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The main pedagogical approaches adopted in the Algerian education system

أهم المقاربات التربوية المعتمدة في المنظومة التربوية الجزائرية

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Abstract :

This study attempts to focus on the most important pedagogical approaches that the Algerian educational system has experienced, represented in the contents approach that is based on indoctrination, the approach on goals and based on the logic of education, then the approach with competencies that is based on the logic of formation, and The most important pedagogical references related to the competency approach were also discussed, and we aspire through the study to reach the optimal understanding of these pedagogies by teachers and the components in the teaching-learning process.

Keywords:

competence, approach, competency approach, pedagogy.

الملخص:

تهدف هذه الدراســة إلى التركيز على أهم المقاربات البيداغوجية التي عرفها النظام التربوي الجزائري، والمتمثلة في مقاربة المضــامين القائمة على التلقين، ثم المقاربة بالأهداف القائمة على منطق التعليم، وصــولا إلى المقاربة بالكفاءات القائمة على منطق التكوين. كما تم التطرق إلى أهم المرجعيات البيداغوجية المرتبطة بالمقاربة بالكفاءات. ونسعى من خلال هذه الدراسة إلى الوصول إلى فهم أمثل لهذه البيداغوجيات من طرف المعلمين ومختلف الفاعلين في عملية التعليم والتعلم.

الكلمات المفتاحية:

الكفاءة، المقاربة، المقاربة بالكفاءات، البيداغوجيا.

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- Introduction:

Since antiquity, educational researchers have strived to discover teaching methods adapted to the education of new generations. They have excelled in developing a wide variety of pedagogies that facilitate teaching and learning. Pedagogy is not limited to educational institutions; it also encompasses family and social education. It is worth noting that many countries have worked to implement and develop these methods, supporting each one individually. Conversely, some countries have neglected certain methods and been slow to adopt others. Since its independence, the Algerian education system has seen three approaches: rote learning, the objectives-based method, and the competency-based method, which is based on a training-oriented approach.

The shift from one approach to another does not stem from a desire for change for change's sake, but rather from a set of data, problems, and difficulties encountered during the application of previous approaches. It also constitutes, on the other hand, a response to developments observed in educational sciences, psychology in general, and pedagogical sciences in particular. "The most important characteristic of our time is the adoption of the scientific and technological method as a way of life, both in thought and action. Consequently, independent Algeria must adopt this method in order to catch up with world civilization, to live fully in its time, and to ensure its future growth and prosperity" (Turki, 1982, p. 48). In other words, in the 21st century, the mere possession of knowledge is no longer sufficient; what matters most is how it is managed and used. Educational institutions must therefore strive to develop students' skills so that they can pursue autonomous learning, also known as lifelong learning. Thus, schools must aim for continuous and applicable learning.

Education today has the mission of preparing students to learn and access information, as knowledge has become the cornerstone of the development of modern societies, in addition to developing the skills necessary for planning, creativity, and adaptation. The quality of education is now a vital and urgent requirement, meaning that education systems worldwide are no longer content with simply providing free and compulsory schooling. They are now called upon to offer high-quality education that

contributes to the holistic and balanced development of the learner (psychologically, physically, and intellectually), enabling them to acquire the diverse skills necessary to thrive in a pluralistic, diverse, and constantly evolving society. Consequently, education systems face significant challenges, as achieving quality education is far from easy. (Al-Rashed, 2020) Pedagogical approaches constitute the foundation of educational work, and their analysis in the fields of education, training, and learning is linked, in terms of foundations, methods, and objectives, to the educational system as a whole and all its components: the family, the school, and society, as well as to the components of each of these elements, both separately and interdependently. These elements are closely linked in their structure, role, and objectives. (Boubker Djilali, 2014)

Based on the elements presented, this theoretical study aims to highlight the main pedagogical approaches that have shaped the Algerian education system and to identify the pedagogical principles specific to the competency-based approach, a pillar of modern educational reform. Our objective is to foster an optimal understanding of this approach by teachers and trainers in the teaching and learning process, thereby enabling its appropriate implementation.

Importance of the study:

The importance of this study lies in highlighting the crucial role of education in society and the importance of paying particular attention to this sensitive sector because of its impact on all other sectors and aspects.

Study objectives:

- The present research aims to identify the most important pedagogical approach that the Algerian education system has known.
- Identify the pedagogical references specific to the competency-based approach, which constitutes one of the foundations of modern educational reform.
- Identify the reasons for the shift from a content-based approach to a goal-based approach, and then to a skills-based approach.
- Identify the most important rules and principles on which this approach is based.

Terms of study:

1- Approach: This approach involves designing and developing a feasible work project based on a plan or strategy that takes into account all the factors necessary for achieving effective results and appropriate feedback, including method, resources, location, time, learner characteristics, environment, and educational theories. (Hathroubi, 2002, p. 45)

2- Efficiency: Competence is defined as follows: "A set of knowledge, skills, and values enabling the appropriate and effective performance of a role, function, or activity. Competence can integrate several pieces of knowledge and skills, be expressed through observable and measurable activity, be applied in personal, social, and professional contexts, and be used voluntarily and with a desire for development." (Night Suleiman et al., 2004, p. 30)

3- Skills-based approach:"This is a functional pedagogy that aims to master the course of life, with all its relational and social complexity. It is therefore a methodological choice that allows the learner to succeed in life as it is, by striving to value academic knowledge and make it applicable in various life situations." (Haji, 2005, p. 2)

4- Pedagogy: Foulquie states: Pedagogy is the method or system followed in the training of the individual; it therefore includes, in addition to knowledge of the child, knowledge of educational techniques and mastery of these techniques.

Dwis also shared this idea, stating: "Pedagogy represents the technical aspect of education; it is nothing more than a set of means used to achieve education." (Khairy, 2006, p. 58).

❖ **Educational approaches used in the Algerian education system:**

First: the content-based approach:

Until recently, school curricula in Algeria focused on knowledge acquisition, which accustomed the generation to an overabundance of information and a tendency towards passive listening. This type of teaching does not unleash the learners' energy, except for a small portion sometimes linked to memorization, because it aims at the acquisition and summing up of

knowledge during exams, thus neglecting the development of curiosity, imagination, deduction, and reasoning… so that knowledge was held by the teacher.

This does not mean that content-oriented teaching neglects the development of skills and competencies, but rather that it relies on knowledge to achieve this. "From this perspective (content-oriented), the learner can acquire skills, competencies, and attitudes when following a specific course of study, during which they carry out various learning activities with cognitive content."

It is important to clarify that content-based teaching is not the same as traditional teaching. Content-based teaching relies on dialogue, induction, and assessment, but it prioritizes knowledge. It also involves planning and developing teaching strategies, but its teaching methods focus on organizing knowledge to facilitate experience and learning.

The second (traditional) method relies on the accumulation of information, depends on the lecture-based teaching method, and is based on the authority, or even domination, of the teacher. Thus, the role and objective of the teacher in content-oriented teaching consist of "convincing students that the results of the educational process are the sum of their acquisitions in terms of knowledge, facts, and cultural diversity; the teacher therefore traces a precise study path for them, enabling them to acquire these perceptions, without worrying about the behavioral changes that should occur after learning" (Zaidi, 2008, p. 27).

1- **The role and function of the student:**The student's work is limited to the execution of two tasks:

The first operation: Acquiring knowledge in the form of ready-made courses, both in terms of quantity and quality.

The second process: Invoking knowledge in the context of responsibility.

- **Its advantages:**This approach has several advantages, the most important of which are:

- Respect the logic of the material.
- Discovering knowledge by focusing on observation and experimentation.
- Activate the act of remembering.

▪ **Its disadvantages:**However, it is not without its flaws, the most important of which are:

- Focus on the content.
- Emphasis is placed on the transmission of information (knowledge), and the accumulation of knowledge is considered the ultimate goal of education.
- Focusing on the logic of teaching and neglecting the logic of learning.
- The difficulties lie in the choice of evaluation methods and in their submission to subjective criteria dominated by the evaluator's orientations.

However, as Hani Khair Eddine (2005) pointed out, “We do not criticize the method, as the need was urgent at a time when Algeria was emerging from colonial oppression. It was nevertheless necessary to rethink the educational system and teaching itself, particularly in terms of application and assessment methods, in order to prioritize the encouragement of creative talents. This does not mean, however, that teaching content neglected the development of skills and competencies; on the contrary, it relied on knowledge to foster their development.” (Maamir, 2015, p. 14)

Secondly: Objectives-based pedagogy:

Educators and psychologists agree that goal-oriented pedagogy is linked to behavioral theories that consider most human behaviors as acquired and as responses to specific stimuli in a particular environment, and that it is through its relationship with this environment that it learns different response patterns.

Objectives-based pedagogy involves dividing learning into procedural objectives that students must achieve. It prompts us to ask: what should the student know at the end of a given activity? It allows the teacher to verify the achievement of the set objectives through small-scale techniques implemented during and after the activity (Bakhti, 2006, p. 16). This pedagogy, which aims for effective teaching and the acquisition of skills, is based on the principle that the educational process is governed by a set of concepts called levels of objectives and categories.

1- Goal levels: (according to the Berzia Cesar classification): The objectives are divided as follows:

1- **Goals:**The first objective, from a general point of view, concerns the philosophy of society and its aspirations. This involves general ideas and principles, defined by long-term objectives, and these principles are determined by the State and its various bodies.
2- **Goals:**Another level of objectives is less general and ambiguous than goals, and it is directly linked to the educational system, its programs and its curricula.
3- **General objectives:**It identifies and describes the concrete outcome that appears in the student, in the form of new skills, competencies and experiences, and appears in the preamble to the curriculum, or in the guidelines and instructions prepared by the curriculum designer.
4- **Specific objectives:**This type of objective is characterized by its precise and clear formulation, leaving no room for ambiguity or generality. The teacher formulates it during lesson preparation. It is also distinguished by its completion within a specific timeframe (one, two, or more lessons), thus defining the level of knowledge and skills that the student is expected to master.
5- **Procedural (behavioral) objectives:**In pedagogical terms, this means "the planning and organization of the educational process." In other words, it involves transferring a concept, a general principle, a theory, or general knowledge from the theoretical level to the concrete and applied level. Procedural objectives are characterized by a high degree of precision in their formulation and statement. This translates into a pedagogical intention that precisely describes what the learner should be able to do during the learning process and demonstrates that the learner has achieved this objective. (Maamir, 2015, pp. 18-19)

- **The main criticisms leveled against the objectives-based approach are as follows:**

School curricula based on objectives-based pedagogy are no longer keeping pace with the social, scientific, and cultural development of Algerian society, unlike those of other countries around the world. Education has become a sensitive issue, exposing this approach to numerous criticisms, the main ones of which are mentioned below:

- The development factor witnessed by science and technology, and the associated trend of investment, particularly in human resources to increase their productivity, cannot be achieved without adopting a more efficient approach.
- The factor of competition and the obsession with quality in production are at the origin of the emergence of efficiency in the field of work – and this is confirmed by Jarrar F. N. Yerio when he states that it is not necessary to make much effort to understand that the danger of competition and the rapid development of forms of work requiring more knowledge and intelligence have created the conditions for this sudden interest in efficiency.
- The factor of attention given to cognitive development in the constructivist theory of learning, a theory that has proposed to support the progressive acquisition of autonomy of students in their learning.
- The behavior specified in the procedural objective cannot be understood without taking into account mental cognitive processes and activities.
- Lecture-based teaching is a type of superficial and formal teaching, so that the educational act becomes habitual and routine, excluding reflection and creativity.
- Intentional teaching focuses on behavioral goals without considering educational goals.

Thirdly: the skills-based approach:

1- Historical context:

The concept of competence emerged in the early 19th century in the field of work, then crystallized in the early 20th century with its application to vocational training, where its use was linked to professional skills. It also became associated with military training and combat maneuvers, both offensive and defensive, and was finally developed and implemented in the field of education and training, where it became indispensable for curriculum development, giving rise to the competency-based approach. (Labseiss, 2004, p. 99)

In 1999, this approach was adopted in Canada, both in vocational education and in primary and secondary education. The objective was to develop complex skills and abilities and to apply the principles of cognitive science in order to make them compatible with globalization.

2- Definition of the approach:

Mohammed Al-Taher Ouali (2011) defines it as the language of approach and rapprochement, and it also refers to the different procedures and steps followed to prepare the curriculum. (Ouali, 2011, p. 14)

Mohammed Bouallag (2004) indicates that any approach is based on four aspects:

1- Strategic aspect: It refers to the profound changes that this educational approach aims to achieve.

2-Tactical aspect: It describes the steps an individual takes to achieve their strategic goals.

3-Theoretical aspect: It represents the intellectual, rational and logical framework that determines the strategies, methods and techniques for implementing decisions.

4-The real culprit: It expresses the totality of procedures and practices that help to implement the approach strategy and its possible techniques (Boualaq, 2004, p. 14).

3- Definition of competence:

The concept of effectiveness is very complex, and as a result, there are many definitions. Labiss (2004) identified more than a hundred definitions, attributing this number to the ambiguity of the concept and the diversity of its contexts of use. However, it can be observed that these definitions agree on certain constituent elements of effectiveness, considered as common factors. These elements are:

- Competence consists of several integrated skills.
- Effectiveness is reflected in the achievement of observable activity.
- Competence can be applied in various contexts, whether personal, social, or professional. (Al-Bassis, 2004, p. 99)

Legendre (1993) defines it as "a skill acquired through the assimilation of relevant knowledge, experience and practice, which allows one to identify and solve specific problems." (Mokni, Teacher Training Center, 2006, p. 13)

According to Levi-Lubabi's definition (1996), it "expresses the behavioral control of the individual that makes him effective in a particular situation."

It is also defined as "an integrated network and function comprising:

- The mental components include narrative, methodological, and conditional knowledge.
- The affective components include attitudes and motivational tendencies.
- The social components and the range of forms of social interaction, such as the acceptance of one's own opinion and the confrontation of opinions.
- The sensorimotor components include motor coordination.
- They can be recruited for high-level operations and in a range of situations, depending on their interaction methods and their cultural and social resources. (Ouali, 2011, p. 32)

4- Efficiency characteristics: Efficiency is characterized by a set of properties, including:

- **Mobilization of various resources: Resource mobilization**This refers to the process of reinvesting acquired knowledge in a new situation that is different from, and similar to, the first situation in which that knowledge, attitude, or skill was acquired.
- **Of a utilitarian nature:**This means that the use of resources is neither spontaneous nor specific to the school environment, but that it fulfills a social function, that is to say, it benefits those who possess it and it has meaning for them.
- **This is linked to a number of situations:**Effectiveness can only be understood by referring to the situations in which it is exercised.
- **Related study resources:**This characteristic is linked to the previous ones and results from the fact that competence is only known within the framework of a category of situations linked to specific problems and related to the subject being addressed.
- **Adjustable:**The skills assessment process takes place during their practical application or at the end of the related task. It can be measured by

observing the level of quality achieved by the required performance as well as the quality of the result obtained (Ouali, 2011, p. 36).

5- Definition of the competency-based approach:

This is the expression of a pedagogical vision, starting from the skills targeted at the end of an activity or educational stage, in order to adapt the training strategy. In terms of content methods, assessment techniques and tools, the school is committed on the one hand to transmitting and consolidating theoretical knowledge in the minds of learners, and on the other hand to responding to criticisms of the objectives-based approach, which has proven incapable of meeting the needs of contemporary man or contemporary reality. Other.

It is also a pedagogical method aimed at enabling learners to confront the problems of daily life, by valuing academic knowledge and making it applicable at any time and at the highest possible level for the learner, in terms of knowledge, skills, and values, thus allowing them to cope with complex life situations. (Al-Hathroubi, 2002, p. 12)

According to Rabie Boufama (2002), the objectives-based strategy is defined as follows: “This is one of the developments of objectives-based pedagogy, which is called the third generation of this strategy. It starts from the learner's innate abilities, but each ability requires the acquisition of skills that correspond to it, promote it, and develop it to its full potential. Thus, each learner's ability encompasses many different skills: cognitive, psychological, and motor.” (Boufama, 2002, p. 50)

In accordance with Ministerial Circular No. 002-03 of June 4, 2003, this is a pedagogical activity based on selecting educational situations from everyday life and presenting them as problems. The learning process aims to solve these problems using intellectual tools and by mobilizing the necessary skills and knowledge. This approach falls within the constructivist-cognitive framework and is based on a learning logic centered on the student and their actions and reactions to problematic situations.

Mohammed Taher Ouali emphasizes that the competency-based approach is a method of preparing lessons and curricula based on three processes:

- A thorough analysis of the learning situations in which learners are or will be present.
- Identify the skills required to perform the tasks and assume the resulting responsibilities.
- Translating these skills into educational objectives and activities (Ouali, 2011, p. 15)

6- The importance of the competency-based approach:

Among the mechanisms and tools used by the Algerian education system to formulate education reform, the following can be cited:

- Integrate the logic of the development of cognitive/mental processes.
- To lead the learner towards autonomy and complete and harmonious development.
- To make learning more effective.
- To make this learning meaningful and useful for the learner.
- Structuring and organizing learning.
- To ensure greater harmony between materials. (National Center, 2003, p. 11).

7- Characteristics of the competency-based approach: The competency-based approach is characterized by the following elements:

- A practical, scientific and utilitarian view of life.
- Simplify and energize the content of study materials.
- Connecting education to reality and life.
- Based on the principle of education, training and good guidance.
- The goal is to transform theoretical knowledge into practical knowledge.
- To value school knowledge and make it applicable in various situations and areas of life.

Thus, these characteristics allow the competency-based approach to organize learning and make it more effective, because it pushes the learner towards autonomy and effective, complete and harmonious training in the different subjects, where the subjects become complementary to each other and useful to the learner so that he can invest them in different life situations (Zarrouk, n.d., p. 74).

❖ **Key educational resources for the competency-based approach:**

The competency-based approach to educational strategy derives its dynamic dimension from the very meaning of competence in its material character, because competence is often linked to the resolution of the problem related to the subject matter and depends on knowledge related to that subject matter, and it can draw on a set of knowledge related to several subjects.

Given the harmonious and interactive relationship between approach and strategy, where any change in one requires a change in the other, the pedagogical logic of the educational performance model after its transition from the classical objectives strategy to the competency-based learning strategy requires an appropriate change in the approach to education in light of the adopted strategy.

Therefore, the most effective and suitable teaching methods for a competency-based approach are active methods that help learners learn independently, developing their ability to think creatively and intelligently, and placing them at the center of the teaching and learning process, giving them a positive role in their learning, both in and out of school. Among the most important and proven methods are:

- **Project-based learning:**

A project refers to what we wish to achieve through specific means and strategies, whether or not those strategies are successful. A project is a short- or long-term vision of the future, encompassing several evaluation criteria, namely:

- Needs analysis.
- Define the objective(s).
- Choice of strategies and means (financing, mechanisms, logistics, required skills...).
- Define tasks and responsibilities.
- Partner identification.
- The calendar.

A project is what we hope to accomplish, or a vision of a situation or state we wish to reach. In pedagogy, it is a teaching method that allows students to acquire specific knowledge within limited or annual timeframes. (Al-Lahia, p. 85)

This is a method based on presenting projects to students in the form of educational and learning situations that revolve around a clear social, economic, political or cultural problem, motivating them to study the problem and to seek appropriate solutions according to the abilities of each of them, with the teacher playing the role of supervisor/guide/facilitator/mediator.

This is a structured project, undertaken by the teacher and the learners to achieve a specific objective, implemented step by step.**natural**In a normal social environment, the success of educational work depends on a positive interaction between the elements of the educational process, in addition to teamwork.**Projects**It allows learners to acquire experience, skills, and certain psychological qualities, such as self-control, composure, a strong work ethic, and perseverance. (Abd al-Salam, 2003, p. 106)

This learning method encourages learners to investigate, explore, question, and seek solutions to complex problems. It also fosters the development of mental skills that allow learners to move from the abstract to the applied, while encouraging cooperation among themselves to complete their projects.

Kil Patrick defines a project as follows: “A project must arise from a real need expressed by the students and aim for a specific objective.” According to him, a project is an experiment with objectives and a production-oriented activity. He also defines it as an intentional activity that takes place in a social context. (Mizian et al., 1994, p. 101)

Projects are divided into several types, including:

- The organization's project.
- Projects for art workshops.
- Study trip plans.
- Educational support projects are of interest to students who are experiencing difficulties in their studies.
- The educational sports project.
- This integration project is of interest to students with special needs.
- Special aid project.
- The special care project which concerns children and adolescents suffering from psychological or health problems, etc. (Al-Lahia, D.S., p. 86)

1- Project methodology steps:

Mohammed Al-Saleh Hathroubi (1999) believes that the project methodology should follow these steps:

1- Project selection and definition of objectives:

This involves engaging in dialogue with and consulting the students. The project must correspond to their interests and aspirations, offer varied activities, address different fields of activity, be feasible, and be linked to the prescribed themes and other subjects.

2- Project planning and organization:

The teacher and students plan and organize the project, taking into account the available resources, to ensure its success. This involves identifying the objectives to be achieved, breaking the project down into clear and precise steps, dividing the students into groups responsible for implementing these steps, explaining the means of implementation, the sources of information and the methods of data collection, and finally determining the time required for its completion.

3- Project implementation:

The student groups begin to implement certain aspects of the project under the supervision and with the help of the teacher, and in accordance with the agreed arrangements for planning and organization.

4- Project evaluation:

This process constitutes the final stage, during which the teacher discusses the students' achievements. They present their successes and opinions, evaluate their progress in relation to the established objectives, and analyze their success in the planning, organization, and implementation processes. They also identify their weaknesses and errors in order to avoid them in the future, and they structure their results in an organized process that sheds light on certain aspects of the phenomenon under study. (Hathrouby 1999, p. 56)

The project-based approach allows parents, students, partners, and teachers to collaborate on a collectively chosen project that is meaningful to each of them. However, such arguments do not preclude resistance and viewpoints stemming from cultural and ideological differences, or even from complete ignorance, frustration, disregard for stakeholders, or absolute

individualism that rejects collective action. This rejection often targets the project's objectives more than the project itself.

It is clear from the above that the project-based learning method consists of presenting students with projects in the form of educational situations structured around a clearly defined social, educational, or cultural problem. This approach fosters genuine motivation in students to conduct research and solve this problem according to their individual abilities, with the help and supervision of the teacher, and through the practice of numerous independent activities in different areas. This method aims to transcend the boundaries between disciplines where they intersect, structuring them around a set of targeted activities. Thus, information and knowledge become a means to an end, not an end in themselves.

- **Problem-solving pedagogy:**

Problem-solving pedagogy refers to a teaching and learning situation characterized by difficulties for which the learner does not have ready-made solutions. This situation plunges them into confusion and forces them to exert effort and mobilize their cognitive resources in order to find appropriate solutions. From a psychological perspective, it reflects an imbalance between the individual's needs and the demands of reality. Therefore, the individual's intervention to restore this balance is considered a solution to the problem, and this solution may consist of modifying the situation, anticipating a similar situation, or improving the current situation.

Problem-based learning (PBL) is a learner-centered approach that emphasizes the practical application of knowledge and skills. One of its fundamental principles is that the learner is presented with a novel problem, which activates their skills, abilities, and knowledge. The problem presented is artificial and serves as a catalyst for learning. The goal is not to find solutions, but rather to understand all aspects of the situation or problem.

This type of training aims to prepare students for a constantly evolving professional environment. Its objective is to develop their adaptability, observation and analytical skills, problem-solving abilities, logical reasoning, decision-making skills, initiative, sense of responsibility, autonomy, self-assessment, independent learning, communication, and teamwork. From a purely pedagogical perspective, this learning involves defining concepts and

terminology, precisely identifying problems, formulating hypotheses, considering objectives, conducting research or analysis, and finally, evaluating the results.

This type of teaching involves presenting students with relevant and authentic problem situations that can serve as a starting point for research and investigation (Jaber, 1999, p. 135). A problem is a complex question or perplexing situation that a person faces and cannot answer or act upon using their current knowledge or skills. A problem arises when a person is confronted with a novel question or an unusual situation to which they are unfamiliar and for which they lack the necessary skills, knowledge, methods, or approaches to answer or act correctly. They must then mobilize their prior knowledge and skills within a new and unfamiliar framework, which may enable them to answer the question or act appropriately. Acquiring new knowledge and skills may prove necessary to arrive at the right answer or act appropriately in this new situation.

Problem-based learning is a method that encourages inquiry and stimulates the learner's critical thinking, prompting them to find a solution. It is a knowledge-building mechanism centered on learner activity, encouraging reflection. It is generally a pedagogical method:

- It presents the learner with problems that are both vast and complex.
- It corresponds to the learner's reality, which means that it connects him to society and his local environment.
- It encourages research as a process of investigation.
- It encourages the learner to follow the steps of scientific thinking.
- It allows the formation of mental (intellectual) attitudes that are consistent with the objectives of the subject matter being studied.

➢ **Characteristics of problem-based learning:**According to Jaber (1999), this type of pedagogy is characterized by the following features:

- **The presence of a question or problem that guides learning:**Instead of organizing lessons around specific academic principles and skills, problem-based learning focuses on socially important and personally meaningful questions and problems for students. This type of teaching addresses

authentic, real-life situations that do not have simple answers and for which there are competing solutions or alternatives.

- **She has a multidisciplinary approach:**Although a problem-solving lesson may be centered on a specific subject (science, mathematics, social sciences, etc.), the problem itself is chosen because solving it requires students to be interested in many subjects and themes.
- **Original and authentic research:**Problem-based learning requires students to conduct original research to find realistic solutions to real-world problems. They must identify the problem, formulate hypotheses, make predictions, gather and analyze information, conduct experiments, deduce, and draw conclusions. The specific research methods used depend on the nature of the problem being studied.
- **product production and display operations**Problem-based learning requires students to create, produce, and present their work, explaining and illustrating the solutions they have found. This work may take the form of a dialogue, a debate, or a report. Students plan these productions and presentations to demonstrate their learning and to offer alternatives to the traditional written report or research. (Jaber, 1999, p. 136)

➢ **Steps in problem-solving pedagogy:**

First step: The teacher guides the students towards the problem, reviews the objectives of the lesson, describes the necessary mechanisms and stimulates the students' motivation to engage in a problem-solving activity of their own choosing.

Second step: The students organize the lesson, and the teacher helps them define and identify the lesson tasks related to the problem.

Third step: Individual and collaborative research is encouraged, and the teacher motivates students to gather relevant information, conduct experiments, and strive to find explanations and solutions.

Step four: The teacher helps students achieve and present their results, assists them in planning and preparing these productions, such as reports, videos and models, and helps them share their work with others.

Step five: By analyzing and evaluating the problem-solving process, the teacher helps students reflect on their research, investigations, and the processes they used.

➢ **Pedagogy of integration:**

This means that the teaching methods used aim to enable the student to gather and organize their acquired knowledge in order to use it in complex situations, called situations. Integration. (Bakhti, 2006, p. 16)

This refers to the process of evaluating the harmonious interaction between a group of elements, or the process of integrating a new element so that it harmonizes with the other elements. (Program Support Document, 2005, p. 184)

Ali Ahmed Al-Jamal (1999) defines integration as follows: "A complex process that allows the mobilization of acquired knowledge or elements relating to a specific system in a relevant situation, in order to restructure prior learning and adapt it to the requirements of a particular context to acquire new knowledge. The learner is the main actor in the integration of acquired knowledge and can only integrate what they have actually acquired." (Al-Jamal, 1999, p. 84)

Integration, according to the Quebec International Education Centre: "A process by which the learner connects their prior knowledge to new knowledge, thereby restructuring their cognitive world and applying acquired knowledge to new concrete situations."

Integration in education involves linking different disciplines. This approach helps to break down barriers between subjects and to apply students' acquired knowledge in a relevant context—a process known as the integration of learning. Integration is essential because it highlights the gaps between theory and practice, demonstrates the contribution of different educational activities and resources, and illustrates the practical application of isolated learning experiences.

This pedagogy aims to enable learners to mobilize and organize their acquired knowledge in order to use it to address complex situations, known as integration situations. Therefore:

- Integration only occurs after the acquisition of various learning experiences (knowledge, skills, attitudes...).
- Integration only occurs through a new, complex situation that requires the learner to find a solution.

He must begin by searching among his current knowledge and skills to resolve this situation. Integration is therefore much more than a simple application or exercise; it is an internal and personal process, and no one can accomplish it in place of another.

➢ **Who is responsible for integration?**

It is the learner who practices integration for their own benefit. If the teacher suggests that their students do practical exercises, summaries and reviews, they can also propose complex situations, but in this case, integration is not of interest to them; it is the student who is concerned with it.

➢ **The foundations upon which learning is based according to the pedagogy of integration:**

- Resource allocation: allocating time to structured learning
- Synthesis and integration of resources: Dedicate time to learning how to link, synthesize and integrate resources.
- Individual work: It depends mainly on the integration of learning or assessment situations.
- Management of teaching and learning activities: The teacher can adopt the teaching methods that are familiar to him/her to constitute the resources, and it is advisable to develop these methods gradually by introducing methods in line with the socio-constructivist perspective which favours complex tasks within problematic learning situations.
- Managing integration situations: learning to integrate resources and/or assess the degree of development of students' skills.
- Addressing obstacles to skills development in students: by diagnosing, classifying and overcoming errors through the adoption of appropriate corrective activities.

➢ **Integration levels:**

There are three interdependent and sequential concepts that illustrate the level of integration of acquired knowledge: action, understanding, and autonomy. Here is an explanation of each concept (Action – Understanding – Autonomy).

1-Action or practice: The integration of acquired knowledge is closely linked to the learner's ability to act and carry out activities that allow them to realize the value of their learning. This ability to act is manifested through observable performance and results. It is important to note that all learning activities planned and organized according to competencies aim to facilitate the integration of acquired knowledge. The development and implementation of projects, as well as the resolution of complex problems, are examples of activities that align with this approach.

2-Understanding: Skills cannot be acquired without fundamental knowledge. It is this fundamental knowledge that allows the learner to understand what they are doing. In the learning process, fundamental knowledge is a prerequisite for the integration of new knowledge and must precede this integration. For example, it is unrealistic to imagine a learner capable of expressing themselves correctly in writing without memorizing and understanding grammatical rules. Any weakness in understanding will lead to difficulties in integration. Therefore, action (skill) and understanding (fundamental knowledge) are intimately linked and inseparable processes, as fundamental knowledge is an integral part of skill.

3-Battery life: (Battery life) Autonomy is an indicator of effective learning integration. However, during this integration phase, competence is not yet fully acquired. The learner is still exploring their abilities and may need support. This is where the importance of formative assessment becomes clear. During this phase, the process of enriching and transferring acquired knowledge begins, and autonomy gradually stabilizes through the learner's immersion in new and varied situations and a reduction in interventions. The pedagogical process should evolve from a teacher-led approach to a delegated approach, depending on the major stages of skill acquisition.

- **The pedagogy of error:**

Competency-based teaching requires, in addition to traditional teaching methods, a new approach to managing learner errors. From this perspective, errors are no longer seen as learning difficulties, but as starting points for developing learning strategies, given their importance to the learner.

This pedagogy emerged in the field of education as a reaction to the lecture-based model, which views error as a learning difficulty, and to the behaviorist model, which interprets it as a negative aspect of learning. This led to the development of Jean Piaget's constructivist model and the work of Gaston Bachelard, which emphasizes the importance of error in learning. Among these works, we can cite:

- There is no truth without corrected errors.
- By revisiting our mistakes, we discover the truth.
- The psychology of situations shapes the history of our personal mistakes.
- The essence of insight lies in understanding that we have not understood.
- We learn by modifying and repairing.
- The students' errors can be classified as follows:
- Errors related to a misunderstanding of instructions, i.e. those related to a difficulty in decoding.
- Errors related to mental processes, that is, those which are not found in students but which seem normal to teachers.
- Errors related to expected processes.
- Errors resulting from an increase in students' cognitive abilities.
- Errors related to other incomprehensible documents.

Identifying these errors requires teachers to develop strategies to correct them, support the student, and minimize the resulting negative consequences. The error correction process follows a four-step methodology:

- Monitoring errors that occur during correction
- Describe these errors and classify similar errors.
- Investigating the sources of error
- Develop or propose a treatment strategy. (Labyed, 2004, pp. 63-64)

1- Using the trial and error method:

Trial-and-error learning is an automatic and natural method that comes into play when the situation is poorly structured and the data needed to solve the problem is incomplete. It can be used at the beginning of learning to involve students in the teaching and learning process, encourage them to solve a specific problem, and foster the experimental research and learning essential

under undefined conditions. Generally speaking, according to Skinner, trial-and-error learning is based on the following principles:

- Successful attempts are repeated.
- These attempts are not the result of chance, as they respond to the context of a particular situation.
- Trial and error are primary behaviors.
- Trial and error can be repeated in the absence of a model to imitate, knowledge, or principle to refer to.

Is it possible to organize the learning environment in such a way that students cannot make mistakes, as Skinner envisioned, or is error an integral part of learning? Skinner believed that positive reinforcement eliminates errors in learning. However, for cognitive psychologists interested in information processing, error is an integral part of learning or problem-solving, allowing us to identify obstacles and investigate their causes. In this sense, there is nothing wrong with students making mistakes.

2- Types of errors:

1- Cognitive error: This relates to the knowledge that needs to be acquired.
2- Teacher's error: teaching methods + poor management.
3- Learner error: Mental level + Learner's conception of knowledge.https://www.alukah.net

➢ **Conclusion:**

Modern pedagogies highlight the central role of the learner in the educational process, offering them opportunities to express their mental, emotional, and motor skills, thus fostering creative learning. They also contribute to the development of critical thinking, the acquisition of skills in using scientific sources and references, and the flourishing of their personality and the development of their scientific approach.

Conversely, one cannot speak of a true renaissance in any society without paying attention to what may accompany this renaissance in terms of reform or introduction of changes in its educational system adopted by that

society, updating its aims, objectives, content, methods and approaches, according to the transformations that may occur within the local and international community.

Similarly, these effective teaching methods can only succeed if the teacher is offered a suitable and appropriate learning environment, and if their continuing education is ensured at all levels, while freeing them from constraints that inhibit their creativity and initiative.

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