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The role of applied pedagogy through the practical education program in acquiring some teaching competencies for the student

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ABSTRACT

The study aimed to investigate the role of the Applied Pedagogy Unit within the practical education program as two highly significant components in the process of acquiring teaching competencies among second-year undergraduate students at the Institute of Physical and Sports Activities Sciences and Technologies at Amar Thelidji University in laghouat Algeria. The study included a sample of 28 male and female students enrolled in the academic year 2022/2023. We used a questionnaire as a data collection tool. After conducting statistical analyses and evaluations, the results indicate that the Applied Pedagogy Unit plays a crucial role in students' acquisition of teaching competencies. This enables students to gain knowledge and practices that significantly assist them and prepare them to become educators in one of the three educational stages.

Keywords: Applied pedagogy - Practical education - Teaching competencies

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INTRODUCTION :

The educational system is an organized and active space aimed at bringing about modifications, changes, and development in the behavior of learners. The teacher plays a central role in the educational process, serving as the driving force for all elements of the educational system. The preparation of teachers before entering the workforce has become a strategic approach in many countries to reform the educational system. The assignment of preparing teachers at universities responds to contemporary trends, emphasizing high competency.

According to Nawaf Al-Ghareebi and Haya Al-Sabeai, the teacher is the cornerstone responsible for advancing generations to achieve the desired goals of the education process. Thus, professional preparation, both theoretically and practically, is crucial for teachers to fulfill their roles effectively.

Living in an era that emphasizes the importance of theory and application together, narrowing the gap between them is crucial. This is where the efforts of theorists in the field of education come into play, contributing to the educational field. The importance of application is evident, as it allows generations to benefit from the efforts of educational theorists (Nawaf Al-Ghareebi and Haya Al-Sabeai, 2013, p12).

All these studies encompass the responsibility entrusted to teachers in educating the future generation and preparing them for a prosperous future. This is achieved by realizing the desired educational objectives. In order for the teacher to fulfill their educational role effectively, they must possess a set of educational competencies, such as teaching and assessment competencies, classroom management, human competencies, and others.

The process of developing practical education is not inherently difficult. If we consider the previous practical training methodologies that have been applied for an extended period, we find them based on a traditional structure with both general and specific foundations. Scientific training still heavily relies on this framework, so the renewal must be comprehensive and grounded in

scientific principles to break away from outdated concepts and focus on new standards.

Teacher training institutions should move beyond the task of merely preparing a group of teachers. Instead, their mission should involve building an educated cadre familiar with modern teaching methods and skills. This will enable them to practice their profession with high proficiency. The focus should shift from traditional concepts to new standards, recognizing that education faculties are tasked not only with producing teachers but with developing a knowledgeable workforce equipped with contemporary teaching skills.

2-Research Problem :

Practical education serves as an educational laboratory where student teachers apply theoretical principles and educational theories from both old and modern educational schools. This integration is crucial in preparing physical education teachers, enabling them to handle all stages of the educational process with precision, fluency, and comprehensive understanding of necessary teaching skills and practices. However, observations in practical education programs reveal challenges hindering students' acquisition of educational knowledge and their ability to apply theories in the field.

In the context of modern educational theories and curricula, it has become essential for teachers, especially in the field of sports, to enhance their theoretical knowledge and practical application. This is necessary for the advancement and improvement of education, similar to advanced countries worldwide.

The study problem emerged from field observations of practical education programs, revealing several challenges and difficulties preventing student teachers from acquiring educational knowledge. The study also highlighted the tendency to rely on theoretical knowledge only, neglecting the necessary teaching practice. As teacher preparation is fundamentally integral to the educational process, the Practical Education program must be meticulously organized with a systematic scientific plan. This plan has a profound impact on equipping student-teachers with all the necessary teaching competencies. It instills confidence in them, provides assurance, and allows opportunities for hands-on teaching experience. Moreover, it aids in refining various teaching skills, developing a unique teaching style, and crystallizing their educational philosophy. Practical education serves as a practical laboratory where student-

teachers apply educational principles and theories in a productive manner, shaping a comprehensive educational approach. Therefore, we deemed it essential to study this phenomenon.

3-General Question :

Is there a statistically significant relationship between the practical pedagogy unit in the practical education program and the acquisition of teaching competencies among students at the Institute of Physical Activities Sciences and Technologies, University of Laghouat?

3-1 Specific Questions:

.1 Is there a significant relationship between the practical pedagogy unit in the practical education program and the acquisition of lesson planning skills among students at the Institute of Physical Activities Sciences and Technologies, University of Laghouat?

.2 Is there a significant relationship between the practical pedagogy unit in the practical education program and the acquisition of lesson execution skills among students at the Institute of Physical Activities Sciences and Technologies, University of Laghouat?

.3 Is there a significant relationship between the practical pedagogy unit in the practical education program and the acquisition of lesson evaluation skills among students at the Institute of Physical Activities Sciences and Technologies, University of Laghouat?

4- Hypotheses :

4-1General Hypothesis :

There is a statistically significant relationship between the practical pedagogy unit in the practical education program and the acquisition of teaching competencies among students at the Institute of Physical Activities Sciences and Technologies, University of Laghouat.

4-2 Specific Hypotheses :

Firstly, there is a significant relationship between the practical pedagogy unit in the practical education program and the acquisition of lesson planning skills among students at the Institute of Physical Activities Sciences and Technologies, University of Laghouat .

Secondly, there is a significant relationship between the practical pedagogy unit in the practical education program and the acquisition of lesson execution skills among students at the Institute of Physical Activities Sciences and Technologies, University of Laghouat .

Thirdly, there is a significant relationship between the practical pedagogy unit in the practical education program and the acquisition of lesson evaluation skills among students at the Institute of Physical Activities Sciences and Technologies, University of Laghouat.

5- Research Objectives:

*Evaluate practical education programs adopted by physical education institutes.

*Determine the contribution of practical education programs to preparing future teachers.

*Identify strengths and weaknesses in the practical pedagogy unit within practical education programs and propose suitable enhancements to improve students' practical education levels.

6 -Research Significance:

*Examine practical education programs that play a significant role in teacher preparation.

*Assess the contribution of practical education programs to teacher preparation for the teaching phase.

*Highlight the importance of practical education in bridging the gap between theoretical and applied aspects.

*Emphasize the significance of achieving practical education objectives.

7-Research Areas :

Research areas represent the framework within which variables will be addressed during the study. It is essential to clearly define these variables to maintain control over the research. (Mohammed Abdel Fattah Al-Serfy, 2005: p.86.)

7-1 Temporal Scope :

The researcher conducted the field study from November 2022 to May 2023.

During this period, the researcher distributed questionnaires measuring the practical pedagogy unit in the practical education program and teaching competencies.

7-2 Spatial Scope :

The study was conducted at the Institute of Physical Activities Sciences and Technologies, University of Laghouat, where the researcher distributed and collected research questionnaires.

7-3 Human Scope :

The study included second-year undergraduate students at the Institute of Physical Activities Sciences and Technologies.

8- Key Terms and Concepts :

8-1 Practical Education:

It is "various activities through which students are exposed to all aspects of the educational process progressively. It starts with observation, and then students engage in the duties performed by teachers until, ultimately, they practice all the teacher's tasks" (Al-Amin Abdul Hafeez Abu Bakr, 2003, p. 25).

Procedural Definition of Practical Education: A set of practical activities based on a systematic and planned curriculum aiming to acquire and develop the skills required for teaching and all aspects related to the educational situations experienced by the student intern

8-2 Teaching Competencies :

The interactive process that occurs inside or outside the classroom between the teacher, students, and the subject matter through knowledge sources and various activities (Saleh Nassar et al., 2002, p. 12).

8-3 Applied Pedagogy :

A unit within the practical education program studied in the second year of the undergraduate program. It aims to prepare future teachers, where students who have acquired certain knowledge become the teachers, and their peers become the learners within their group.

9- Survey Study:

It is "the process of surveying the conditions surrounding the phenomenon that the researcher wishes to study, identifying the main hypotheses that can be formulated and subjected to scientific research" (Marwan Abdul Majeed Ibrahim, 2000, p. 38).

9-1 Steps of the Survey Study and its Procedures :

9-1-1The Theoretical Survey Study :

The researcher compiled a comprehensive list of books, sources, articles, and previous studies related to the study variables.

9-1-2The Field Survey Study:

The goal of the field survey study is to train the researcher in constructing and applying data collection tools used in the study, ensuring their validity. It involves applying these tools to the core study group to observe any important points and confirm their validity.

The survey study sample included 7 students. Preliminary results were obtained in line with the overall research objective and study hypotheses.

10- Research Method :

We chose this methodology because it aligns with the nature of our research, intending to describe factors and conditions at each stage systematically, collecting facts and data related to the phenomenon under study. Therefore, the descriptive research methodology was selected.

10-1Descriptive-Correlational Methodology:

It involves studies that aim to reveal relationships between two or more variables quantitatively, determining the type of correlation, whether simple or multiple, and indicating correlation coefficients (Mohammed Khalil Abbas et al., 2014, p. 77).

11- Research Community and Sample :

11-1 Research Community :

It includes all elements and components related to the problem or phenomenon under study (Rabhi Mustafa Alian and Osman Mohamed Ghoneim, 2000, p. 137). In our study, the research community consists of all second-year undergraduate students at the Institute of Physical Activities Sciences and

Technologies, University of Laghouat.

11-2 Research Sample:

It is a subset of the research community tested in a specific manner for the study. In our study, the sample consists of 28 students and female students.

12-Data Collection Tools and Methods :

The research tool is the sole means by which the researcher can solve the problem posed in the study and ensure the validity of its hypotheses. "Data collection tools are the set of methods and measures adopted by the researcher to obtain the required information for understanding and solving the problem from relevant sources" (Mohammed Zaid Hamdan, 1999, p. 77).

In our research, we used:

- Applied Pedagogy Measurement Form.
- Teaching Competencies Measurement Form.

-1-12Steps in Building the Questionnaire :

The first step:

1--Initially, the researcher reviewed some previous studies and references related to the research and observation networks that measure the study variables. Notable sources include:

- Mohammed Qataf, 2015.
- Suhaila Mohsen Kazem Al-Fatlawi, 2004.
- Abdel-MoneimAldardir, 2004.

2- Extracted and compiled a maximum number of phrases measuring practical education programs. These were divided into two levels:

Level 1: Defining phrases for the Applied Pedagogy form through the practical education program related to second-year students. An initial form was built based on the study hypotheses, consisting of 12 phrases distributed on three axes.

Level 2: Defining phrases for the form related to second-year students, distributed across three axes :

- Planning Competency ‘
- Execution Competency ‘
- and Evaluation Competency .

An initial form was built based on the study hypotheses, consisting of 36 phrases.

13-Tool Validity and Reliability:

13-1 Tool Validity :

The researcher used expert validity, presenting the tool to a group of 7 experts.

13-2 Tool Reliability :

We calculated the reliability coefficient using the Split-Half method (Guttman's method) once:

- Split-Half Reliability Coefficient for the Applied Pedagogy form:
R=0.85

- Split-Half Reliability Coefficient for the Teaching Competencies form:
R=0.79

Additionally, we calculated the reliability coefficient using Cronbach's Alpha:

- Cronbach's Alpha Reliability Coefficient for the Applied Pedagogy form
($R_{\alpha}=0.932$).

This process was repeated for the Teaching Competencies form, with a reliability coefficient obtained through Cronbach's Alpha.

The first questionnaire:

Cronbach's Alpha	N of Items
0.932	9

The second questionnaire:

Cronbach's alpha reliability coefficient for the "Teaching Competencies"

The role of applied pedagogy through the practical education program in acquiring some teaching competencies for the student

Dr :Rahmountahar

Dr :charbibelkacem

questionnaire is [enter the value.]

Cronbach's Alpha	N of Items
0,893	9

14- Presentation and Analysis of the Hypotheses Results:

14-1 Presentation and Analysis of the First Hypothesis Results:

Below is a presentation of the results of calculating the correlation coefficient between the two axes (Applied Pedagogy Axis) and (Planning Competency Axis) :

Axis	Sample	Mean	Std-dev	R	DF	Sig
Applied Pedagogy	28	41.09	5.98	0.32	27	0.05
Planning Competency	28	34.83	4.93			

Table No (01):

Correlation between the Applied Pedagogy Axis and the Execution Competency Axis.

Table No (01) illustrates the correlation between the Applied Pedagogy Axis and the Execution Competency Axis for the sample of 28 students with 27 degrees of freedom and a significance level of 0.05. The results are as follows:-
-The average score for the Applied Pedagogy Axis is 41.09 with a standard deviation of 5.98.

-The average score for the Execution Competency Axis is 34.83 with a standard deviation of 4.93.

-The Pearson correlation coefficient between the Applied Pedagogy Axis and the Execution Competency Axis is 0.32 at a degree of freedom of 27 and a significance level of 0.05. Thus, we conclude the presence of a significant relationship. Therefore, the second partial hypothesis, which states "There is a

The role of applied pedagogy through the practical education program in acquiring some teaching competencies for the student

Dr :Rahmountahar

Dr :charbibelkacem

significant relationship between the Applied Pedagogy Unit through the practical education program and the acquisition of lesson execution skills for students at the Institute of Physical and Sports Activities Sciences at the University of laghouat," has been confirmed.

14-2 Presentation and Analysis of the Results of the Second Hypothesis:

The results of calculating the correlation coefficient between the two axes (Applied Pedagogy Axis) and (Execution Competency Axis) are presented and analyzed as follows:

Axis	Sample	Mean	Std-dev	R	DF	Sig
Applied Pedagogy	28	41.09	5.98	0.46	27	0.05
Execution Competency	28	44.44	4.49			

Table No (02):

Correlation between the Applied Pedagogy Axis and the Execution Competency Axis.

Table No (02) illustrates the correlation between the Applied Pedagogy Axis and the Execution Competency Axis for the sample of 28 students with 27 degrees of freedom and a significance level of 0.05. The results are as follows:-

-The average score for the Applied Pedagogy Axis is 41.09 with a standard deviation of 5.98.

-The average score for the Execution Competency Axis is 44.44 with a standard deviation of 4.49.

-The Pearson correlation coefficient between the Applied Pedagogy Axis and the Execution Competency Axis is 0.46 at a degree of freedom of 27 and a significance level of 0.05. Thus, we conclude the presence of a significant relationship. Therefore, the first partial hypothesis, which states "There is a significant relationship between the Applied Pedagogy Unit through the practical education program and the acquisition of lesson execution skills for students at the Institute of Physical and Sports Activities Sciences at the University of laghouat," has been achieved.

14-3 Presentation and Analysis of the Third Hypothesis Results:

The role of applied pedagogy through the practical education program in acquiring some teaching competencies for the student

Dr :Rahmountahar

Dr :charbibelkacem

Below is a presentation of the results of calculating the correlation coefficient between the two axes (Applied Pedagogy Axis) and (Evaluation Competency Axis)

Axis	Sample	Mean	Std-dev	R	DF	Sig
Applied Pedagogy	28	41.09	5.98	0.33	27	0.05
	28	44.44	4.36			

Table No (03):

Correlation between the Applied Pedagogy Axis and the Evaluation Competency Axis.

Table No. (03) illustrates the correlation between the Applied Pedagogy Axis and the Evaluation Competency Axis for the sample of 28 students with 27 degrees of freedom and a significance level of 0.05. The results are as follows:

-The average score for the Applied Pedagogy Axis is 41.09 with a standard deviation of 5.98.

-The average score for the Evaluation Competency Axis is 37.74 with a standard deviation of 4.36.

-The Pearson correlation coefficient between the Applied Pedagogy Axis and the Evaluation Competency Axis is 0.33 at a degree of freedom of 27 and a significance level of 0.05. Thus, we conclude the presence of a significant relationship. Therefore, the first partial hypothesis, which states "There is a significant relationship between the Applied Pedagogy Unit through the practical education program and the acquisition of evaluation competency for physical education and sports lesson by individuals in the study sample," has been achieved.

Through all of this, we conclude that the Applied Pedagogy Unit within the practical education program plays a crucial role and has a statistically significant relationship in acquiring teaching competencies for second-year students at the Institute of Physical and Sports Activities Sciences at the

The role of applied pedagogy through the practical education program in acquiring some teaching competencies for the student

Dr :Rahmountahar

Dr :charbibelkacem

University of laghouat. These competencies are necessary for teaching physical education and sports, whether in the university environment through the institute's facilities or in schools across the three educational stages: primary, intermediate, and secondary, through field training or teachers in the three stages.

The study found the following:

- There is a significant relationship between the Applied Pedagogy Unit through the practical education program and the acquisition of teaching competencies by students.
- There is a significant relationship between the Applied Pedagogy Unit through the practical education program and the acquisition of lesson planning competency for physical education and sports by individuals in the study sample.
- There is a significant relationship between the Applied Pedagogy Unit through the practical education program and the acquisition of lesson execution competency for physical education and sports by individuals in the study sample.
- There is a significant relationship between the Applied Pedagogy Unit through the practical education program and the acquisition of evaluation competency for physical education and sports lesson by individuals in the study sample.

The study also suggests the following:

- Intensifying and training students in teaching to acquire necessary teaching competencies.
- Paying more attention to the operational practical aspect in preparing students.
- Encouraging students' interaction with specialized professors to gain necessary experience.
- Proposing a study on the role of field training within the practical education program in students' acquisition of some teaching competencies.
- Providing the student-teacher with the opportunity to understand the responsibilities undertaken by the teacher and how to overcome the challenges encountered while performing the various roles imposed by the teaching

profession. This aims to cultivate positive attitudes towards the educational process and all its related aspects by increasing the professional awareness of the student-teacher.

16- Conclusion:

The preparation and training of physical education and sports teachers are top priorities for institutes of physical and sports activities sciences. Graduates of these institutes are somewhat qualified academically, both theoretically and practically, primarily equipped for educational tasks. This is based on educational curricula prepared to train students, including academic units with scientific specialization (theoretical and practical), theoretical units in physical education and sports, in addition to psychology, educational sciences, and movement sciences. There is also a practical education unit, which is the focus of this study

.It is imperative to pay attention to the development of appropriate educational programs that stem from the essence of education, serving the objectives of educational and pedagogical work. These programs should steer away from teaching topics that do not benefit the future teacher but rather serve the interests of the administration, assisting them in appointing teachers who prioritize the institution's interests first and foremost.

To ensure that students acquire the essential skills, capabilities, and methods that help them perform their roles effectively, these educational programs must be designed to address the core requirements without which the entire educational process and the fate of the students would be at risk of failure. For teachers to reach the required and satisfactory level, they should possess special and distinctive qualities, capabilities, qualifications, and experiences. They should originate from the essence of education rather than being trained in distant disciplines. Additionally, they must have high cognitive abilities and genuine readiness to contribute, free from self-interest and personal ambitions that often control most administrators in institutions and institutes responsible for preparing the future.

This approach makes the preparation process and its stages very challenging and rejected by students. It leads to dissatisfaction, fear, and internal rejection due to the threats and intimidation directed at each individual to accept what is

unacceptable. This is seen as a failed approach lacking any scientific or educational knowledge that teachers and students can benefit from in the future.

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The role of applied pedagogy through the practical education program in acquiring some teaching competencies for the student

Dr :Rahmountahar

Dr :charbibelkacem

the text (eg: ... (Brown, 2006, p35), without omitting to mention the complete reference in the list of references at the end of the document, written in the following manner: