

**The effectiveness of a proposed therapeutic program in solving the problems of practical education through improving educational teaching performance and towards the teaching profession for students of the Department of Social Studies, Faculty of Education, Helwan University**

**Submitted By**

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**Abstract**

The aim of this research was to solve the problems of practical education by improving educational teaching performance and towards the teaching profession for students of the Department of Social Studies at the Faculty of Education, Helwan University through a proposed remedial program. The sample consisted of (50) students / Education / Helwan University.

The researchers prepared a list of the problems faced by students / teachers during their training in their schools under the Helwan Educational Administration after observing them in the first semester of the academic year 2016-2017 and preparing a proposed remedial program for students / teachers. The researchers also prepared a note card for teaching / Teachers. The researchers also used the measure of the direction towards teaching profession for students / teachers. The research tools were judged by a number of specialized experts.

**The research found the following results :**

- There is a difference of statistical significance at the level of (0.01) between the average scores of the experimental group of the experimental group in the application of the tribal and the card for the observation of teaching and educational performance.
- There is a difference of statistical significance at the level (0.01) between the average scores of the experimental group of the experimental group in the application of the tribal and beyond the measure of the trend towards the teaching profession in favor of the application dimension .

**Keywords:** Therapeutic program , Problems of practical education , Educational teaching performances , The trend towards the teaching profession , the specialization of social studies .

**1. Introduction**

Education plays an essential role in the advancement of nations and peoples. This progress has contributed to a comprehensive and continuous change in various aspects of life. As education is the foundation of change, the teacher in all countries of the world has received attention and appreciation as the key to the educational process and one of the components of the educational system that is capable of preparing a generation which adapt in a changing society, so universities must pay attention to the teacher's training and preparation through the programs of practical education.

The practical education in the faculties of education is the backbone of the building of the teacher of the future, through which the professional and academic preparation of the students / teachers is accomplished. It also allows

the student to practice his real work in the field and turn what he learned theoretically in the various academic syllabi to practical procedures (Sabry Aboudqa, 2004).

The practical education occupies a distinguished position in the teacher education program as one of the main courses in the faculties of education. It works to build the distinctive character of the student / teacher and gives the trainees the necessary pedagogical skills for the teaching profession through continuous practice to confront the problems and apply the experiences during the continuous professional preparation period. (Kanaan, 2000) and skills in the field of his future career, through his interaction and direct contact with the students. It is also working to refine and shape his personality through the situations and problems he experiences.

Many researches and studies on teacher training suggest that field practices and experiences in the social surrounding can lead to a better understanding of the theory, application and pre-service practice, thus reducing the gap between theoretical education and practices. It also prepares the student / teacher for the teaching profession from all the psychological, practical and technical aspects of the teaching process.

Despite the importance of practical education in the teacher preparation program, it is considered one of the most channels during which the student / teacher feels the problems he may face, so there is a need to identify the most important problems facing the student/ teacher during the field training and to the development of suitable scientific/ viable solutions. (Mustafa Khawalda, 2010).

## 2. Problem of the Study

Practical education is an important aspect in the preparation and training of the teacher to teach in different educational stages and to be able and conscious of his responsibility, which is the criterion according to which the success of the faculty in preparing the student / teacher is tested. In view of the importance of the practical education Faculty of Education - Helwan University seeks to develop and improve its programs in order to achieve that goal. Since the researchers of the present study are members of the teaching staff in the Department of Curriculum and Teaching Methods, they are responsible for these programs and have considered the need to conduct this study to identify the most important problems facing students/teachers during practical education at the Faculty of Education - Helwan University and to try to solve them to overcome the disadvantages that may surprise students during the field training process in all different fields. Based on the above, the problem of the present study can be identified as :

Low level of students of the Department of Social Studies, Faculty of Education, Helwan University in some teaching and educational practices during the practical education period in different schools .

The current research has attempted to answer the following questions:

- 1- What are the problems facing students / teachers in the Faculty of Education - Helwan University?
- 2- What is the proposed framework for the proposed remedial program for students / teachers in the social studies department?
- 3-What is the effectiveness of the proposed remedial program in developing teaching and educational skills among students/teachers in the Social Studies Department?

## 3. Hypotheses of the Study:

The current research has verified the following hypotheses:

- 1- there is a statistically significant difference at the level (0.01) between the mean scores of the experimental group students in the pre and post administrations of the observation card for teaching and educational practices in favor of the post- administration.
- 2- there is a statistically significant difference at the level (0.01) between the mean scores of the experimental group students in the pre and post administrations of the attitude towards the teaching profession scale in favor of the post- administration.

## 4. Aims of the Study

This research aimed to :

- 1- Prepare a proposed remedial program based on the teaching and educational skills of students/teachers in the social studies department.
- 2 - Develop the educational performances and skills for students/teachers in the social studies department ,Faculty of Education - Helwan University.

**5. Significance of the Study:**

This research may be beneficial for:

- 1- Curriculum developers: the proposed framework can be useful in activating the skills of teaching within the different teacher preparation courses.
- 2-Teachers: The proposed framework of the program can be informative in how to train students / teachers on educational skill tools.
- 3- Students/teachers: The proposed framework can help in the development of teaching skills to cope with the changes and developments in modern times.
- 4- Researchers in the field of training: through the use of the results of this research and its suggestions in conducting other studies related to training / teachers.

**6. Delimitations of the Study:**

The research was delimited to:

1 - A sample of students in the social studies department at the Faculty of Education / Helwan University in Helwan , Alrashad , and Om Almomeneen primary schools belonging to Helwan Educational Administration in Cairo.

- 1- Teaching and pedagogical performances required for students in the social studies department, Faculty of Education / Helwan University.
- 2- Experimenting the proposed remedial program to students in the Department of Social Studies, Faculty of Education / Helwan University during the second semester of the academic year 2016/2017.

**7. Terminology of the Study**

The research terms are defined procedurally according to the following:

**7.1 Remedial program**

the type of education that is being developed in order to correct or remedy the deficiencies in the basic skills experienced by the students, or in any of them.

**7.1.1 Practical education**

Amer (2008) defined it as the educational process that helps the student / teacher apply theoretical knowledge in practical terms, leading to the necessary competencies in the design and implementation of lessons, and the use of teaching methods and various teaching aids and assessments in a purposeful and orderly manner.

**7.1.2 Operational definition of the practical education:**

The application of what the students / teachers have acquired of knowledge, educational and psychological theories and teaching skills, and the use of educational aids to gain real experiences . In addition to positive attitudes and values and participating effectively in educational activities . Then, the students / teachers are subjected to objective evaluation criteria and their graduation is dependent on success according to these criteria.

**7.1.3 The practical education problems:**

According to (Radwan, 2006), they are: Difficulties facing the students / teachers during the practice of practical education and these difficulties may be related to preparation of the students / teachers in the faculty, or to the school in terms of (administration, teachers, pupils) and some of them are related to the program of practical education in the faculty. These problems can impede the achievement of practical education's desired objectives.

**7.1.4 Operational definition of the practical education**

The researchers define them as: Difficulties faced by students / teachers in the Faculty of Education - Helwan University in the course of practicing practical education in schools, which will affect the instructional and educational process.

**8. Method of the Study**

this research has made use of the descriptive method and the quasi experimental design. The first was used to review and analyze the related studies and the second was used as One Group Pre – Test, Post – Test Design.

## 9. Procedures of The Study

**First:** reviewing and analyzing the researches and studies related to the current research through the following aspects:

- the concept of practical education
- skills of practical education
- problems of practical education

**Second:** preparing a checklist of the teaching and pedagogical skills associated with the social studies course for the students of social studies and presenting it in its initial form to a group of jury members to verify its validity and making adjustments in the light of their opinions to reach the final checklist.

**Third:** generally planning for the proposed remedial program based on the teaching and pedagogical skills associated with the social studies course for the students according to the following steps:

- 1.Setting the foundations of the program.
2. Determining the overall objectives of the program.
3. Determining the content and time of the program.
4. Identifying educational / learning activities.
- 5 - Identifying the teaching strategies.
6. Identifying aids and sources of education / learning.
7. Identifying evaluation methods.
- 8 - Verifying the program, by presenting in its initial form to a panel of jury members to verify its validity and suitability, and making adjustments in the light of their views to reach the final form of it.

**Fourth:** Instruments of the study:

- Preparation of research instruments represented in the observation card of the performance of students in teaching and educational skills and a scale of their attitude towards the teaching profession.
- Presentation of the instruments in their initial form to a to a panel of jury members to verify their validity and make adjustments in the light of their views to reach the final forms of the card and scale.
- Calculate the reliability of the card and the scale.

**Fifth:** conducting the pilot study for the proposed remedial program and applying it to the social studies department students.

**Sixth:** carrying out the program on the social studies department students and administering the instruments to them according to the following steps:

- 1- Pre administration of the research instruments to the students of the research sample.
- 2- Teaching the proposed program for the sample of the research.
- 3- post administration of the research instruments to the students of the research sample.

**Seventh:** collecting data, conducting statistical analysis, and reaching results.

**Eighth:** interpreting and discussing results

**Ninth:** presenting recommendations and suggestions for future researches in light of the results.

## 10. First: Theoretical framework

Teaching is a complex process that involves many procedures and skills that work in an entangled and intertwined manner at the same time. It is a humane and social process that depends on the rapport and communication between the teacher and the learner. And teaching is a profession that has its origins and a science that has its

components and an art that has its talents. It is an educational process that is based on rules and principles and theories. This obliges the teachers to work with knowledge in general and with practical knowledge in particular (Ayesh Zeitoun, 2010, p. 12)

Human civilization has taught teaching as a profession since ancient times and this profession was the most honorable profession at all and could not be practiced except by the elite citizens. In this regard, one of the education world scientists; Chandler refers to the teaching profession as the mother of all professions because it precedes them all, it is necessary to them, and is therefore the main source that paves the way to the other professions and provides them with a work force that is qualified scientifically, socially, technically, and morally. (Nazali Saleh, 2006, p. 30)

Teacher preparation and training to the requirements of the profession and issues that are of constant concern in all educational systems has become axiomatic. As good education is the basis of the advanced society, and good education is only accomplished when the teacher is well prepared and believes in his profession because a teacher is the backbone of the educational process.

In order for the teacher to fulfill his multiple roles, he needs to have a range of competencies that can not be acquired except through a special preparation program that provides him with a range of experiences and allows him to interact with them, thus gaining the knowledge, skills, values, attitudes and tendencies that enable him to perform his tasks effectively. Teacher training programs in most of the educational systems in all over the world consist of the following three main aspects:

- Academic (specialization).
- Cultural.
- Educational (pedagogical).

Each of these aspects includes theoretical and practical courses aiming as whole at the preparation of an efficient teacher, and as is well known, the teacher's professional or educational preparation is a set of courses that include foundations and theories related to learning and education. These courses often end with field practical education and any teacher preparation program will not have any real value whatever its degree of quality - unless it is accompanied by a practical training of students/teachers on teaching and the skills necessary for them and associated with it. (Ali Rashid, 1996, p. 19)

Therefore, practical training tends to be the cornerstone of the teacher's preparation in the Faculty of Education. It is the real test of the actual and objective judgment on the aspects of learning the students/teachers have during their preparation, whether related to the academic, cultural or professional aspect through giving them application opportunities during the period of practical education. (Maluh al-Khuraisha, 2001, p. 108)

**10.1.1 There are some of the undisputed beliefs associated with the system of practical education, the most important of which are the following:** (Hassan Mohamed Hassan, 1992, 11).

- 1- Practical education is a subsystem of an original system that includes preparing the teacher academically, professionally, culturally and personally.
- 2- The practical education is a link in the series of teacher preparation that must be preceded by preliminary programs to modify it and it should be followed after graduation with in-service training programs.
- 3- Practical education is a subsystem that contributes to the formation and operation of human, social and material inputs. Therefore, this system can only be developed if these inputs are developed.

The practical education is one of the most fruitful episodes in the life of a teacher and his professional preparation and it is the close relationship between the faculties of education and its academic work and schools and applied science. considering the practical education globally as the most important elements of teacher preparation, it has been subjected to continuous educational research by researchers in the field of teacher preparation to develop its Methods and evaluate their effects, which contributes to rooting their philosophy and deepening their impact in the process of preparing the successful future teacher. Guyton,McInttre,2012.

**10.1.2 The concept of practical education**

It was defined by Ahmed Al-Laqqani and Al-Jamal (Ahmed Al-Laqqani and Al-Jamal, 1999, 73) as a period of targeted training, received by the student/ teacher at the primary, preparatory and secondary schools, chosen by the

student or determined by the college, during which he will be trained on teaching his specialization within a number of days throughout the academic year and continuous days at the end of the academic year. This is accomplished under the supervision of a faculty staff member or the senior teacher in the school and is aimed at mastering the teaching skills in a practical way.

(Ali Rashed, 1996,92) defined it as a period of directed preparation received by the student / teacher in one of the schools determined by his college and during that period he is being trained to teach a particular subject for students of one or more classes of the school on a weekly bases or consecutively under the supervision of a specialized educational supervisor.

the student / Teacher during this period learns about school life including teaching and supervisory and administrative functions.

The practical education was defined in the Faculty of Education in the University of Bahrain as a subsystem within the overall system of teacher preparation, where the student / teacher spent a period of directed preparation in one of the schools of his choice and during which to identify the school environment and training to teach a particular subject to students of one or more classes. The school provides an opportunity for the student / teacher to apply what he has learnt and what he has acquired in real educational and learning situations, and he is evaluated in these situations Through an evaluation form prepared for this purpose. (Office of Supervision of Practical Education, Faculty of Education, University of Bahrain, 2005).

### **10.1.3 Importance of the practical education:**

Practical education is an important part of the educational preparation programs offered by colleges and educational institutes throughout the world. It is the melting pot in which all the theoretical experiences obtained by the student / teacher can be identified. The importance of practical education can be determined in **the following points:** (Ali Rashid, 1996, 92-93).

- 1- Practical education is an educational laboratory in which students / teachers apply most of the principles and theories of education in Performances and practically in the real field which is the school and thus achieve a link between theory and practice.
- 2- The student / teacher has the opportunity to acquire many basic teaching skills, such as the skill of planning the lesson, the skill of presenting the subjects, and the skill of conducting the discussion within the classroom.
- 3-It provides the opportunity for the student / teacher to identify the school community and its various components such as human and material potential in the school.
- 4 - It is a unique opportunity in which the student / teacher tests himself and his.
- 5- real desire and sincere tendencies to become a teacher already and thus is an opportunity for the teacher of the future to develop positive trends towards the teaching profession.
- 6- it gives a real illustration of the teaching profession for students / teachers about their future career and the consequent burdens and responsibilities.
- 7- It represents a good opportunity for the student / teacher to develop direct relationships with the more experienced teacher of the class and with the administrative staff in the school.
- 8- It represents a unique experience for the student / teacher, which gives him the opportunity to deal with students as well as with the staff of the school in real life educational situations.

### **10.1.4 The status of practical education in teacher education programs:**

The practical education program occupies an important and prominent place in the field of preparing students / teachers and qualifying them for the teaching profession. It constitutes an important link between the academic and vocational aspects. This allows the student / teacher the opportunity to practice and interact with the school environment in all its effects. It interprets the behavioral, cognitive and educational aspects they received in the faculty into applications and practices in the classroom supervised by professionals and educators from the faculty, in addition to the experienced teacher and the director of the school as resident supervisors. (Al-Ma'ani, 1998, 172).

It also represents the melting pot where the theoretical and academic sciences and educational and psychological sciences are clearly reflected by their impact on the thinking of the student / teacher and his performance in the educational situation and his attitude towards the teaching profession. (Ibrahim Abdel Maqsood, 13, 98).

Thus, the practical education is one of the most important elements of the preparation of the teacher if not the most important of all as it is one of the most fertile periods in the life of the teacher of the future and it represents the close relationship between the colleges of education and teacher preparation and its work as an academic rehabilitation and schools and practical work. Through practical education, the student, today and tomorrow's teacher, recognizes the most important requirements of the teaching profession and acquires a general idea about the characteristics of successful education and the most effective methods of teaching and the use of some educational aids and how to evaluate students by confronting the real situations encountered while working with school children. (Rashid, 1996, 91).

#### **10.1.5 Factors leading to achieving the goals of practical education:**

There are a number of factors that affect the success of the program of practical education, the most important of the three main factors is the supervisor and the extent of his possession of the skills and supervisory competencies necessary to carry out his duties and student / teacher and his preparation theoretically and psychologically to carry out the teaching profession.

#### **10.1.6 Yasin (2002, 43) refers to two sets of factors that affect the achievement of the objectives of practical education, as mentioned in the following items:**

1- Choosing the colleges and institutes of the student/ teacher

, so that he is sound of mental and psychological diseases with a strong personality and has the appropriate intelligence and ability to lead the students.

2- The choice of schools for practical education should not be based on a random basis. It is essential that the selection be made on an educational basis, in terms of the possible facilities, the availability of tools and equipment, the existence of an effective teacher and the efficiency of teachers.

3-The student / teacher should master , through the programs of practical education, the techniques, skills and information related to teaching and shows competence in certain activities;planning, implementation and evaluation.

4- The student / teacher plans and observes and knows what to observe so that he can prepare for the lesson and be able to overcome the difficulties that may be encountered during the teaching process.

#### **10.1.7 Principles of the practical education:**

In order for practical education to play its active role in the rehabilitation and preparation of the student, it must follow the basic principles the most important of which:

1- clarity of the goals of practical education by officials and supervisors and the selection of the collaborating practical schools and understanding of the role of practical education in the field of teacher preparation.

2 – preparing student / teacher mentally psychologically by the supervisor

before entering the experience of practical education, where he recognizes the importance ,objectives and stages of practical education and how to succeed in this experiment.

3-observation and taking notes of real lessons to develop the ability to participate in an organized meaningful and realistic observation .

4 - the program of practical education should include all aspects and skills of the student / teacher in relation to the grade, school and administration to achieve the desired success in practical education.

5- the supervisor should take into account individual differences between students, both in the field of learning skills, or human and administrative relations with staff in the school or participating in various school activities. (Mohammad Mustafa, 2015, 34)

### 10.1.8 Implementation stages of the practical education:

The faculties of education implement the practical education according to a group of stages that may vary from one faculty to another but they agree in the end in terms of preparing the student / teacher in practice gradually until it reaches the actual practice of teaching.

Where (Rashid, 1996, 100) mentions that the stages of practical education begin with the stage of cognitive preparation for the student / teacher followed by the mini-teaching stage followed by the stage of the live observations in the training school followed by the stage of participation in teaching with the resident teacher of the classroom, then the actual teaching stage followed by the evaluation and constructive criticism of teaching at the end.

Al-Ahmad mentions that practical education has four stages, namely the stage of motivation in the preparation institution, the stage of direct observation within the school, then the stage of implementation of the lessons, and then the stage of teaching independently (Ahmad, 2005, 150).

### 10.1.9 The stages of practical education are defined in:

**First:** Observation stage:

The stage of observation is one of the first stages of practical education, through which the student / teacher observes the educational situation and its use of techniques, aids and teaching methods used by the collaborator teacher

, as well as observing the students' behavior and how they respond to many of the situations they are going through.

**Second:** Participation stage:

The stage of participation is one of the pivotal stages of practical education in which the student / teacher exceeds the fear of facing the students through his cooperation and participation with the teacher collaborator in many of the tasks and roles he plays.

**Third:** Practical application phase:

The stage of practical application is the last stage of practical education through which the student / teacher practice the educational situation in full practice by follow-up and guidance of both the college and the cooperating teacher and the director of the cooperating school and at this stage the student / teacher has been mentally and psychologically prepared and then observed in the school environment and became focused on the elements that he actually participated in. Then he is treated as the official teacher in the school has his share in the quota of classes. (Salem Al-Halaini, 2008, 177-178)

## 10.2 Duties of the student / teacher:

Through the student / teacher program of practical education, there are a set of duties that must be adhered to by the student / teacher and related to his personality and the faculty he is affiliated to it and his supervisor, as follows:

### A - Duties of the student / teacher towards himself :

It is the duty of the student / teacher towards himself to be a good example for his students in his behaviors , treating his students well, based on respect and affection, and encourage his students to acquire many values and desired attitudes and be good looking.

### B - Duties of the student / teacher towards his faculty:

The duties of the student / teacher towards the college and the manager of the cooperating school are summarized in the following:

- 1- Adherence to the regulations and laws at the school.
- 2- Adhering to the guidance of the school principal, the cooperating teacher and the supervisor of practical education.



3- obligation to submit reports and duties required at the specified time.

4- Observing the collaborator teacher at the beginning of application.

**C- Duties of the student / teacher towards his educational supervisor:**

There is a set of duties on the shoulders of the student / teacher towards his supervisor, most notably cooperation with the supervisor and listening

to him and to his observations in addition to appreciation and respect.

**10.2.2 Problems of practical education:**

**First: Problems related to the preparation of practical education within the faculties of education:**

The colleges of education strive to prepare the student / teacher appropriately through a set of theoretical and practical courses through which the student practices the educational situation but establishments of education face a range of problems, some of which deal with, according to a number of educators, (el zaber 1995, 187) are: weakness in the student's benefit from theoretical and practical courses in practical education because of the generality of the curriculum and its lack of relevance to what happens in school. As Naji (2006, 281) points to the insufficient time period for separate practical education, one day per week is insufficient to prepare an efficient teacher.

**As pointed out (Ostaz and Dalloul, 2001, 80) to a number of problems, including the most prominent in the following items:**

- Shortages in the preparation of the student / teacher and motivation to prepare for the experience of practical education and to identify the most important problems and how to cooperate with the school administration.

- not training the student / teacher within the college on the various teaching skills needed in the teaching period, often do not find the application of teaching method Micro (Micro Teaching), which trains the students on those skills.

- Lack of a clear policy between the colleges of education and the preparation of teachers and training schools in relation to the program of practical education in general and the objectives and how to achieve these goals.

- The weak financial reward desired by the colleges of education to supervise the implementation of programs of practical education.

**Second: Problems related to supervising the program of practical education:**

1- Assigning the task of supervising the programs of practical education for a number of supervisors with various experiences

and specialties, some of them did not engage in supervisory work before, and some are novice, especially when taking the task of work and teaching in the college and some lack supervisory competencies, which negatively affect their performance and supervisory work.

2- Lack of a sufficient number of educational supervisors in some disciplines, which leads to employing unspecialized supervisors.

3- the impact of personal relations between the supervisor and the teacher on the assessment given by the educational supervisor of the teacher.

4- some educational supervisors consider the evaluation as a goal, not a means to improve the process of education.

**Third: Problems related to the student Teacher:**

**(Rashid, 1996, 185-186) refers to them in the following points:**

- The weakness of the level of many students/ teachers in the planning and preparation of their daily lessons, in addition to the inability of some of them scientifically, with not having interest in linking information to the lives of students and their daily problems.

- The inability of some students/ teachers to confront students, which leads to the emergence of clear confusion on the behaviors of these students/ trainees that negatively affect the implementation of the steps of the lessons and thus the weakness of the confidence of the students in them.

It is noted that most of the students/ teachers do not respect the regulations of schools, there are problems related to the failure to attend school on time, as well as not to enter quotas on time, which negatively affects the results.

Most students/ teachers do not participate in school activities that take place outside the classroom, thus losing the opportunity to acquire various skills in this training period.

#### **Fourth: Problems related to the cooperating teacher:**

1- the negative attitude of some cooperating teachers to experience the practical education and trainees in terms of wasting a lot of their periods and they are forced to represent those lessons.

Some of the cooperating teachers instruct the trainee students to teach previously taught topics, which makes the students of the class feel the insignificance of the trainee students and feel boredom in their periods.

3- Sometimes when the cooperating teacher intervenes in teaching with the student / teacher, he shows deficiencies in his knowledge and that he is below the level and unable to teach, which causes this trainee frustration.

4- Some of the cooperating teachers follow some wrong educational methods, which negatively affect the performance of the student / teacher.

## **11. Second: Research procedures**

### **11.1 First: Research Methodology :**

The researchers used the descriptive approach in the preparation of the observation card and the construction of the measure of direction towards the teaching profession and the construction of the proposed training program for the development of educational performance of the students / teachers in the Department of Social Studies, Faculty of Education, Helwan University, and the experimental approach in studying the effectiveness of the program in developing teaching performance among students / Social studies, Faculty of Education, Helwan University, and the best experimental designs here (one group system).

#### **11.1.1 Second : The society and study of the study :**

The study population is all students / teachers specialized social studies program of primary education at the Faculty of Education / Helwan University - Divisions III / IV - who are trained cooperating schools of the Department of Helwan Education in the academic year 2016/2017 m's (70) students The student, was chosen as the study sample intentionally under the supervision of researchers a number (6) of the training schools selected by the college so as to be representative of the research community the original as much as possible, because the sample is part of the research community the original, and formed the research sample of (50) students who Studied in the third / fourth school year, Specialization: Social Studies in the Faculty of Education / Helwan University.

#### **11.1.2 Third: Study tool (Note card) :**

Since the current research aims to solve the problems of students / students and the development of their teaching performance during the training in the primary schools of social studies, the performance card was prepared to identify their problems and then measure the extent of their solution after the application of the program **according to the following steps:**

- Identify problems facing students / teachers.
- Preparation of an initial list of teaching performances for students in primary education.
- Present the notice card to a group of arbitrators and make the amendments proposed by the arbitrators and become final.

Identification of the validity of the observation card: To verify the validity of the research tool (observation card),

the researchers presented it to a group of arbitrators. More than (80%) of the arbitrators were approved by the arbitrators and their statements. Some amendments were made in accordance with the opinions of the arbitrators. Divided into three axes (teaching planning, teaching implementation, teaching assessment ) .

**11.1.3 Calculating the stability of the observation card:** To ensure the stability of the observation card, the researchers applied it to a sample of ten (10) ten students / teachers from the research community and outside the sample . Each student was observed a full study quota. The agreement of the observers, where the use of one of the social studies teachers after training on how to use the observation card, and was calculated proportion of the agreement between the researcher and the teacher collaborator, was used Cooper equation to know the coefficient of agreement between the observers: the average percentage of the agreement between the researchers and the teacher collaborator (87% ) Values The average percentage of the agreement between the researchers and the cooperating teacher (88%) is a high stability value and indicates the validity of the observation card and is in its final form applicable.

**11.1.4 Application of the observation card :** After verifying the validity and stability of the observation card, the researchers applied in the first semester of the academic year 2016/2017 on the sample of the study by setting a date for each student to attend social studies classes by two visits separated between each visit followed by a period of approximately ten days, In order to obtain greater accuracy in describing and observing teacher performance and calculating the average of three observations for each skill. Thus, the number of shares that the researchers observed (15) twenty shares, followed by the application of the measure of direction towards the teaching profession, where the use of a measure of direction towards the teaching profession.

**11.1.5 Fourth: Building the proposed training program based on teaching performance:**

The researchers prepared the proposed training program in the light of the teaching performance according to the following steps:

Prepare a list of teaching / pedagogical problems facing students / teachers (and instructional performances to address these teaching / pedagogical problems). These can be identified in (3) main areas:

A - General specifications of the graduate of the Faculty of Education, derived from the following:

Knowledge and concepts, professional skills, mental skills and general skills.

B - Criteria of social studies, and derived from the following: knowledge and concepts, professional skills, mental skills.

C - Educational and teaching problems facing students / teachers Division of Social Studies.

In light of this, 78 indicators have been formulated; they have been distributed to the two main areas.

**11.1.6 To determine the veracity of the list of teaching / pedagogical problems:** To ascertain the veracity of the list of teaching / pedagogical problems and the required teaching performances, the researchers presented the list in its initial form to a group of arbitrators specialized in curriculum and teaching methods. The list was approved by more than 80% On their fields and indicators: According to the opinions of the arbitrators, the amendments were made and the researchers reached the list in its final form.

**11.1.7 Building the proposed training program :** In the light of theoretical framework and previous studies, a list of teaching / pedagogical problems and the required educational performances. The training program is designed according to the following steps:

- The overall objective of the proposed training program.
- Specific objectives of the proposed training program.
- The content of the proposed training program.
- Methods and methods of teaching the proposed training program.
- Educational activities.
- Evaluation methods used in the proposed training program.

- Duration of implementation of the program.
- Adjust the proposed training program.

**1 - The general objective of the proposed training program :** The goal of the proposed training program in this research: solving the problems of teaching / educational and development of teaching performance of students / teachers in the Faculty of Education, the Department of Social Studies Division of Primary Education.

**2. Specific objectives of the proposed training program :**

After completing the training, the student / teacher is expected to be able to:

- Design a teaching plan, educational environments suitable for the diversity of learners.
- Applying the teaching methods, the employees of the educational technology, taking into account the characteristics of the learners and their learning and learning styles.
- Appropriate methods and tools are used to evaluate the different aspects of teaching and learning.
- Deals professionally with people with special needs for educational integration.
- Recognizes the unity of knowledge and integrative relations between fields of science and its various branches.
- Communicates effectively using his personal abilities and IT skills.
- Understand the developments related to the specialization.
- Communicates in good Arabic and in a foreign language.
- Adheres to the values of society and the ethics of the profession of education and ethics in dealing with learners.
- Recognizes his role in the development of society and the role of education in its sustainability.
- Participates in solving professional and community problems, and educational development to achieve quality and excellence.

**- Acquires the following knowledge and concepts:**

- \* Foundations of educational administration and planning and design of educational / learning environments.
- \* Curriculum: its components, construction, evaluation, and development.
- \* Theories of teaching and learning and the characteristics of the stages of growth of learners.
- \* Teaching and learning strategies.
- \* Educational Calendar and its theories.
- \* The ethics of the education profession and the legislation regulating it and the rights and duties of the teacher.
- \* Entrance and quality systems and accreditation.
- \* Scientific, technological and societal developments related to specialization.
- \* Areas of integration between branches of science.
- The lesson is planned in light of the targeted learning outcomes.
- Design and manage educational environments suitable for teaching and learning.
- Manages the classroom taking into consideration individual differences between learners and learning outcomes.
- Employing teaching technology in teaching and learning.
- Uses diverse strategies for teaching, learning and classroom activities.
- Uses appropriate strategies and activities for people with special needs.
- Provides new ideas for the issues involved in the content.
- Analyzes the results of the assessment of learners for improvement and development.

- Choose the appropriate among the alternatives in different life situations.
- Works efficiently within a team.
- Participates in the research of the general issues of society and proposed solutions.
- Understand the role of political science in the development of society and the building of civilizations.
- Recognizes the relationship between different branches of science and technology.
- Employ scientific and applied activities in the production of knowledge.
- Recognizes the importance of the development of scientific knowledge in building science.
- Professionally deals with scientific data and information in building science.
- Deals professionally with scientific data and information in Arabic and foreign languages.

**- Acquires the following knowledge and concepts:**

- \* History of science (specialization science).
- \* The structure of science.
- \* The nature of science and its terminology and ethics, and the integration of branches to achieve unity.
- \* Methods of data analysis and interpretation.
- \* Science applications in life.

**The appropriate technicians**

- Designing and presenting a report using appropriate techniques and scientific methods.
- Select the most appropriate methods of study and research to address the subjects of specialization.
- Security and safety rules shall be applied in the conduct of experiments and conduct in a proper manner.
- Design devices, tools and models to simplify science in the field of specialization.
- Uses software, the Internet and real and virtual labs.
- Apply facts and theories using technology to conduct experiments, analyze data and interpret results.
- Explains the laws, theories and different methods, and chooses the best to address scientific issues.
- Analyzes qualitative and quantitative data and information in the light of available evidence and evidence.

**3. Content of the proposed training program :** The content of the training program is one of the most important stages of planning the training program and is determined in light of the specific objectives of the training program.

- Fit the content of the program to the objectives and ability to achieve the student trainee.
- Inclusiveness of the content of the program on all aspects of the expertise and skill required to be developed professionally and academically
- Diversity and flexibility to allow for modification and development.
- Gradient is easy to hard.
- Taking into account the individual differences between the trainees, so that each trainee learns according to his abilities and abilities.
- Ability to continuous evaluation.
- Organizing the experience and the training content in the number of study units which reached (5) five training modules on the basis that the training is done at (3) hours per day, bringing the number of hours of the proposed training program (15) training hours. As is clear from Table (1)

**Table (1) The content of the proposed training program**

Module	Time	Content
General and specialized specifications of graduates of colleges of education	180 minutes	The objectives of the program - the rules of work and the distribution of tasks and responsibilities - methods of effective education - teaching and its relation to the specifications of the graduate (National standards reference academic - sector colleges of education).
Teaching skills and qualities of the creative teacher	180 minutes	Teaching skills and various fields - Characteristics of the teacher of social studies creative _ Practical applications of some of the strategies of teaching - Obstacles of teaching performance - The importance of teaching performance in the primary stage.
Knowledge and concepts	180 minutes	The history of social studies curriculum, the structure of social studies - the nature of science and its terminology, and ethics, and the integration of branches to achieve unity.
Professional and mental skills	180 minutes	Writing reports using the appropriate techniques and scientific methods - How to choose the most appropriate methods of study and research to address the subjects of specialization _ Field study and specialization of social studies.
Applications	180 minutes	Planning and organizing lessons from the social studies curriculum in the primary stage to develop teaching skills.

#### **4 - Methods and methods of teaching in the proposed training program :**

In the light of the objectives of the training program and the content, the teaching methods and methods that fit the content and lead to the achievement of the specific objectives of the program were chosen, taking into account the nature of the trainees and the abilities of the trainer, the variety and availability of visual and audio aids and the nature of the place prepared for the training. Open discussion, brainstorming, and collaborative learning .

#### **5 - Educational activities: from the colors of activity directed to the trainees :**

- \* Individual activities (working papers, individual report, self-assessment)
- \* Practical activities to train trainees in the planning of social studies lessons for the development of teaching performance.
- \* Prepare and present model lessons to a group of colleagues.

#### **6 - Evaluation of the proposed training program : The methods of evaluation of the training program varied as follows:**

- A tribal test to learn about the trainees' background on the subjects of the training program.
- Remote testing to identify the extent to which trainees benefited from the training program.
- Trainees were evaluated during the training program through group work papers, group workshops, interaction

within the training room, and individual work papers which the researcher analyzed.

**7- The proposed training program : The proposed training program was presented to specialists in the field of curriculum and teaching methods in order to ascertain the following:**

- The safety of the objectives formulated and the possibility of achieving and comprehensiveness of all elements.
- Appropriate teaching methods to achieve the objectives of the proposed training program.
- The appropriateness of organizing content and its units to goals.
- Suitable activities and means proposed.
- Suitable calendar tools.
- The observations made by the arbitrators were implemented and the program became final.

**8. Proposed training program for students / teachers (study sample):**

The proposed training program was applied to students / teachers (study sample) in the second semester of the academic year 2016/2017 during the field training period and within one week according to the time plan of the training program.

**9. Post-implementation of the observation card:** The researcher identified a specific schedule of classroom visits with two quotas per student and the number of quotas (20), after the completion of the proposed training program.

**10. Correcting the observation card and monitoring the results :** The observation card has been corrected so that the degree of availability of the teaching performance (very high), the degree of availability of teaching performance (high), the degree of availability of teaching performance (intermediate) , And the degree of availability of teaching performance (weak) grade (1).

Therefore, the judgment on the value of the arithmetic mean is as follows:

- Those who get an average of (25.3) to (4) means the availability of teaching performance is very high.
- The average of (5.2) to less than (25.3) means the availability of teaching performance to a high degree.
- The average (75.1) to less than (5.2) means the availability of teaching performance to a degree.
- Those who get an average of (1) to less (75.1) means the availability of teaching performance is weak.

**12. Third : Research Experience**

In order to measure the impact of this proposed therapeutic program in the development of the skilled performance of the students of the Division of Social Studies, according to the following steps:

**12.1 Determination of semi-experimental design:**

The research was based on the semi-experimental design of the same group. The reason for choosing this design is that the topics included in the proposed therapeutic program were not studied by social studies students before.

**12.1.1 Selection of the research sample:**

The researchers randomly selected the sample of students from the Social Studies Division in a number of primary schools under the Helwan Educational Administration in Cairo Governorate. The number of students was 50 students.

**12.1.2 Planning procedures for the implementation of the proposed program and research tools:**

The implementation of the proposed program and research tools was planned at the beginning of the second semester of the academic year 2016/2017. The following table illustrates the time plan for the application:

**Table (2) The time plan for applying the proposed therapeutic program and the research tools .**

Serial number	Procedures	Proposed time
1	Top Search Tools Application: a - ..... b- Application of the observation tool.	three hours (40) minutes
2	Teaching the proposed therapeutic program: a- ..... b- ..... c. ....	Two study credits  Two study credits  Two study credits
3	Applying Search Tools Beyond: a- ..... b- Application of the observation tool.	three hours (40) minutes

**12.1.3 Procedures for applying the proposed program and research tools :**

The researchers applied the research tools (student observation tool) to the students of the research sample before starting to teach the proposed therapeutic program. Then the researchers applied the therapeutic program for the sample students and then applied the research tools to the students in the research sample to ensure that the procedural objectives of the proposed program , Then the researchers monitored the results of tribal and remote search tools.

- The trend scale towards teaching profession has also been applied to students / teachers.

**13. Fourth : The results of the research, interpretation and discussion****13.1 First hypothesis validity test :**

1. To verify the validity test of the first hypothesis, which states: "There is a difference of statistical significance at the level (0.01) between the average scores of students of the experimental group" research sample "in the applications of tribal and remote to the card notes teaching and educational performance in favor of the application dimension, Data on this hypothesis using T-test for two linked samples (Fouad Al-Bahi, 2005), and then calculation of the effect size (Rida Masaad, 2003) as in Table (3)



**Table (3)**

(T) value and the level of significance of the difference between the average scores of the students of the research group

In the application of the tribal and remote of the note card teaching and educational performance

Group	Number of pupils	SMA	The standard deviation	Degrees of freedom	Value (T)		Statistical significance	The scale of the impact	
					Calculate d	Tabulate d		$\eta^2$	d
Pilot	30	33,5	3,8	29	24,5	2,46	D. at 0,01	0,95	7,8
Control		44,7	3,6						

Table (3) shows that the degrees of freedom in the note card of teaching and educational performance (29), and in the statistical tables at degrees of freedom (29), the table is equal to (2.46).

Since the equal calculated "t" (24.5) is greater than the equal table "t" (2.46), then the "t" is calculated statistically at the level of (0.01).

There is also a statistically significant difference at the level of (0.01) between the average scores of the experimental group of the experimental group in the tribal application and the base of the note card for educational and educational performance in favor of the remote application, which proves the validity of the first hypothesis.

This indicates that the proposed therapeutic program offered to the students / teachers led to the development of educational teaching outcomes and solve their problems during the practical training of their students in the research sample.

### 13.1.1 Test the validity of the second hypothesis :

1. In order to verify the validity of the second hypothesis, which states: "There is a difference of statistical significance at the level (0.01) between the average scores of students in the experimental group" research sample "in the applications of tribal and beyond the scale of the trend towards the teaching profession for the application of the dimension, (T-test) of two linked samples, and then calculate the size of the effect, as in Table (4):

**Table (4)**

T value and the level of significance of the difference between the average scores of the students of the research group

In the tribal and remote applications of the measure of the direction towards teaching profession

Group	Number of pupils	SMA	The standard deviation	Degrees of freedom	Value (T)		Statistical significance	The scale of the impact	
					Calculate d	Tabulate d		$\eta^2$	d
Pilot	30	24,4	3,8	29	23,8	2,46	D. at 0,01	0,95	8,7
Control		44,1	4,4						

Table (4) shows that the degrees of freedom in the measure of the trend toward the teaching profession 29 and the detection in the statistical tables at the degrees of freedom 29 show that the table is equal to 2.46.

Since the equal calculated "t" (23.8) is greater than the equal table "t" (2.46), then the "t" is calculated statistically at the level of (0.01).

There is also a statistically significant difference at (0.01) between the average scores of the experimental group of

the experimental group in the tribal application and the deviation of the measure of the trend toward the teaching profession in favor of the remote application. This proves the validity of the second hypothesis.

In terms of the magnitude of the effect of the proposed therapeutic program on students / teachers in the Department of Social Studies, Faculty of Education / Helwan University in light of the value of "T" for the tribal application and the deviation of the measure of the trend towards teaching profession, which amounted to (23.8) degrees of freedom.

It was found that the value of ETA squared ( $\eta^2$ ) is equal to (0.95). This result in the light of the reference table of values ( $\eta^2$ ) indicates that the magnitude of the effect is very large, and this proves the validity of the second hypothesis.

Thus, the previous results indicate the impact of the proposed therapeutic program in solving the problems of practical education through improving the teaching and pedagogical performance and towards the teaching profession among the students of the social studies department at the Faculty of Education, Helwan University.

#### **14. Fourth : Fifth: Recommendations and Proposals:**

##### **14.1 Research Recommendations:**

In light of the results of the research, the researchers reached a set of recommendations that may help in reaching the results of the research to practical application in the field of training and practical education.

- Utilization of the research tools and materials used (note card, scale of direction towards the teaching profession, proposed training program), in order to improve the performance of teachers of social studies in the primary stage during the service to develop the skills of teaching performance and solve their educational problems.
- The need to identify the actual training needs of the training programs that are concerned with the development of the skills of effective teaching strategies and student-centered learning in the light of the academic standards of reference colleges of education (the specifications of the general and specialized graduates in social studies).
- The study recommended the development of programs for the preparation of teachers of social studies in the faculties of education to develop teaching skills in light of the academic standards of the reference of the faculties of education (the general and specialized graduates in social studies).

##### **14.1.1 Proposed research :**

In light of the results of the research, and in light of the previous recommendations, the researchers propose the following research:

- A proposed scenario for a training program to develop student-centered teaching and learning skills among the geography teachers in the preparatory stage.
- Effective use of active learning strategies in the development of creative thinking skills and problem solving in the light of the national standards of education in Egypt for students / teachers in social studies in the Division of Primary Education.
- A proposed scenario for a training program to develop the teaching skills of the teachers of social studies in the primary stage in light of their training needs.

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**Evaluation of teachers' teaching performance during teaching**

Note : ..... Date : ..... Teacher's Name : .....  
 Level: ..... Division: ..... Supervisor : .....  
 Skill or Performance : ..... Lesson Topic: .....

<i>serial number</i>	<i>Lesson Activities</i>	<i>Weak</i>	<i>Average</i>	<i>Good</i>	<i>very good</i>	<i>excell ent</i>
1	Greetings to students at the beginning of the lesson.					
2	Clean appearance and suitable body.					
3	Speak in a correct and understandable language.					
4	Moderate movement in the classroom.					
5	His face is smiling and confused.					
6	His voice can be heard for all students.					
7	He has himself when angry.					
8	There is enthusiasm and vitality throughout the lesson.					
9	He faces difficult situations with balance and flexibility.					
10	Confidence appears in his actions and statements.					
11	The blackboard is used correctly.					
12	Educational means shall be used at their appropriate time.					
13	The introductory questions are exciting and interesting.					
14	The teacher connects the students' experiences with the topic of the new lesson.					
15	Lesson ideas are presented in a coherent way.					
16	Allows students to ask questions and discuss them.					
17	Immediate promotion of good behavior.					
18	Distribution of the lesson on the steps of the lesson.					
19	Take care of homework and guide it towards lesson objectives.					
20	Students' names are used when dealing with them.					
21	It treats abnormal behavior without excessive criticism.					
22	Creates individual competition among students.					
23	It does not focus on specific students without others.					
24	Respect the views of students.					

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25	Humble and respectful.					
26	Commitment to attend and leave in time.					
27	Adheres to good lesson planning.					
28	Corrects student duties in a timely manner.					
29	Taking into consideration individual differences among students.					
30	Level of knowledge of scientific material.					
31	The general appreciation that the teacher deserves.					
32	other notes : .....					