



The stakes of the professionalization of training at the university and learning practices

BOURROUBEY Soraya

Scientific review of economic future

Décembre 2022, Vol 10 -n°01

Page: 564-581

E-ISSN 2676-2218

P-ISSN 2352-9660

Classe

B

Article disponible en ligne à l'adresse:

<https://www.asjp.cerist.dz/en/PresentationRevue/583>

Pour citer cet article :

BOURROUBEY S., (2022), «The stakes of the professionalization of training at the university and learning practices», *Scientific review of economic future*, Vol.10. n°01, p. 564-581.

The stakes of the professionalization of training at the university and learning practices

رهانات إضفاء الطابع المهني على التكوين في الجامعة وممارسات التعليم

Bourroubey Soraya (*)

Faculty of Economics, Commerce and
Management Sciences.
University of Oran 2 Mohamed Ben
Ahmed, (Algeria)
soraya.bourroubey@univ-oran2.dz

Received: 26/04/2022

Accepted: 31/10/2022

Abstract: The purpose of this paper is to find ways of experimentation and exploration for the various educational actors to better the management and use of pedagogical and organizational practices promoting the students' professionalization and professional integration. This is done through a review of the literature of the traditional and pedagogical practices to promote the professionalization of students and facilitate their professional integration. Also, further elements are brought for the reflection and analysis of experiments that have given captivating results that have been proposed to transpose in the context of the Algerian university.

Key words: learning practices; professionalization; students; university; professional insertion.

JEL classification : I23 ; I25 ;

ملخص:

الغرض من هذه الورقة هو إيجاد طرق تجريبية واستكشافية لمختلف الجهات التعليمية الفاعلة، من أجل تحسين إدارة الممارسات التربوية والتنظيمية التي تعزز الاحتراف والاندماج المهني للطلاب. وهذا، من خلال مراجعة الأدبيات، حول الممارسات التربوية الجديدة أو على الأقل، التقليدية المستخدمة

(*) *Corresponding authors*

لتعزيز احترافية الطلاب وتسهيل اندماجهم المهني. كما يتم تقديم عناصر أخرى للتفكير وتحليل التجارب التي تم إجراؤها وأعطت نتائج آسرة، والتي نقترح بنقلها في سياق الجامعة الجزائرية.

الكلمات المفتاحية: ممارسات التعليم، احترافية، طلاب، جامعة، اندماج مهني.

INTRODUCTION

The professional dimension of a training course can be identified not only internally on the basis of the content, methods and speakers, but also, externally, with regard to professional opportunities: rapid access to relatively targeted employment, occupation of a job to the shared satisfaction of the employer and the employee, possible development of a professional and personal dynamic (Rose, J, 2018). Therefore, it is appropriate to propose a university conception of professionalization, articulated explicitly to the traditional missions of training and research. Thus, the professionalizing dimension of the studies can be considered as being a mode of acquisition of professionalism, which encompasses technical, intellectual and cultural dimensions, the fact that requires the acquisition of knowledge, particularly interpersonal skills, so that to have the ability to deal with unexpected situations, to evolve and to adapt to different contexts.

The professionalization of training corresponds to a certain conception of content and training methods articulating disciplinary logics of training and research and professional logics taking into account the employment prospects of students. It takes the form of a singular form of construction of training programs, articulating knowledge and skills with the aim of preparing for professional activity (Rose, J, 2012).

Professionalization contributes to the professional socialization of young learners. It is a matter of preparing the access of young learners to active life and, especially, to singular segments of the productive system, to particular contexts of activities, to practice, to trades even in sectors of production and specific activities. Each of these elements has different objectives in terms of professionalization. In fact, these problems raise the question of methods of: how to promote the professionalization of students? By what learning strategies can the entry into the profession be facilitated? And how should students be prepared for professional reality?

The present research aims to find ways of experimentation and exploration of the various educational actors. This is to achieve a better management and use of pedagogical and organizational practices for the benefit of professionalization and professional integration of students.

Henceforth, we considered it useful to conduct a research through a literature review of new teaching practices or at least those traditionally used to promote the professionalization of students and facilitate their professional integration. We also tend to bring the elements of reflection and analysis of experiments that have given interesting results that are proposed to be transferred in the context of the Algerian university.

We make the following working hypotheses:

H1: Innovative learning practices promote the professionalization of university education.

H2: The integration of young university graduates into the world of work can be facilitated thanks to innovative learning systems.

We begin first, by presenting the challenges of the professionalization of training at university. Then, we study the different methods and approaches that can be practiced in the context of the Algerian university to promote professionalization and facilitate the integration of students into professional life. Also, we offer an analysis of devices that promote the development of skills and professional identity.

1. Stakes of the professionalization of training at university

Generally, professionalization is understood as a process of identity construction. That goes through the institutionalization of a recognized course, by the registration of the status of jobs in a grid, by the recognition of a professional qualification and even, by the institutionalization of a professional body, which constitutes its values, its ethical rules, its prerogatives and the control of its professional space, accordingly. This issue is to be comprehended whether it is an interactionist perspective that puts professional actors at the heart of the process or a functionalist perspective that subordinates actors to institutions. Professionalization does not seem to be the exclusive domain of the training market, nor of the labor market, but the combination of factors that promote the constitution and identification of individual careers (AGULHON, 2007).

According to (Maillard&Veneau, 2006) the movement towards the professionalization of higher education presents major challenges for all players concerned, including universities. The first point concerns the construction of the training offer. The way universities build their training offer has changed profoundly in recent decades. Thus, universities had to wonder about how to define their training map, which encouraged them to better understanding of the professional future of their students.

However, the results of the researchers' work can facilitate the development of the training map and even the definition of the content and methods of training.

Thus, the determining weight of the initial training is admittedly relative, but very strong advantage, to encourage the guarantee of a qualified training to the greatest number, to reduce the dropouts during the course, to highlight the obtaining of a diploma, and to develop diversified training.

Now, the emphasis placed on skills in companies encourages thinking about teaching that better articulates the acquisition of knowledge and skills, the assimilation of knowledge and role-playing. Moreover, the observation of strong professional mobility during working life encourages people to avoid overly specialized training in favor of more transversal training, transferable knowledge and adaptability (Rose, J, 2018).

The results of studies conducted on access to employment for beginners also encourage the development of specific support for integration insofar as these make it possible to build networks, create essential contacts for access to employment and unequally distributed among students for social and cultural reasons.

According to (Agulhon & al, 2012; Montlibert, 2004; Laval, 2003; CollectifAbélard, 2003; ARESER, 1997), the professionalization of university training corresponds to a dimension of a broader analytical perspective, of the relations between Training-Employment- Labor (ReFET), an analytical perspective often identified with the search for a match between training and employment itself, associated with educational planning. However, it is much broader and more diversified both in terms of the objects of research: professional integration, qualifications and skills, inter-institutional relations, links between continuing education and work, etc. and the theoretical approaches proposed (Tremblay, Groleau, & Doray, 2014). This perspective implies understanding of the construction work that establishes the link between the world of education and that work and which is accomplished at different levels of action: institutional, organizational and operational. The first level encompasses the development of frameworks, policies and rules that guide the work of the actors. The second level refers to the different characteristics of university institutions. The last level corresponds to the processes of creating, modifying and evaluating programs.

This process of professionalization affects other dimensions of university as in the case with the management of establishments. The implementation of actions facilitating the integration of students

presupposes organizational decisions that sometimes upset the life of the establishments. In addition, it calls for initiatives and inventive capacities that are inevitable when we set up a new mission which can be transposed to other areas. This presupposes to define an establishment policy to integrate assistance and the establishment of specialized services, which must multiply initiatives and assess their effects. As the creation of the Business-University Liaison Office (BLEU), whose main mission is to support students in a process of integration and access to employment, it also plays a decisive role in strengthening cooperative relations between the university and the socio-economic environment. It represents an interface of information and resources on entrepreneurship and university-business partnership, fulfilling a function of impetus, advice and support for the entire university community.

Finally, the implementation of targeted systems raises the question of equal treatment of students, which is not self-evident in the context of the partnership between universities and companies, the fact that represents a constitutive dimension of professional diplomas or professionalizing systems, like internships and alternation.

2. Innovative learning practices that promote professionalization

Professional training devices represent a specific and complete set of processes or means with the explicit aim, of highlighting the skills and identity components that are likely to be mobilized in particular professional situations (Beckers, Coupremagne, Paquay, & Scheepers, 2002). In addition, forms of professionalization vary according to the context, situations, times, and practices of different actors. Therefore, it is necessary to distinguish between those forms because their goals and results differ as well.

The research study has allowed us to make an assessment of learning devices that can be practiced in the context of the Algerian university.

We present below an analysis of the traditional devices commonly used as well as other innovative and original devices that can be mobilized by Algerian universities in order to promote the development of skills and the professional identity of learners while preparing them for professional reality.

2.1. Traditional learning practices

Traditional learning practices make use of traditional educational techniques and methods:

- Inviting professionals

The participation of practitioners (managers, entrepreneurs, expert consultants, etc.) in course programs aimed at future managers or entrepreneurs is commonly performed.

The introduction to the world of work into the training in the form of specific actions, aimed at raising awareness or meeting with professional circles, can be organized with the students. We can, for example cite the "job-dating" meetings, which offer a brief job interview during which the candidate must convince the recruiter to get a second appointment or even the conferences and meetings of former students where students find answers to their questions (Rose, J, 2018). During these discussions between professionals and students, the speakers share their knowledge, reflections and experiences with the students.

These interventions are offered to them in order to develop their professional identity (Sadzot, et al, 2010) and reflexivity, but also to deconstruct stereotypes and simplistic representations of a profession.

The content of the interactions varies according to the students' prior knowledge, their collaboration and the professional reality with which the expert is confronted on a daily basis. The tutor helps the students to make connections between the different courses and to understand the meaning of those that seem more distant to them (Sadzot, et al., 2010). Indeed, each course taken independently can seem abstract for the students: the professional shows the importance of inter-disciplinarity, accordingly.

However, one of the most widespread applications is certainly the use of live cases (Learned. K.E, 1991). In this approach, the students most often have to analyze a real case and, subsequently, the managers or entrepreneurs directly concerned with it are invited to participate in the discussion and the debates that may follow.

Practitioners, who agree to intervene in rooms, addressing themselves to future managers and entrepreneurs, see themselves too often as mere purveyors of anecdotes and experiences. So, it is important for teachers to be made aware of the fact that they can be solicited with much broader and more interesting aims (Katz. JA, 1995). The latter proposes a set of roles that can be assumed by practitioners in entrepreneurial training; those who have become outrageously well-known are even more likely to make an impression on students of entrepreneurship. In the same vein, well-established entrepreneurs can serve as role models. On this subject, he mentions that his university has imitated Harvard's approach and has associated itself with a list of entrepreneurs who even agree to work very personally with a student, over a period of a few weeks, whether to enable him to see visually the daily reality of an entrepreneur or better yet, to help him develop one or more specific skills. Such initiatives demonstrate that

the participation of practitioners can go beyond their mere presence in the classroom.

It is also possible to put students in contact with role models with whom they are more likely to be able to identify very closely. In this case, entrepreneurs who have started their business successfully and this, right after finishing out the university course (Katz. JA, 1995).

The integration of practitioners in the student's training is an avenue to be explored. Indeed, it can become an excellent pedagogical approach, diminished in universities. Moreover, this is one of the rare win/win situations, where all parties will benefit in the short and long term from this collaboration (Bourroubey. S, 2021). However, it may seem difficult for some teachers to have easy access to practitioners who are willing to invest time with students, outside of situations where the latter are formally hired, to teach a course themselves at a university. An original and interesting suggestion comes from (Buckley. M.R, Wren. D.A &Michaelsen. L.K, 1992) in this regard, this network of students themselves can become an interesting source of recruitment of practitioners. Often coming from family businesses or still in contact with managers or merchants in their personal life, many of these students are generally expected to invite and introduce these people to the members of their group and, moreover, are proud to do so.

- Problem-based learning and project-based pedagogy

The notion of professionalization of training and the construction of professional identity involves using active learning methods that requires an active involvement and participation of the student in the training activity.

Among the methods that make it possible to link higher education with the professional world, we can mention problem-based learning and project-based pedagogy. These methods seek to simulate the real world and to mobilize the skills in concrete situations in order to develop the professional expertise of students (Tynjälä, Välimaa, & Sarja, 2003).

Problem-based learning (PPL): the objective of this method is to offer learning situations similar to those that the student could encounter in the exercise of his/her future profession so that he/she can develop the skills necessary to solving various problems (Donnay&Cheffer, 1997). APP also develops a series of skills, such as communication, reflexivity, collaboration, regulation and self-regulation or even autonomy (Pastirik, 2006; Hmelo-Silver, 2004; MacKinnon, 1999; Dochy et al. 2003; Lohman 2002). Moreover, this method would be more effective than other traditional methods in preparing students for the workplace and its

demands (Lohman, 2002; Pastirik, 2006).

However, the adoption of the APP requires a strong mobilization and perseverance from of the teacher. Thus, as underline (Galand&Frenay, 2005), it can generate certain difficulties, such as a heavy workload for the teacher due to the constant renewal of his course to create new problems, his availability to supervise students or the need to modify and harmonize its evaluation methods.

Project-based pedagogy: it has been increasingly present in higher education for several decades (Reverdy, 2013). Project-based learning is a systematic process of knowledge acquisition and transfer during which the learner anticipates, plans and carries out, in a determined time, alone or with peers and under the supervision of a teacher, an activity observable that results, in an educational context, in an assessable finished product. For (Proulx, 2004), the main objective of this method is to develop the sharing and acquisition of knowledge. Furthermore, it allows acquiring the necessary skills to face the professional problems that the student could meet (Barron & Darling-Hammond, 2010, cited by (Reverdy, 2013). An external sponsor can even give learners a real project.

In the context of the Algerian university, considering the high number of students per specialty, it would be interesting to offer students the realization of a group project. This pooling of a project shared with several students allows them to learn how to lead a collaborative project and work as a team. Also, it is possible to propose projects which present a pragmatic approach to the subject taught, in other words, to give the possibility of acquiring both theoretical knowledge and being able to put it into practice. This allows students to develop a whole series of skills, especially business skills, which will be useful in their future careers.

However, project-based pedagogy can generate some application difficulties. For example, the definition of a project that is too ambitious in relation to the targeted learning (Bordalo&Ginestet, 1993), which would be very difficult to reach by students and which takes too much time to achieve.

- Proposing professional trial experiences

Integrating internships: offering internships in a training course can as well be considered as a method that promotes the professionalization of training. Indeed, they are reflected decisive elements of the degree of professionalization of a training course (Rose, 2008). It is in particular their duration, but also and above all, their quality such as the relationship with the internship supervisor or the frequent application of knowledge learned in class (Giret&Issehan, 2012) that appears as affecting factors.

It is possible to distinguish two types of internship, depending on the

objective. The observation internship, which allows the student to establish a first contact with the world of work and helps him/her to confirm his/her professional orientation and the action internship which places the student in a professional situation close to reality (Bourdoncle&Lessard, 2002).

Internships create a close link between training and the world of work and promote professional integration, since they directly confront theoretical knowledge with the realities on the ground and in the labor market (Escourrou, 2008). They play an important role in the experience acquired in a work situation and in the professionalization of each student: the more frequent and longer the internships, the better the student will be able to acquire experience and preparation for the demands of his/her future business, in both technical and relational levels.

In addition, the internships develop the responsibility of the students who will be able to test and confirm their skills. Thus, they participate in the construction of the professional identity and the insurance of the students, which is characterized by the relationship to oneself, the relationship to the profession, the relationship to training, and the relationship to others (Bélisle& Tardif, 2013 , cited by (Reverdy, 2014), or in other words a representation of oneself as a professional.

However, the organization of a course is not easy and involves several tensions for both the learner and the organizer. The latter must serve as support and to be able to give confidence to his/her students. The learner must be in a reflective posture and must learn by questioning; not to mention the internship supervisor who must guide the learner while respecting his/her pace and his/her theoretical knowledge (Mouton, 2009).

The alternation model: It can be defined as an education in which the acquisition of the skills necessary to obtain a diploma issued by a higher education establishment is done partly in a company and partly at the within the said establishment (MoniteurBelge, 2011).

Thus, we are talking about alternation by training, in which the internship periods are longer, there is a student/company employment contract and the students are paid. The students are therefore not "trainees" but real employees of the company (in training).

Long ignored in higher education, the practice of alternation programs is beginning to develop more and more, particularly in Europe.

The practice of alternation initiates the professional integration of students, also allows them to discover the business world in depth, to acquire social, technical and professional skills, to expand their

professional network, to obtain a higher education diploma and this, via a methodology focused on the practical aspect, to add a valuable first professional experience while being paid. The alternation is then the culmination point between studies and active life because it allows making the link between theory and practice.

Nonetheless, alternation training may encounter certain difficulties, such as finding a company that accepts alternation training. Adding to this difficulty, the increase in the mental load of the student, due to the fact of constantly juggling between two environments, that of the university and that of the company. Consequently, the pace of activities can be difficult for the learner to manage (Apec, 2018).

Concerning the internships, this type of teaching can be practiced easily by Algerian universities. It remains essential to define the legal status of the student who would be on an internship and of the one who would be on an alternation program. It is also important to produce a framework proposing the companies authorized to either receive students an internship or for an alternation program; while defining the responsibilities of each stakeholder.

2.2. Original learning practices

Original learning practices are learning strategies using innovative and original devices:

- The use of classics

It is an original and innovative form of learning, allowing young learners to integrate deep lessons about professional practices in different sectors of activity, as well as to make them aware of the possibility and requirements of a career. This reading of classical authors can be novelists, thinkers or philosophers. In this context, (Benson. G.L, 1992) identifies several relevant readings to offer to students, including "The Prince of Machiavelli", "The Republic of Plato" and "King Lear of Shakespeare". According to him, the heroes and characters of these works can be an important source of inspiration for students who wish to train to become an entrepreneur. As an example, the teacher could use "Moby Dick" (1851) by Herman Melville, a novel in which the character of "Captain Ahab" represents the hero whose fight can be similar to that of the entrepreneur who must fight against all odds to develop his business and make it a success.

Furthermore, in order to help students recognize the importance of intuition and instinct (Benson. G.L, 1992), the reading of "Othello", a tragedy by Shakespeare, is suggested as well. In his opinion, students of entrepreneurship discover there that the fatal fall of "Othello" can be linked to the failures of entrepreneurs who preferred to rely on experts or

analyzes and neglected to follow the paths that suggested to them through their intuition.

In fact, offering the reading of the classics to students helps them to integrate notions that are more difficult to approach through a more conventional pedagogy. Note that the culture of reading is almost non-existent among students who show no interest in this type of activity. Thus, it becomes fundamental to instill in them the importance of the activity of reading for their cognitive and behavioral development, starting in primary school. Though, the success of this type of pedagogical approach would be mainly linked to the right choice of the work to be offered to students. It must be attractive, pleasant, captivating, etc.

We note that the author of the book represents the element of primary for the student's interest which will determine his/her degree of involvement in reading the book. Thus, we can offer as reading to students "El Mouqqadima" by Ibn Khaldoun, a good reference which can be a source of inspiration for students of entrepreneurship, allowing them to recognize the importance of intuition and instinct. This classic remains a timeless masterpiece and available in the three languages taught in Algerian universities (Arabic, French and English). A more recent book, entitled "Le Management, voyage au center des organizations" (Mintzberg. H, 1998), a must-have in management, practical for students of entrepreneurship; it contains several inspiring ideas that can help students to only understand the importance of intuition and instinct, but also learn to recognize them in themselves and act accordingly. We believe that these readings can be very rich and excellent teaching aids to inculcate the basis of the discipline, while considering the social environment in which the student evolves.

- The use of videos

To promote the professional integration of young learners, we can also consider the use of videos and the presentation of short films related to the real story of certain characters who have broken through in their professional careers, which could give rise to reflections and interesting subsequent discussions. (Neck. H.M, Neck. C.P & Mayer. G.D, 1998), highlighted the growing importance of videos in management education. They provide a concrete example of their possible use in the training provided to future entrepreneurs at university. They propose the use of the film "Dead Poet's Society", in which actor Robin Williams plays Professor "John Keating", an unconventional and charismatic character who inspires his students and encourages them to live their lives to the full. He succeeds in arousing a lot of enthusiasm in the latter and the lives

of many of them will be irremediably transformed, consequently.

In addition, the presentation of films with a plot taking place in a business context for students can allow them to observe the managerial reality through the actions of managers and experts in various sectors and contexts (Buckley. MR, Wren. DA,&Michaelsen. LK, 1992).

As a result, certain behaviors and skills can be acquired through the transmission of attitudes, leading the student to recognize and seize opportunities. Thus, the film can be used to create an energetic and creative environment in the context of professional training.

- The use of life stories

(Rae. D & Carswell. M, 2000) have proposed this particularly original approach, based on the consensus that entrepreneurial behaviors are learned through life experiences and the resulting discoveries. As researchers, they first used the life story approach with entrepreneurs to try to uncover the situations and processes by which these people learned to set up successful and high-growth businesses, both to advance knowledge on the subject and to be able to draw implications for entrepreneurship education. Their research enabled them to propose the entrepreneurial learning model, which can subsequently become an original educational tool.

They even suggest that students may be encouraged to develop their biographical and draw a map of their own learning likely to support them in a possible career as entrepreneurs.

The life story can also become an excellent learning tool for entrepreneurship students. This teaching method can be offered by the Algerian university to students wishing to pursue a career in the field of entrepreneurship. Here comes back the criterion for the choice of the life story to be offered to the students. That must be attractive, exciting and of particular interest to them, while of course considering the socio-cultural aspect.

- Train students in identifying and/or creating business opportunities

(Detienne. D.R &Chendler. G.N, 2004), propose four modes of identifying opportunities that can be developed in class: active research, passive research, fortuitous discovery and the creation of opportunities. Their pedagogical approach is essentially based on a vision of a passive search for opportunity, through which creativity is seen as an important skill that can be informed. However, (Epstein-Zau. J, 1996) presents four skills likely to develop creativity: secure, developed, exposed, challenge. They subjected the students to tests and questionnaires before (among other things to check their predisposition to innovate) and after the

training to check the impact of the teaching methods used on the effective skills of the students at the end of the training. The authors note that their results show that not everyone could do it at the same level at the end of the training, but that the fact of having at the start more or less natural abilities for creativity does not prevent all to manage for the increase this last capacity. Nevertheless, these convictions are still far from being widely shared. Indeed (Saks. N.T &Gaglio. C.M, 2002), conducted an exploratory study with teachers to try to answer the problem of the possibility of teaching the identification of opportunities.

This quest for potential business opportunities necessarily begins with the idea generation process. As such, (Gundry. L.K &Kickul. J.R, 1996), propose to train students in the use of a number of creative techniques. (Carrier. C, 2000), has also widely used creativity techniques in the training of future entrepreneurs.

To make, these authors suggest certain methods of the conceptual type, in particular mind mapping, divergent thinking, brainstorming, lateral thinking and metaphorical techniques; also suggest more behavioral methods such as game creation, music creation, drawing creation and creative simulation exercises (image simulation). (Gundry. L.K &Kickul. J.R, 1996), have used these exercises by both graduate students and graduate students; however, they note that graduate (undergraduate) students tend to engage more spontaneously and with more enthusiasm.

It is therefore important to teach students to know how to explore their business ideas in more depth before leading them to start researching information and to teach them strategies for creating, managing and growing a business. It is with this in mind that (Carrier, C, 2008) developed and used a method to help future entrepreneurs better explore all the potentialities of their initial business idea. That of the prospective maps which integrates the use of two creativity techniques, on the one hand, the nominal group and on the other hand, the mental map. It is a pedagogical approach, inspired by the principles of collaborative learning, which makes it possible, to use a group of students who, starting from the initial business idea of one of their own, try to explore all the possibilities and to give it an innovative character.

The proposed approach leads them to first detect the major trends in the environment, to prioritize those they perceive as being the most likely to have an impact on the development of the idea under study and, finally, to explore the possible changes or variants using the mental map. This pedagogical approach was used with twelve groups of students and their perceptions of the usefulness of this tool were collected and analyzed.

The results show that the vast majority of the students greatly appreciated the exercise, which not only allowed them, among other advantages, to visualize on the same map a whole set of possibilities, but also which caused interesting modifications to their initial business idea.

It's clear that the teaching methods using the techniques of developing creativity in students are interesting and really deserve to be offered to students. They have demonstrated their impact in the development of their creative thinking skills; techniques such as mind mapping, divergent thinking, and brainstorming are quite practical to use in our universities and require few material resources.

CONCLUSION

The purpose of this paper is to find ways of experimentation and exploration for the various educational actors from the university environment in order to better manage and use pedagogical and organizational practices, making it possible to promote professionalization and professional integration of students.

The various writings of the literature, allowed us to make an assessment of innovative educational devices or more or less traditionally used, which can be the subject of learning practices, in an attempt to promote the professionalization of students and prepare them for professional reality. Moreover, we are particularly required to learn devices that can be mobilized in the context of the Algerian university.

We are observing a real change in the profession of the university teacher, of which we must be aware. Indeed, the mission of higher education teachers, which consisted solely of disseminating knowledge, has evolved well and truly. Today, they are faced with another mission, that of combining the transmission of theoretical part of knowledge with the practical one. This conditions the students and prepares them to face the complexity of the professional environment.

Thus, to answer the initial questions, it is possible to promote the professional integration of young university graduates, by implementing learning strategies to facilitate their entry into the

profession. This is done by using different innovative learning devices, including the classical ones.

However, some devices are easier to set up and to integrate into training by a teacher, while others are more demanding and require more investment and mobilization in terms of involvement and time. Nevertheless, each helps on its own scale to develop the professional identity of the learner and his / her sense of competence in the profession for which he / she is destined.

However, the use of these devices requires the implementation of structured learning strategies, particularly in relation to the definition of relevant objectives for each learning device. Furthermore, it involves monitoring its implementation and evaluating its effects.

In addition to these learning systems, other actions can be mobilized to support these practices. Thus, the following proposals can be put forward:

- The establishment of specific diplomas such as professional B.A. Degree and professional masters;

- The provision of information and awareness-raising organizations and services to students, offering resources, complementary to disciplinary training and oriented towards preparation for professional life. This increases the chances of access to employment for students, facilitates their stabilization and allows them to develop their careers. It is clear that knowledge of the diversity of access to employment, depending on the sectors of activity and the local labor markets, recruitment methods and human resources management policies of companies, can only facilitate the construction of this insertion path.

- Offering individual and collective support to students facilitates not only the work of explaining the achievements of the training, but also, that of the experience with a view to clarifying the skills possessed. We note that this individual support must be accompanied by a strong personal commitment of the learner to the success of his/her studies in which motivation plays a central role.

This pushes us to conceive the orientation as the construction of a personal project that is both educational and professional.

However, several subjects are worthy of much deeper exploration in order to shed light on certain dimensions of professionalization; such as the establishment of logic skills in the presentation of training, which highlights the link between training and professional integration. This construction of the training map is the result of a complex interplay of actors that should be analyzed before finding the harmonious way to build the courses, both in reference to the desirable progressions in terms of acquisition of knowledge and disciplinary knowledge; with regard to probable professional prospects (Rose, J, 2018).

There is also the issue of: How are the qualities of students recognized? And what is ultimately their value in the eyes of employers? (Rose, J, 2012). Effectively, this is very relative and depends on the state of the labor market, the extent of the production of diplomas and its credibility as well as the existence of recognition systems. Thus, during their educational journey, students acquire many professional skills that remain potential as long as they are not confirmed in a job situation; especially since this recognition of the qualities of people varies greatly depending on the sector of activity.

Finally, it is with regard to this reference that we can appreciate the real dimension of professionalization of the various initiatives taken at universities and consider that some of them are not applicable. In fact, not every single time spent in a company is automatically professionalizing and not every kind of university training is set to be unrelated to the qualities expected for a job.

REFERENCES:

- Bordalo, I., & Ginestet, J. (1993). *Pour une pédagogie du projet*. Paris: Hachette.
- Apec. (2018). *L'alternance dans l'enseignement supérieur. Bilan et perspectives. Les études de l'emploi cadre*. Recover on <https://presses.apec.fr/files/live/mounts/media/fichiers/SyntheseAlternanceembargo.pdf>
- Beckers, J., Coupremagne, M., Paquay, L., & Scheepers, C. (2002). *Les méthodes actives au service de la professionnalisation des étudiants de l'enseignement supérieur*. Analyse

de dispositifs qui favorisent le développement des compétences et de l'identité professionnelle. Presse de l'Université de Liège et Université Catholique de Louvain.

Benson. G.L. (1992). Teaching entrepreneurship through the classics. *Journal of Applied Business Research*, 8(4), pp. 135-142.

Bourdoncle, R., & Lessard, C. (2002). Qu'est-ce qu'une formation professionnelle universitaire ? Conceptions de l'université et formation professionnelle. *Revue française de pédagogie*(139), pp. 131-153.

Bourroubey. S. (2021). La promotion de l'enseignement de l'entrepreneuriat dans les universités algériennes. Premier Colloque national sur « L'entrepreneuriat dans le milieu universitaire. Département des sciences Économiques en partenariat avec la Maison de l'Entrepreneuriat de la wilaya de Sidi Belabes.

Buckley. M.R, Wren. D.A, & Michaelsen. L.K. (1992). The role of managerial experience in the management education process: status, problems and prospects. *Journal of Management Education*, pp. 303-313.

Carrier, C. (2008). The prospective map: a new method for helping future entrepreneurs in expanding their initial business ideas. *International Journal of Entrepreneurship and Small Business*, 5(1), pp. 28-44.

Carrier. C. (2000, Mai/Juin). Défis, enjeux et pistes d'action pour une formation entrepreneuriale renouvelée. *Revue Gestion*, pp. 149-163.

Detienne. D.R, & Chendler. G.N. (2004). Opportunity identification and its role in the entrepreneurial classroom: a pedagogical approach and empirical test. *Academy of Management Learning and Education*, 3(3), pp. 242-257.

Donnay, J., & Cheffer, J. (1997). L'apprentissage par problème (A.P.P.) dans la formation initiale d'enseignants à l'université : Stratégies et médias pédagogiques pour l'apprentissage et l'évaluation dans l'enseignement Supérieur. Actes du 15^e Colloque de l'Association Internationale de Pédagogie Universitaire, (pp. 625-634).

Epstein-Zau. J. (1996). Le jeu enjeu. Paris: Armand Colin.

Escourrou, N. (2008). Le stage : lien privilégié entre formation et emploi. Colloque RESUP. Dijon.

Galand, B., & Frenay, M. (2005). L'approche par problèmes et par projets dans l'enseignement supérieur. Presses universitaire de Louvain.

Giret, J., & Issehane, S. (2012). L'effet de la qualité des stages sur l'insertion professionnelle des diplômés de l'enseignement supérieur. *Formation Emploi*(117), pp. 29-47.

Gundry. L.K, & Kickul. J.R. (1996). Flights of imagination : fostering creativity through experiential learning. *Simulation & Gaming*, 27(3), pp. 349-334.

Katz. J.A. (1995). Managing practitioners in the entrepreneurship class. *Simulation & Gaming*, 26(3), pp. 361-375.

Learned. K.E. (1991). The use of living cases in teaching business policy. *Education Management*, 15(1), pp. 113-120.

Maillard, D., & Veneau, P. (2006). La professionnalisation des formations universitaires en France. Du volontarisme politique aux initiatives locales. *Les Cahiers de la recherche sur l'éducation et les savoirs*(5), pp. 75-90.

- Mintzberg, H. (1998). *Le management (Voyage au centre des organisations)*. Paris: Editions d'Organisations.
- Moniteur Belge. (2011, Décembre 8). Décret sur l'enseignement en alternance. Décret relatif aux études relevant de l'enseignement supérieur en alternance, 37246.
- Mouton, J. (2009). *Recover on Analyse de l'activité de conseil du maître formateur en stage de pratique accompagnée : L'accompagnement dans la formation*: <https://journals.openedition.org/rechercheformation/421>
- Neck, H.M, Neck, C.P, & Mayer, G.D. (1998). *Proceeding of USASBE annual National Conference*. Neck, H. M., Neck, C. P., & Meyer, G. D. (1998). *Dead poet's society : eight lessons for entrepreneurs*. Florida: Clearwater.
- Proulx, J. (2004). *Apprentissage par projet*. SainteFoy : Presses de l'Université du Québec., p. 31.
- Rae, D, & Carswell, M. (2000). Using life-story approach in researching entrepreneurial learning : the development of a conceptual model and its implications in the design of learning experiences. *Education & Training*, 42(5), pp. 220-227.
- Reverdy. (2014). Dossier de veille de l'IFÉ, 91. *Recover on De l'université à la vie active*: <https://edupass.hypotheses.org/334>
- Reverdy, C. (2013). Dossier de veille de l'IFÉ, 82. *Recover on Des projets pour mieux apprendre ?* : <http://veille-et-analyses.ens-lyon.fr/DA-Veille/82-fevrier-2013.pdf>
- Rose, J. (2012). *Reconnaissance des compétences dans l'emploi, Le portefeuille d'expériences et de compétences, de l'université à la vie active*. Relief Céreq(39), pp. 71-75.
- Rose, J. (2018). *La professionnalisation des formations supérieures : facettes multiples et effets incertains*. *Cahiers de la recherche sur l'éducation et les savoirs*(6), pp. 59-70.
- Rose, J. (2008). *La professionnalisation des études supérieures : Tendances, acteurs et formes concrètes : Les chemins de la formation vers l'emploi*. *Première biennale formation-emploi-travail*. (Coll. Relief, Éd.) 25, pp. 43-58.
- Sadzot, A., Deum, D., Detraux, J., Lejeune, B., Martinot, G., Morsomme, D., & Maillart, C. (2010). *Dispositif pédagogique. Le Séminaire de Développement Professionnel : un dispositif réflexif et intégrateur*. Belgique: Université de Liège.
- Saks, N.T, & Gaglio, C.M. (2002). Saks, N. T., & Gaglio, C. M. (2002). Can opportunity identification be taught. *Journal of Enterprisinf Culture*, 10(4), pp. 313-347.
- Tynjälä, P. i., Välimaa, J., & Sarja, A. (2003). *Pedagogical perspectives on the relationships between higher education and working life*. 46, pp. 147-166.