedagogical and educational characteristics.

Pedagogy and pedagogical psychology in training.

Student training.

Techniques for activating training teams and supervision.

Evaluation and development of competency networks.

Roadmap and student project sheet.

Conditions and roadmap for activity-based training.

Information technology techniques and digital tools.

Methods and means of teaching: information technology and communication techniques.

Methods and procedures for developing high-quality training programs.

Language education lessons: Intensive Language Education Center.

Techniques of written expression and a model of scientific reporting.

Bibliographic research techniques and preparation of documents suitable for the training path.

The purpose of university education.

The role and tasks of research.

External relations.

Moral and professional responsibility of the university.

Education, training, and human relationships.

Although there are some repetitive aspects and unclear ones, the objective of this training can be summarized in the following points (Btaqa, 2021, p. 557):

Teaching the principles of university legislation.

Introduction to didactics and pedagogy.

Psychology and educational psychology.

– *Methods of lesson design, preparation, and pedagogical communication.*

– *Student assessment techniques.*

– *Distance education.*

– *Utilization of information and communication technologies in teaching.*

The Relationship between Pedagogical Training for Professors and Effective University Teaching Methods

Teaching is both a science and an art, and its diverse and multiple methods require university professors to have distinctive approaches in how they employ each method based on the educational context. This includes considering students' abilities, needs, motivations, knowledge, and even their different social backgrounds, as well as the nature and specialization of the subject being taught, and the organizational and structural framework of the teaching environment, such as classroom size, student enrolment, and so on.

There are ten factors that affect teaching methods, as mentioned by Zakaria Ismail in his book "Preparing and Qualifying Teachers - Educational and Psychological Foundations." These factors are as follows (Ghalem & Abi Mouloud, 2018, p. 357):

The extent to which the teacher understands the general objectives of education.

- The extent to which the teacher understands the specific objectives of teaching their subject or specialized topic.
- The type of curriculum, as teaching methods and their effectiveness differ between separate subject curriculum, activity-based curriculum, unit-based curriculum, and core curriculum.
- The type of subject matter and its difficulty level, and its relevance to the students' goals, interests, and needs.
- The organization of the school day and the allocated time for teaching each subject.
- The availability of good textbooks and educational resources that are suitable for the subject matter.
- The teacher's awareness of their role and function in social change.
- The teacher's responsibility to participate in improving the school environment and raising its standards.
- The characteristics of the students whom the teacher is teaching.
- The level of interest and involvement of parents in the happenings within the

school where their children are learning, and their contribution to curriculum development.

All these factors, along with others, have an impact on the teacher's selection of teaching methods, which should be chosen based on the pedagogical context they are in. In the following, we will briefly present some of the most common university teaching methods, focusing on the positive aspects of each method and when it should be employed or avoided in teaching. These methods include:

The lecture method is considered one of the traditional methods in higher education teaching. It is also known as the expository or didactic method. It involves the instructor transmitting information and ideas to the learners, who act as passive recipients without engaging in discussion or expressing their opinions. The teacher is the focal point of the teaching process in this method. Lectures allow for the delivery of a large amount of information in a short period, without requiring much effort or time for preparing instructional materials or devices. This is especially useful when there is a lack of appropriate material or environmental resources for implementing other teaching methods. Additionally, lectures help establish the academic credibility of the instructor, particularly for novice teachers. The pedagogical training of newly employed university professors plays a role in guiding them to adopt the

lecture method initially in their teaching careers, enabling them to gain more self-confidence and establish their scholarly identity and competence (Al-Khaza'leh, Al-Zboun, Al-Khaza'leh, Al-Shobaki, & Al-Suhni, 2011, p. 189). 1-

It is worth noting that the lecture method serves as a training tool for novice professors, as it requires significant effort in teaching and delivering lectures. Additionally, it exposes them directly to diverse student communities, which helps develop their presentation skills and body language proficiency.

Although the lecture method is a traditional teaching approach, it remains indispensable in Algerian universities due to the need for teaching large numbers of students. As it is well known, overcrowding is one of the pedagogical challenges in our universities.

1- Discussion and Dialogue Method:

2- The discussion and dialogue method is considered one of the dynamic approaches in teaching, as it relies on interactive engagement between the teacher and students. Its roots can be traced back to the Greek philosopher Socrates, who was among the first to emphasize that education is not merely about pouring opinions into empty minds (Al-Khaza'leh, Al-Zboun, Al-

Khaza'leh, Al-Shobaki, & Al-Suhni, 2011, p. 205).

3- According to Reece and Walker, the discussion method, also known as a teaching strategy, involves students speaking to each other about shared topics of interest (Saedi & Al-Balushi, 2009, p. 140). Some of the benefits of this method include (Saedi & Al-Balushi, 2009, p. 142):

- It works on developing linguistic intelligence among students during the discussion of given problems.
- It cultivates scientific processes in students, such as reasoning and inference.
- It reduces daydreaming and mental distractions in the classroom.
- It is an effective method for changing students' orientation towards a specific subject or issue.
- It increases students' self-confidence.
- It trains students to become critical thinkers.
- It provides feedback on students' acquisition of information.

It is evident that discussion and dialogue are among the most effective teaching methods, especially when it comes to the humanities and social sciences. These subjects involve studying various

phenomena that require discussion, idea exchange, and the exploration of multiple perspectives to arrive at solutions for diverse problems.

A study conducted by a researcher at the College of Humanities and Social Sciences, Mohammed El-Bachir El-Ibrahimi University in 2022, highlighted the contribution of pedagogical training for newly employed university professors in the effectiveness of teaching. The study revealed that this training significantly influenced the adoption of these methods by the mentioned professors.

3.1. The problem-solving method:

The foundation of this method is for the teacher, in their teaching of a specific subject, to present a problem to their students. The students, in turn, engage in research and scientific inquiry to try to find a solution to this problem. This method relies on posing progressively challenging questions to the students, aiming to reach a particular concept. This concept is characterized by its focus on the student, with the teacher's active involvement (Shahin, 2011, p. 59).

John Dewey analyses the elements of scientific thinking in problem-solving as follows, as mentioned by Al-Hariri in "Teaching Methods Between Tradition and Innovation" (2010, p. 91):

- Perceiving and identifying the problem.
- Gathering information about the problem.
- Formulating appropriate hypotheses to solve the problem.
- Verifying the hypotheses through experimentation.
- Reaching conclusions or laws.
- Applying the results.
- The elements proposed by this American thinker in scientific problem-solving are considered among the successful models in this field. Solving classroom problems is not based on spontaneity but characterized by scientific methodology, following precise scientific steps.
- It is worth noting that this method attracts students towards learning, which is what Algerian students need in terms of instilling motivation for learning. It starts from the initial stage mentioned in its steps, which is perceiving the problem. However, the teacher is required to discover problems that students experience. It is not possible to discuss the issue of migration to rural areas, for example, in our society, as the prevailing phenomenon is

migration to urban areas.

3.2. The Inductive Method:

The Inductive Method involves the teacher extracting information from students by stimulating their thinking abilities through a series of sequential questions, diverse examples, or consecutive evidence that lead to the desired knowledge and its definition for them (Nun Center, 2011, p. 103).

This method can be divided into two contrasting approaches. The first approach is known as the deductive method, where the student starts from general principles to arrive at specific details. The second approach is called the inductive method, which involves gathering specific details to reach general conclusions or principles (Nun Center, 2011, p. 103).

In modern education, various advanced teaching methods have emerged that take into consideration the different circumstances surrounding higher education, whether they are related to the professor, students, curriculum, or organizational structure, in order to achieve what is known as effective teaching or instructional effectiveness.

We have outlined some of the teaching methods in a study we conducted on the effectiveness of pedagogical training and its contribution to improving teaching methods. It has been found that the pedagogical training of newly employed

university professors has played a role in determining the adopted teaching methods, particularly the methods of discussion and dialogue, the inductive method, and problem-solving method. It has been revealed that the effectiveness of the facilitators and their experience in the field of teaching are influential factors in choosing these methods.

The sixth section: The reality and applications of pedagogical training for university professors in Algerian universities

In our interpretation of the reality of pedagogical training programs in Algerian universities, we rely on field studies conducted by a group of researchers in various national universities. These studies include the following:

Study 1:

Hussein Najat conducted a study titled "The Role of Effective Training in Enhancing the Job Performance of New Assistant Professors: The Case of Constantine University" which was published in the Journal of Knowledge Bridges in September 2021. This study aimed to address the following questions:

To what extent does pedagogical training contribute to the professional performance of new assistant professors?

Is it necessary for every university professor to undergo mandatory training,

especially in light of the COVID-19 pandemic?

What training program did the remote training unit at Constantine University adopt for the training of newly appointed professors?

The researcher analyzed the content covered in four main workshops conducted on the e-learning platform of the University of Mentouri Brothers - Constantine. Each workshop included a set of activities.

The study concluded that the pedagogical training program contributes to improving the performance of newly appointed professors. The ultimate goal of the pedagogical support unit is to provide new professors with scientific knowledge, pedagogical skills, and practical and technical abilities related to the teaching profession.

Study 2:

Researchers Hanan Abdelkadir and Rabah Guedouri conducted a study titled "The Role of Pedagogical Training in Improving the Job Performance of New Assistant Professors." This study was published in the Journal of Al-Jamea for Psychological and Educational Studies in 2020. The study aimed to investigate the contribution of pedagogical training in the following areas:

Developing the capabilities of new assistant professors.

Enhancing the behavior of new assistant professors.

Ensuring the success of the training process for new assistant professors.

Assessing the contribution of the training program to the success of training new assistant professors. -

The study was conducted on a sample of 30 new assistant professors who underwent pedagogical training. The selection of participants was done randomly. The study employed a descriptive methodology. The findings revealed that pedagogical training plays a role in improving the job performance of new assistant professors in the university setting. It is considered one of the important supportive processes for human resource development, skill enhancement, and activation. The study also indicated that the trainer has a good ability to transfer information and knowledge, given their scientific, pedagogical, and educational potential in effectively conveying ideas and information to the trainees.

The third study, conducted by Lilia Aïn Souiah and Salihah Ghlal, focuses on the training of new university professors in the context of improving the quality of higher education in Algerian universities. The study was published in the Journal of Al-Maidan for Sports, Social, and Humanitarian Studies in March 2019. The

study aimed to address the following questions:

- 1- What are the objectives of training new university professors?
- 2- What are the forms of implementing this training?
- 3- What are the obstacles to generalizing the experience of this training?
- 4- What are its future goals?
- 5- The researchers employed a case study methodology and chose the universities of Guelma (8th May 1945) and Souk Ahras (Mohamed Cherif Messaadia) as the cases to be studied. The study sample consisted of 33 professors from one university and 58 professors from the other. The study found that this training provides university professors with an opportunity to explore new teaching methods, such as preparing lessons through the web, creating exercises and questions in an online space, and utilizing new mechanisms in the field of information and communication technologies. Furthermore, the study concluded that this training at the university level offers an opportunity for new professors to integrate into the university where they are employed through continuous interaction with various

mentors and responsible individuals within the university.

The fourth study conducted by Mansour Boubecker and Mohamed Essabaa is titled "The Impact of Pedagogical Accompaniment Program on Teaching Skills Acquisition for Newly Recruited University Professors." The study was published in the Ansanah Journal of Research and Studies in May 2021 at the University of El-Oued, Algeria. The study was based on the hypothesis that the pedagogical accompaniment program, directed towards newly recruited professors, has a positive effect on acquiring the necessary professional skills for university teaching.

The study included a sample of 38 professors, and the experimental method was employed using a pretest-posttest design. The findings of the study indicated a positive impact of the pedagogical accompaniment program on newly recruited professors. The program helped shape the knowledge and refine the skills of the professors, enabling them to enter the field of education with enhanced teaching abilities.

Study 5:

The researcher conducted a study on the contribution of the Pedagogical Accompaniment Program for newly employed university professors in enhancing teaching effectiveness. The

study took place at the Faculty of Social and Human Sciences, Mohamed El-Bachir El-Ibrahimi University in Bordj Bou Arreridj in January 2022. The study sample consisted of seven professors out of a total of 12 who underwent this training at the college since 2016.

The researcher prepared an interview questionnaire consisting of eight questions divided into two main axes to answer the study's hypotheses, which are:

The pedagogical training of newly employed university professors contributes to motivating students' learning.

The pedagogical training of newly employed university professors contributes to the selection of appropriate teaching methods.

After interviewing the participants, the following results were obtained:"

Results of Hypothesis 1:

The study found that newly employed professors who underwent the Pedagogical Accompaniment Program demonstrate diversity in the methods they use to enhance and motivate their students. However, their interaction with students, praising their achievements, and motivating them for further success were the most commonly used methods. These approaches stem from the idea of making the student the center of the pedagogical process, which is embedded in the

pedagogical training program, particularly in the "Education and Training within the LMD System" axis. The pedagogical structure consists of multiple factors that contribute to the success of the educational process.

The study also revealed that the Pedagogical Accompaniment Program empowers newly employed professors to motivate students towards learning by raising awareness about the importance of their academic disciplines. Due to the lack of financial incentives in Algerian universities, professors are required to rely on intrinsic motivators. Therefore, professors at the Faculty of Social and Human Sciences motivate their students by emphasizing the significance of their academic disciplines in the field of social and human sciences, which is considered vital and relevant to various social aspects, despite facing marginalization in employment and job competitions.

Another result of the study is that the Pedagogical Accompaniment Program has contributed to enhancing communication between professors and their students outside the classroom. This communication includes academic guidance and mentoring, indicating the effectiveness of the program, particularly in the "Training and Human Relations" axis. It is evident that its contents have influenced the nature of communication relationships between professors and students.

This confirms the modern role of university professors in guidance, mentoring, and character formation, which occurs through mutual interaction between professors and students in various teaching and activity situations.

The study also found that the Pedagogical Training Program contributes to activating students' engagement within the classroom by stimulating their motivation for learning. This motivation leads to their curiosity, questioning, and seeking clarification, all of which require active participation in lesson activities and encourage integration throughout the session.

Results of Hypothesis 2:

** It was found that newly recruited professors employ diverse teaching methods, particularly the discussion and dialogue method, the discovery method, and the problem-solving method. The first method places the student at the centre of effectiveness, encouraging them to rely on themselves. The second method emphasizes the positive role and activity of the teacher in the educational process, allowing them to explore information independently without relying solely on textbooks or the teacher. The third method stimulates student motivation through the subject matter of the lesson and their interest in it. Therefore, newly recruited university professors undergoing pedagogical training programs utilize a variety of*

effective teaching methods. This can be attributed to the diversity of the subjects they teach, as each subject requires a specific teaching approach. This is evidence of the effectiveness of the training program

**The pedagogical mentoring program has contributed to the use of several tools and techniques in remote teaching by professors, including Moodle, email, Zoom, Google Meet, and social media platforms. These modern technologies assist in remote teaching in light of the current challenges fascientific research, such as the necessity of employing information and communication technology and learning and teaching techniques. Additionally, this can be attributed to the exceptional health conditions in the country due to the COVID-19 virus and the risks of infection tracing nsmission among students during physical interactions.*

- Newly recruited university professors utilize planning, implementation, and evaluation skills in their teaching process. However, the field study revealed that evaluation skills are the most frequently used. This can be explained by the fact that evaluation is one of the specific objectives of in-service training.*
- The efficiency of the trainers in the pedagogical training program plays a role in training newly recruited*

university professors pedagogically. Experienced professors have a strong pedagogical knowledge base and hold high academic degrees, enabling them to transfer their experiences, knowledge, and skills acquired throughout their academic career. This positively impacts the training process for newly recruited professors.

As a general conclusion, the researcher found that this program has had an impact on the effectiveness of teaching among newly recruited professors, particularly in terms of improving teaching methods and skills. Additionally, the program has shown an effect on professors by enabling them to motivate student learning. The influential factor in this training is the efficiency of the trainers and the quality of the training program itself, despite the limited training hours according to their perspectives.

Based on the presented previous studies' results, it is evident that the pedagogical mentoring program for newly recruited university professors, adopted by the ministry since 2016, has had a positive impact on their pedagogical training.

Summary of the Axis

We conclude that pedagogical training for university professors is crucial in enhancing teaching effectiveness. It works towards their development by providing them with various knowledge, skills, and effective teaching methods. Additionally, it

keeps pace with the ongoing changes in higher education, equipping professors with the necessary tools. One prominent role of this training in the pedagogical domain is solving practical problems encountered by professors through their interaction with experienced individuals.

Several Algerian studies conducted on the topic of pedagogical training for university professors and its contribution to teaching effectiveness have demonstrated its positive impact. This calls for further attention and development of the training process by leveraging international programs while considering the social and cultural specificities of our society.

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