

Classroom Evaluation of the Philosophy Lesson in Algerian Secondary Education

التقويم الصفّي للدرس الفلسفي في التعليم الثانوي الجزائري

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Abstract:

The article addresses an important issue related to the evaluation of philosophy lessons in Algerian secondary education and aims to argue that the current reliance on essay tests is insufficient, as these tests align with the traditional view of philosophy as a discipline requiring comprehensive and synthetic thinking. By using an analytical and critical approach, the current study highlights the need to shift towards a competency-based educational approach which focuses on the holistic development of the learner's personality and requires a greater diversity in evaluation methods. This paper seeks, also to address the gap between the needs of modern philosophical education and the outdated evaluation practices still in use, and through this, aims to propose solutions that better reflect the range of competencies that students are expected to develop through their study of philosophy.

Keywords: competencies; educational evaluation; philosophical lesson; tests.

ملخص:

المقال يعالج مسألة هامة تتعلق بتقويم دروس الفلسفة في التعليم الثانوي، ويهدف إلى الحجاج على أن الاعتماد الحالي على اختبارات المقال غير كافٍ، حيث تتماشى هذه الاختبارات مع النظرة التقليدية للفلسفة كعلم يتطلب التفكير الشامل والتركيب. إنه باستخدام المنهج التحليلي والنقدي، يبرز المقال الحاجة إلى الانتقال نحو نهج تعليمي قائم على الكفاءات ويركز على التنمية الشاملة لشخصية المتعلم ويتطلب تنوعاً أكبر في أساليب التقويم. يهدف المقال إلى معالجة الفجوة بين احتياجات التعليم الفلسفي الحديث والممارسات التقييمية القديمة التي لا تزال مستخدمة، ويسعى من خلال ذلك إلى اقتراح حلول تعكس بشكل أفضل مجموعة الكفاءات التي يُتوقع من الطلاب تطويرها من خلال دراستهم للفلسفة.

كلمات مفتاحية: تقويم تربوي؛ كفاءات؛ درس فلسفي؛ اختبارات.

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1. Introduction:

In the modern era, educational evaluation is not only concerned with measurement and assessment, but also focuses on reform, modification, and change. It includes both the inputs of the learning process which consist of programs, methods, means, and institutions on one hand, and its outputs on the other hand, which include the various goals or competencies achieved that affect all aspects of the student's personality.

The educational evaluation has shifted from the philosophy of evaluating educational objectives to the competency-based approach, a transition that has become global. Our educational system, in general, has adopted this approach, as evidenced by the philosophy program in secondary education, which breaks down competencies into final, central, and specific competencies. This is reflected in the national training projects in secondary schools, which outline the expected competencies for each subject.

There are many previous studies on evaluation in philosophy and education, especially by R. Tylor, Bloom, and M. Scriven, etc. There are also more specialized Algerian studies that focus on evaluation. For instance, Professor Salima Mohammedi's study titled "The Extent to Which the Subject of Philosophy Confronts Sectarian Intolerance from the Perspective of Second-Year Secondary Students in the City of Tebessa, Algeria" includes, in addition to its main topic, an analysis of the role of the evaluation process in terms of the tools and methods used to achieve the curriculum's objectives. Additionally, Professor Salima conducted another study titled "The Reality of the Philosophical Discourse Prescribed in Secondary Education: A Field Study in the City of Tebessa, Algeria." This study aims to determine whether the philosophical discourse in secondary education fulfills the expected competencies through a sample of students from Tebessa, but my article is expected to entail a change in the concept of evaluation and its adaptation in accordance with the philosophy of the competency approach in the reality of our practical education. This highlights the difference in the approach to the topic of educational evaluation in relation to philosophical programs or lessons in secondary education between this study and those of Professor Salima Mohammedi. There is a significant difference between Professor Salima's descriptive scientific approach to the subject and my own analytical, critical, and philosophical approach.

It is inconsistent to link the curriculum to the competency-based approach on one hand, while neglecting to align the evaluation process with this approach on the other. This article aims to assess this connection and its outcomes within the educational context, raising the question of whether the evaluation process truly supports the competency-based approach in the field of philosophical studies. Therefore, the central theme of this article is: Does

the evaluation of the competencies expected from the philosophy lesson in our educational system adhere to the contemporary concept of evaluation, which considers all aspects of the student's personality?

To address these problems, it is compulsory to first understand the concept of educational evaluation and its contemporary perspective, then analyze the concept of the philosophy lesson as defined by the philosophy program in secondary education and its relationship to the concept of competencies. In addition to that, this current study aspires to identify the obstacles that actually prevent the application of this approach and explore the possibility of solving them, and finally, in what way (s) the concept of contemporary evaluation can be applied to the philosophy lesson?

2. The Concept of Educational Evaluation:

Evaluation serves as the language of the evaluator functioning as a tool for modification, correction, guidance, direction, measurement, and assessment. Evaluation has taken a comprehensive nature since every phenomenon has been its subject including man's evaluation of himself. Man has always been able to understand his situation, interpret it for himself, and direct it, which has indicated the ontological nature of the evaluation process represented in the possibility of the self's evaluation of its own existence. Perhaps the evaluation has not reached its deep extent in ethics and education in particular, except when the self has felt the need to change and modify itself. "For thought it took no choice or effort on my part to come into being, continuing to be takes work. This work is open-ended and indefinite" (Shocky 2021, p:07). This indicates that educational evaluation is nothing but a type of evaluation in general.

Some scholars consider the godfather of educational evaluation to be Ralph Taylor, who was interested in evaluating the educational objectives of educational programs in America, which allowed for comparative studies to be conducted extracting the most effective ones. However, the evaluation soon included all elements of the educational process in general and the learning process in particular. It is "making judgments about the quantity, gain, and quality of the outcomes of the educational process, the efficiency of specific educational programs, the level of teachers' performance, or the level of students' efficiency in academic achievement." (Menssi 2007, p:23)

Therefore, evaluation involves analyzing information and data, classifying and arranging them in order to make a decision regarding any educational or learning process and to change and modify it according to specific standards. Hence, educational evaluation takes on a scientific character. It is: "the scientific method through which an accurate diagnosis of the phenomenon under evaluation is made and its course is modified." (Menssi 2007, p:24)

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In addition to the comprehensive nature of the evaluation, it is clear that it is based on making a decision regarding the phenomenon that is the subject of the evaluation that allows changing or modifying its course. In this sense, it differs from assessment, which is content with giving value to its subjects or assessing them as good, weak, acceptable, or excellent, and from measurement, which formulates its subjects in the form of quantitative relationships.

However, there are those who believe that evaluation requires both measurement and assessment and comes only after them. The mark by which the teacher measures the extent of a certain competency or skill in his student can be followed by a weak, good, very good, or excellent evaluation, and then followed by an evaluation based on making a decision. Such as classifying the student as one of the weak students who need support and remedial lessons, or among the excellent students who have achieved the desired competencies from their teaching.

Educational evaluation is quantitative and qualitative reasoning aimed at change and modification, and in Bloom's view it is: "a systematic collection of evidence that shows whether changes have actually been made to students, along with determining the amount or degree of that evaluation" (Menssi 2007, p:29). It involves measurement, assessment, reform, change, support and guidance for all elements of the learning process, allowing it to develop, overcome its problems and keep pace with modern needs and standards in learning.

Educational evaluation in the modern era has moved from evaluating educational objectives to evaluating the intended competencies of the educational and learning process, and thus it has moved from interest in knowledge to interest in activity and the level of performance, that is, from focusing on the extent of the learner's control over information to taking into account the extent of his ability to carry out activities and complete tasks in similar or different situations.

Competency evaluation "is an effort aimed at issuing a judgment on the extent to which the intended learning has been achieved within the learner's daily activity efficiently and competently. In clearer terms, it is the process of issuing a judgment on the extent of the learner's competence that is in the process of growing and building through various learning activities." (haji 2011, p:65) Learner competencies are usually classified into cognitive, affective and skill competencies.

Scholars consider that M. M. Scriven was the first to talk about two basic types of evaluation patterns, which are formative evaluation, and summative evaluation. (Menssi 2007, p:23) However, researchers after him began to talk about different patterns, including three basic ones that appear in our educational documents:

- Diagnostic evaluation: It works to diagnose aptitudes, trends, and educational and learning conditions in order to implement a program, teach a lesson, or achieve specific skills, and it enables the identification of errors and difficulties associated with any learning or pedagogical process in order to address it and modify its reality in a way that is best.
- Formative evaluation: It is the evaluation that monitors the progress of students and the extent of change that occurs in them in learning new skills, concepts, and information, and provides both the student and the teacher with feedback on their work, so that each one of them realizes the aspects of his strengths and weaknesses, so he reinforces the positives he has gained and leaves the negatives.
- Achievement evaluation: Through this evaluation, the core or final competencies achieved for an educational unit, program, or learning outcomes are evaluated and measured. In addition to measuring achievement, it enables making qualification or failure decisions, and the possibility of changing the educational programs themselves.

Educational evaluation has been concerned with the inputs of the educational process and the programs. It has also been concerned with its outputs, that is, its results and the skills, that students have acquired. However, T. Kalven has argued that educational evaluation has increasingly focused in the modern era on educational outcomes. “Kalvan emphasized that the new direction in the reform process is due to the fact that the reality of the educational systems in most countries confirms that many students do not benefit from their educational experiences when they think about entering the labour market, due to the lack of necessary experience and skills” (Elaissi 2010, p:27). However, if this approach is justified by adapting the acquired competencies to the labor market and its new requirements, it does not allow the evaluation to deviate from the inputs, that is, the programs, institutions, and means that give those competencies or outputs. Rather, they in turn need evaluation and thus change. In our current educational system, programs and approaches are linked to competencies, which mean that educational evaluation, as an essential element of the learning process, is tasked with assessing the competencies expected from programs and lessons in building the personality of students with all its psychological, social, behavioural, and cognitive components. This requires that the evaluation be comprehensive and diverse so that it can measure all of them. These aspects of the student's personality in secondary education.

3. Philosophy program and philosophical lesson:

3.1. Description of the philosophy program in education:

The description of the philosophy program in secondary education refers us to small booklet entitled: “Philosophy Programs for the Third Years/Secondary,” and it also refers us, of course, to the official textbook:

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“Philosophy for Baccalaureate Students” and “The Book of Philosophical Texts.” If the second book offers us lessons in philosophy according to the outlined program, and the third book presents texts for analysis, then the small booklet “Philosophy Programs for the Third Years/Secondary” is the basis that gives us a clear picture of the philosophy program, as its author presents the program according to the pedagogy of learning with competencies. Thus, it presents the program’s topics and problems, specifying their cognitive and temporal elements and the desired competencies. The program is divided into educational units or major topics. Each educational unit or topic expresses a major problem that includes partial problems that are the topics of philosophical lessons.

The philosophical lesson is nothing but a treatment of one of the partial problems included in the major, focal problem. It is important that I cite here an example of this from the third program of Arts and Philosophy, where the major and first central problem is: “When we say that the source of sensory knowledge is the senses, do we mean by that it is not preceded by any mental activity? Do not our linguistic and intellectual acquisitions and our psychological repressions have a role in determining our perceptions? Does this mean that we cannot look at the external world as it really is: we may conjure it according to our will, interpret it according to our habits, whims and emotional life, and we may replace it with other worlds that we create with our imaginations?” (Algerian Ministry of National Education 2010, p:09)

This major problem is addressed by analyzing it into five partial problems, each lesson dealing with one of them, so there are five lessons: 1 - Sensation and perception, 2 - Language and thought, 3 - Feeling and subconsciousness, 4 - Memory and imagination, 5 - Habit and will. . A similar matter is found in the second problem, which revolves around ethics, rights, justice, politics, economics, and the family, which is divided into four lessons: 1- Ethics between constants and variables, 2- Ethics and its relationship to rights, duties, and justice, 3- Family, economic, and political life. And say the same about the third and fourth central problems, as the program divides each of them into partial problems.

The striking thing about the program starting from the academic year: 2007/2008 is that the fifth and sixth problems have taken a new form in presentation and content, the fifth, what program calls “philosophical production,” which is for the professor to address with his students the problem of the relationship between philosophy and Sharia, drawing on Ibn Rushd’s book: “The Chapter on the Connection between Wisdom and Sharia”, as for the sixth problem, the program calls it a “research project,” which is for the professor and his students to choose any topic in philosophy and research it.

The program links these problems to competencies, and the cognitive content of the lessons is selected according to those competencies in accordance with the competency learning strategy, whereby “programme makers are no longer concerned with the academic subjects and the benefit sought from studying them. Rather, they have begun to place the desired goals in front of their eyes, formulate them in the language of competencies, and proceed from there by selecting study materials and experiments that will lead to achieving these goals.”(Algerian Ministry of National Education 2010, p:07)The booklet divides competencies into three categories: (Algerian Ministry of National Education 2010, p,p,p:07,08,09).

A- Final competencies: These are the general and final competencies that are expected to be present in students’ behavior, and which qualify them to advance to university life and the arena of daily life. They are three:

- The learner achieves the practice of philosophical contemplation on intellectual issues related to humans and their surroundings.

- The learner achieves the practice of philosophical contemplation on intellectual issues related to the philosophy of science and the philosophy of transcendence to unity.

- Achieves direct contact with the source of the news and addresses it.

B - Pivotal competencies: The general competencies that are expected to be achieved from each pivotal problem. For example, the competencies that we are expected to achieve from the first pivotal problem of the third-year program, Literature and Philosophy Three, are:

- Controlling the discourse related to returning every psychological and cultural activity to the process of perception.

- Controlling philosophical research into the complex relationship between principles and practices through logical refinement of constants and variables.

- Possessing a comprehensive, structural, and systematic thought to advance to global thought.

C- Special competencies: Just as the core competencies are a breakdown of the final general competencies, so the specific competencies are a breakdown of the core competencies, so the program details the first pivotal competency. To: - Completing a plan that highlights the location of perception and its responsibility for all human activities

- Completing a diagram that highlights the dialectical relationships between all psychological activities.

The program does not limit itself to presenting the central problems of the program and their partial problems and the various competencies associated with them, but rather it works to regulate them chronologically by distributing them over the semesters of the three-year academic year and specifying the time of teaching them in hours per day and week. Therefore,

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the five partial problems are for the first central problem, and the first two partial problems are for the second central problem, where their sum is seven theoretical lessons, all of which are offered in the first trimester of the year, with a per-hour size equal to: 33 hours. Throughout the school year, students are provided with all theoretical and applied lessons in 189 hours, i.e. 189 classes.

However, starting in 2015, the booklet 'Philosophy Programs for Third Year / Secondary' was replaced by what is called the 'Program Progression Document'. The first thing we notice is the refocusing of philosophy lessons on theoretical lessons, text and essay analysis, and the abandonment of additional lessons such as 'Philosophical Production' and 'Research Project'.

4.Obstacles to Evaluating the Philosophical Lesson

The one who contemplates this proposition which attempts to grasp the conditions for evaluating the philosophy lesson will undoubtedly find it logical and legitimate; however, it clashes with the complex challenges of our educational reality.

It is enough to know that most philosophy teachers have not received specialized training in the pedagogy of teaching philosophy, relying instead on their personal experiences and private readings, while some have benefited from the work of talented and dedicated education inspectors in learning the basics of evaluation, the teaching methods of the philosophical lesson, and analyzing the expected competencies, others have received no such guidance, neither from inspectors nor anyone else. As a result, they have resorted to trial and error. And how can a teacher in such a situation evaluate the philosophical lesson and understand the competencies it aims to achieve in the students' personalities and behaviors?

Mostly, teachers still use cognitive authority that makes them conduct philosophical discussions with their students in a closed manner. Which can stifle student participation and the collaborative nature of philosophy lessons (Michalik 2019, p:2).

What indicates the failure of the evaluation of the philosophy lesson according to the competency approach is the prevalence of students memorizing ready-made articles about the problems of the program, as many of them take the baccalaureate exam armed with three or four Essays that they expect to be the questions of the baccalaureate essay, and due to the density of the program, the teacher is forced to dictate his lessons or teach them in a quick and hasty manner.

In addition, private lessons outside high schools deepen students' reluctance to attend formal lessons and thus create fluctuations in the evaluation of students' achievement and activities. All of this contributes to limiting evaluation to cognitive aspects and neglecting the psychological, value-based, and critical aspects of competencies.

The usual evaluation in philosophy which is mainly based on the essay test, is not sufficient to evaluate all forms of philosophical lesson determined by the program. This is not in line with the philosophy of the competency approach that includes all aspects of the student's personality. The latent subjectivity in the philosophy dialogue between teacher and student complicates the establishment of standardized metrics for assessment, as traditional quantitative methods may not capture the depth of philosophical engagement or the nuances of personal growth experienced during discussions (Michalik 2019, p:2).

The essay test does not accurately measure emotional, psychological and value-based competencies, and is considered merely an achievement test that estimates the student's success or failure in comparison with other classmates, it is included in the norm-referenced tests, but there are other tests whose main focus is on the extent to which the individual student achieves the desired competency from the exam. He is compared with his colleagues, and these are called criterion-referenced tests, which mean that the tests must be diversified to measure the competencies desired from a fertile philosophical lesson.

Indeed, lessons such as the research project, philosophy production, and presentation are being overlooked by teachers and they attribute this sometimes to the intensity of the program and another time to the strikes that the education sector has witnessed in recent years, which affected the work of education inspectors and changed their mission from an educational and pedagogical mission of strengthening the efficiency of teachers is essentially an administrative task of calculating the lesson threshold percentage.

It puts teachers in a race against time in order to finish the program or reach a set threshold, and this does not hide the haste in presenting lessons and the method of dictation, and thus the students' lack of understanding. In addition to the low level of students who specialize in literature, philosophy, literature, languages, management, and economics, which makes the teacher's work very difficult.

This means that the detailed chronological conception of the philosophy program needs to be reconsidered, with the aim of achieving compatibility between philosophy lessons and the amount of hours they require during the academic year. It also indicates the need to reconsider the educational guidance for students to stop distinguishing between sciences and knowledge; this was done by approving the natural sciences and including the elite in the scientific branches, the weak in the literary and human branches. This distinction was intended to be temporary and has been absolutely and finally entrenched in our educational system, where the fate of the student is determined from the fourth year of middle school, while it was possible to

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think of means or methods at least that would enable students to move from one department to another at all levels of study.

The evaluation of the philosophy lesson is affected by other factors related to school administration and its role in the discipline and ethics of the educational institution. Students joining the class after a quarter of an hour or more from the beginning of the class. The presence of riots in front of the study sections, the perpetuation of manifestations of laxity and indifference, and the failure to deal with manifestations of cheating at the time, all of this affects the normal course of the philosophical lesson and its evaluation, and destroys what we expect from its competencies to build students' personalities.

The need to diversify the methods of educational evaluation may be considered by some to be useful when it comes to the baccalaureate exam, as this exam is one of the achievement exams supervised by the Ministry of National Education, and it is currently based on an essay test in the subject of philosophy, which does not meet the conditions for adopting the various competencies of the philosophy program. Does this mean that we are called to change the baccalaureate exam by also diversifying the evaluation strategy on which it is based?

The answer to this question is yes and no at the same time, yes, because basing the baccalaureate exam on different assessment strategies is consistent with what is required by the philosophy of approaching competencies that serve the student's personality in all its aspects, and is consistent with the need to diversify assessment strategies during the entire academic year to develop The elements of that personality, and therefore the successful student in the baccalaureate is the student who is balanced in his personality, the student who has achieved all the competencies of the study program in his behavior, knowledge, and personality building.

But the answer to that question may be: No. Because the evaluation of the philosophy subject in the baccalaureate may remain based on the essay test, while maintaining the diversity of educational evaluation strategies during the academic year, because the goal of the philosophy program and any other program for another subject in secondary education is not only the student's success in the baccalaureate, but rather the goal is to build his personality, and its compatibility with the reality in which he lives.

However, such problems can be addressed based on the evaluation process itself, where it is possible to reconsider the reality of educational evaluation in our institutions and the impact of various factors on it and search for positive harmony between them to serve the purposes of the educational process in general and the learning process in particular.

5. Conditions for Evaluating the Philosophy Lesson:

The philosophy lesson is subject to forms of evaluation that start from the teacher to the learner, to the education inspector, to researchers and educational theorists, as all of them search for what programs, lessons, and methods can achieve in terms of different cognitive or behavioral competencies and the skills they gain. Of all this, teacher's evaluation of the philosophy lesson is important as it is the direct, basic element of the evaluation process, as that evaluation is subject to subjective and objective conditions:

A-Subjective conditions:

The subjective conditions for evaluation relate to the teacher's personality, culture, inclinations, and extent of his love for his work, and performing the evaluation process is part of his work. But this does not allow him to base his evaluation on a mere passing observation, wrong conclusions, or urgent benefit. He is concerned with legal, moral, and even psychological justice among students, and one of the most important personal competencies that a teacher must possess is: "fairness in evaluation and impartiality." Focus on Self-evaluation and making it part of the classroom evaluation. Developing oneself professionally. Dealing with problems and proposing appropriate solutions. Keeping abreast of developments and changes in his field of specialization and the ability to adapt to them. Providing feedback to those concerned in a friendly manner. Involving students when choosing and agreeing on evaluation tools and criteria, applying evaluation skills In different classroom situations. The ability to employ technology in assessment." (Elaiissi 2010, p:46) to learn about the competencies involved in the philosophy program, whether general or specific, and to be able to construct various tests, and to be familiar with the contents of the prescribed textbook.

B- Objective conditions:

The teacher's evaluation moves from evaluating his own competence in evaluation to evaluating the elements of the learning process that fall within the scope of his work, such as programs, lessons, student results, and their behaviors. Regarding lesson evaluation, the teacher wonders how the lesson can achieve the desired competencies? This calendar takes many forms:

1- During the presentation of the lesson: In addition to other forms of preparation for the lesson, the teacher performs the first evaluation of his lesson during his first presentation to his students, whether the lesson is theoretical or applied, he is concerned with applying the three forms of evaluation to it: diagnostic, formative, and summative, but the method of

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this evaluation is his observations and questions at the beginning of the lesson, during its presentation, and at the end:

- In the diagnostic evaluation of the lesson: this evaluation takes place at the beginning of the lesson, where the teacher asks questions about the student's past achievements, about the extent to which previous competencies have been achieved, especially those that are related to the current lesson. He asks about difficulties he expects among students, and solving them can be a basic input to understanding the current lesson. However, the diagnostic evaluation differs in the theoretical lesson from the practical lesson. In the first case, the question, for example, about the position of the mental theory in perception and about its criticism, considering that they are among the student's past acquisitions, may serve as a diagnostic evaluation in order for the professor to study another point of view in perception in the current lesson, but in Secondly, we find, for example, that analyzing a philosophical text requires a different diagnostic evaluation, where the students are asked about the extent to which they have prepared the philosophical text in advance at home, and monitoring some of the solutions they present and discussing some of them. The competence required to be examined among the students here is not a cognitive competence, but rather an instrumental and procedural competence, which is the extent of the students' ability to dealing with philosophical text and the extent of their control over the rules of its analysis.

- In formative evaluation: The teacher wonders whether the new information, he discusses with his students achieves the desired competencies, and the extent to which the students acquire those competencies. "Formative evaluation, then, is process-oriented, reflective and diagnostic" (Ignatavicius 2017, pM 186). Although the teacher's evaluation of the lesson depends only on observation, he is able to estimate the difficulties that students face in understanding concepts, problems, and opinions. Philosophical approach is achieved through discussion, questions, and positions that they express, which allows him to modify his method or the examples that he presents. For example, the professor asks himself whether the students can distinguish between different theories of perception, whether they are aware of the dialectical relationships between perception and other mental phenomena. In a philosophical text, it may be asked: Were the students able to control the problem of the text? Did they realize the philosopher's special position on it? Were they able to identify his arguments and explain their nature? Do students have a special critical position on the problem of the text?

- In the achievement evaluation: "Occurs at the end of a unit of study or course, and assigns a final score or grade. By contrast to formative

evaluation, summative evaluation is product-oriented, prescriptive, and judgmental.” (Ignatavicius 2017, p: 186). The teacher asks the extent of the students’ contribution to the final solution to the problem at hand, and thus the extent of their control over the integration situation, and the extent of their ability to represent the competencies desired from the lesson in other situations. Regarding the lesson on perception, the teacher always wonders about the extent to which the central competency of the lesson has been achieved: “Controlling the discourse related to returning every psychological and cultural activity to the process of perception,” as perception is a complex phenomenon whose formation is intertwined with various factors, and yet it is the basis of all psychological and behavioral activity in humans. In a philosophical text, the teacher may ask himself: Did the students reach a synthetic solution to the problem? Does the student know that he can benefit from the ideas of the text in writing a philosophical article, for example? These two questions do not only indicate the achievement of a certain competency, but rather mean the ability to integrate it into other situations as well.

2- During remediation and support: Remediation and support are two basic terms in educational evaluation. They come after a prior diagnosis of the forms of shortcomings and deficiencies that the teacher notices among his students, where he develops a plan to address these through special lessons. For example, if the teacher knows that many of his students find it difficult to apply the rules of article analysis methods, such as the difficulty in applying the situational investigation method, then he assigns his students lessons aimed at controlling the application of the rules of that method through various examples.

3- Through the oral test: The teacher can use oral questions to evaluate the extent to which his students have mastered the basic competencies of the lesson individually. Such questions are not only expected of this, but rather indicate the extent of the student’s self-confidence by showing his will to answer and face a situation on his own, as well as It reveals the extent of his ability to express correctly.

4- Through the essay test: The essay test responds to the nature of philosophical thinking, which is characterized by its comprehensive nature. The student's elevation to a comprehensive philosophical outlook is the primary goal of philosophy. This is what the essay test seeks to achieve among students, as it develops the students’ synthetic mind, through their ability to combine multiple ideas from different lessons, in consistent methodological steps that move the student from the problem to its analysis and then to its solution, and enables him to uncover the relationships

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between concepts. And phenomena, it generally develops the knowledge, understanding, and higher mental competencies of students.

5- Through other tests: Contemporary evaluation shows us that the teacher can use other well-known forms of tests, such as objective tests that focus on the partial contents and thus the partial competencies of the lesson. However, there are other types that are particularly responsive to evaluating the philosophical lesson in its other prescribed forms. The philosophical lessons related to presentations and projects philosophical research and production. The essay question cannot encompass the competencies expected of it, as through it students demonstrate forms of activity and effort that are no less important than those they exert during the completion of the philosophical essay. Group work and placing the student within a research team does not teach him the methodological and technical ABCs of research, but also reveals his self and his value in comparison with his colleagues. The Philosophy Program, for example, says about the lesson on philosophical production that it enables the student to have “direct contact with the philosopher,” learn about his doctrine, texts, and special terminology, correct his view of him by overcoming preconceptions about him, and “actually gain synthetic and systematic thinking.”(Algerian Ministry of National Education 2010, p:27).

As for the research project, the program believes that it aims to expand the student’s concept of research and its continuity throughout the academic year, and to understand the need to diversify contemporary research sources, and keep pace with all philosophical preoccupations “no matter the taboo aura surrounding some of them.”(Algerian Ministry of National Education 2010, p:28).

But if these represent the competencies expected from these new forms of philosophical study, then we have the right to say that they have remained without evaluation, as if the competencies they achieve are meaningless, which requires a new evaluation of them, and among the forms of evaluation strategies appropriate to them is what is called a strategy. Performance-based evaluation, observation strategy, communication evaluation strategy, and self-review strategy.(Elaiissi 2010, p:47)

The performance-based evaluation strategy, for example, includes basic activities such as the effectiveness of presentation of an idea, the effectiveness of demonstration or demonstration of a topic, the effectiveness of practical performance, the effectiveness of speech, the effectiveness of exhibition, and the effectiveness of discussion/debate. All of these activities can be based on a lesson. Philosophically, it includes a presentation made by the students, and this strategy can be extended to evaluating the “research

project” lesson, as it depends more and more on the students’ freedom to choose, research, and be active while cooperating with the teacher. As for the observational evaluation strategy, the teacher can apply it to his students in how to control a problem or an achievement. Introduction to an article or how to highlight a philosopher’s position on a problem in the text. Observation can extend to the students’ participation and discussion, where the teacher can notice the difference between the students and determine a rating scale for the indicators of his observations. The communication evaluation strategy relies on an interview between the teacher and his students, asking direct questions about the lesson, waiting for answers from them, correcting them, and modifying them as much as possible. The conference or lecture event, which is one of the activities of the communication evaluation strategy, also includes a programmed meeting between the teacher and the learners to evaluate the progress in a research or presentation project by identifying the completed steps and subsequent steps.

5. Requirements for Completing the Philosophy Lesson:

Analyzing the educational and pedagogical aspects of presenting the philosophical lesson, and the modest experience in teaching it, all of this teaches us that the teacher’s presentation of that lesson in particular is not an easy matter, as it is not only related to the teacher’s personality, effectiveness, and love for his work in general, nor to the level of the students and the extent of their understanding, but it is also related to objective educational conditions, the most important of which are:

- The teacher’s awareness of the contents of the program in general and the contents of the lesson he is about to present in particular, its central problem and the information that can be used to solve its partial problems.
- Understand the central and specific competencies related to the lesson and pre-prescribe them in the lesson note.
- Controlling the didactics of the philosophical lesson, which moves students through dialogue and discussion from the conceptualization of philosophical concepts and their problematization to how to argue about philosophical positions and build opinions about them.
- Create an enabling cultural environment allows “encouraging exchanges and using tools of evaluation.” (OECD 2005, p: 57). Under assessment we can: “Help students feel like an individual in the classroom. Take into account the individual and cultural differences of students in the classroom. Prepare students’ learning and not just activities. “ (OECD 2005, p: 57) what philosophical culture can offer here is dialogue, respect for the other’s opinion, listening, and accepting criticism.

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-Evaluating the philosophical lesson by asking about the extent to which the required competencies are achieved in the students' behaviors, and building educational evaluation questions around that.

6- Conclusion:

As we arrive to the end, it becomes clear that the process of educational evaluation of the philosophy lesson is fragile and inconsistent. It is based on an essay test, whether in homework assignments or official semester exams, all of which are standardized achievement tests that compare the student with his colleagues on a specific criterion. It claims to take the philosophy of approaching competencies that serve the student's personality in all its aspects, which cannot be borne by the essay test, which serves the cognitive field and forms the student's synthetic mind, but it is not capable of encompassing all the other competencies that serve the student's personality in all its aspects.

Therefore, this article is a contribution to building a vision for evaluating the philosophical lesson, that is compatible with the philosophy of the competency approach, that the philosophy program in secondary education takes, the evaluation is based on multiple strategies, the essay test is only one of them, as research into contemporary educational evaluation teaches us forms of evaluation that the philosophy teacher can benefit from in evaluating the philosophical lesson, the most important of which is the evaluation that it is used by the teacher while presenting his lesson directly, as the evaluation is based on diagnostic, formative, and achievement questions. There are also other various evaluation strategies, including essay tests and objective tests, which are written tests, and evaluation based on performance tests, observation tests, communication tests, and other contemporary tests and strategies in evaluation that...

It would evaluate the types of applied and theoretical lessons for the philosophy program, especially the new lessons such as "research project," "presentation," and "philosophical production." This would serve the desired goals and competencies of the philosophy program, which serve the balance of the student's personality in all its psychological, social, and moral aspects and intellectual.

The status of educational evaluation in our institutions is affected by many factors outside the elements of the learning process, such as the influence of school administration, the extent of discipline occurring within educational institutions, and labor strikes, but it is more affected by the imbalance occurring in the elements of the learning process itself, when the evaluation of the philosophical lesson lacks qualified teachers in the evaluation, that is, they lack the necessary training in this regard, and when

weak students come to the philosophical lesson. From here comes the need to reconsider the educational evaluation of the philosophical lesson and search for the subjective and objective conditions that establish it. This is what I tried to research through this article. If it succeeds in alerting us to the imbalance occurring in the process of educational evaluation of the philosophical lesson, then it will have achieved its goal.

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