

## The Role of Practical Educational Programs in Imparting Teaching Skills to Social Studies Student

Shirin S. AlOdwani<sup>1</sup> and Mohammad Salman AlKhaza'leh<sup>2</sup>

### **Abstract**

*This study aimed to shed light on the role of practical education programs in imparting teaching skills to social studies students. The study highlighted the importance of practical education and its role in improving the capabilities of trainee students and equipping them with the cognitive competencies that serve them in the educational process. The results showed that there are a set of principles, methods, and teaching techniques used by the practical education program, which the program focuses on ingraining in trainee students. The results also highlighted the role of the student and the supervisor in the success of this program through proper application and commitment to this application.*

**Keywords:** Practical Education, Teaching Skills, Social Studies Students

### **INTRODUCTION**

Practical education is an important pillar that cannot be dispensed with throughout the ages, although interest in it varies between disciplines, institutions, and societies. Practical education started since the dawn of history, preceding writing and documentation, and began with primitive education, i.e., with the beginnings of human existence on earth, manifested in training for hunting, swimming, horseback riding. Meanwhile, the oral or theoretical aspect was based on spiritual and metaphysical matters that relied on observation, memorization, and demonstration. Therefore, this interest stems from several issues that can be traced back to a comprehensive issue, namely the educational reality. This educational reality always has its effects on the aspirations of those involved in the educational process in its general framework and practical education in its narrow framework. Therefore, attention must be directed to reality and the effects resulting from practical education programs in its dimensions and outcomes, starting from education faculties and reaching to education directorates that will embrace the outputs of these faculties. (Cooper, 2018).

A group of educators agreed that practical education, as an important and necessary stage in the preparation of teachers, is the period in which student teachers are allowed to verify the validity of their theoretical and applied preparation by transforming the theories, principles, concepts, and educational strategies they acquired during the theoretical and applied part of their professional preparation into practical experiences that interact with the environment and reality, and through which the desired benefit is achieved in creating a teaching staff capable of conveying their message to future generations, while ensuring that this process is carried out under the supervision and guidance of qualified educators, professors, and supervisors from colleges or cooperating teachers in schools. (Crocker, 2016). Studying practical education is an important and necessary topic, in order to highlight the role of practical education in honing teaching skills and raising the level of educational learning processes.

### **Statement of Problem**

The problem of the study is identified with the following main question: What is the role of practical education programs in imparting teaching skills to social studies students? This question branches out into the following sub-questions:

The first question: What is the importance of practical education?

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<sup>1</sup> Faculty of Education, Al-Ain University. Abu Dhabi- UAE

<sup>2</sup> Professor in Foundations of Education, Al Ain University, Abu Dhabi, United Arab Emirates, E-mail: mohammad.alkhazaleh@aau.ac.ae

The second question: What are the teaching principles taught by practical education programs?

The third question: What is the role of both the practical education supervisor and the practical education student in the success of the educational process related to practical education programs.?

### **The Importance of Studying**

In the field of education: If we want to appreciate the importance of practical education in preparing teachers, we must compare it to the profession of medicine. A medical student learns their profession through direct contact with the human body they will be working on, while a teaching student connects with individuals who derive their importance from being.

The natural field in which students can grasp the truths of education, psychology, teaching methods, training, and the impact of related sciences acquired during their study. - Contribute to defining how to use various educational tools. - Provide students with experiences that help them acquire desirable personal qualities and social relationships. - Provide students with experiences that make each of them capable of productive work with parents and other citizens to successfully raise their children and achieve good for them in general. - Provide students with the opportunity to gradually develop an educational philosophy characterized by honesty, development, and cooperation. - Provide a space for students to practice leadership in various activities, such as sports, social, and cultural activities.

### **Objectives of the Study**

Providing the student teacher with the necessary basic skills that are applied by the nature of the teacher's work.

Providing the student teacher with the opportunity to apply what they have learned from educational principles and theories in the real field.

Instilling in the student teacher some positive attitudes towards the teaching profession, such as patience, tolerance, decision-making ability, dedication, honesty, and more.

Equipping the student teacher with self-assessment skills.

Providing the opportunity for the supervisor, cooperating teacher, and school administration to evaluate the student teacher in terms of their capabilities as a teacher and their suitability for the teaching profession.

Creating an environment for the student teacher where they begin to feel a sense of complete responsibility towards the teaching profession and its requirements.

### **Procedural Definitions of the Study**

**Practical Education:** It is the practical aspect of the pre-service teacher preparation program that takes place within university classrooms under the supervision of the relevant university professor. It goes beyond preparation and training.

**Social Studies:** These are subjects that focus on studying human beings and their relationship with the surrounding environment, and the impact they have on it and are impacted by it.

**Study Method:** The researcher relied on the theoretical method in his study, using analysis, description, and comparison to extract the role of educational programs in teaching students the skills of teaching correctly and systematically.

## **DISCUSSION OF STUDY RESULTS**

**The first question:** What is the role of practical education programs in guiding students?

Practical education is one of the important educational activities in the field of teacher preparation and training. It helps the student teacher to acquire the educational competencies required by the nature of their professional

role in teaching. During training, the student teacher translates their theoretical knowledge into tangible practical realities. It is a period of directed training where the student teacher spends time in a specific school teaching a subject under the supervision of a specialized mentor, practicing teaching skills in order to perform their job effectively.

The philosophy of practical education is based on enlightening the student teacher about the reality of teaching from all aspects: organized lesson presentation, comprehension-focused methods, and the use of techniques that facilitate the educational learning process.

Vision of practical education: To elevate education in general, and specifically prepare teachers to achieve global excellence, translating this into practices in planning, implementation, evaluation, and monitoring.

The message of practical education: Practical education works on supplying society with qualified educational personnel according to the latest practical educational methods that are comparable to international universities, and sustainable development in all fields. It is in harmony with the mission of the Faculty of Education and its philosophy in achieving its vision and message.

## **The Second Question: What are the Teaching Principles Taught by Practical Education Programs?**

### **The Principles of Teaching in Practical Education Are**

The number of students in a single school should range from 4 to 5 students per teacher, to benefit from the educational supervisor's guidance. - Decreasing the gap between what a student learns theoretically in college and what they teach in school. For practical education, teaching skills are provided to students, including: That practical education skills are diverse according to their respective goals, ranging from the theoretical planning skills of a teacher before entering the classroom, to performance teaching skills, which reflect the teacher's behaviors during teaching, to evaluation skills that allow the teacher to assess their previous performance, identify areas of weakness, and devise appropriate plans to overcome them in new situations. - Planning skills: Among the skills that should be practiced to master the lesson planning skill are: - Identifying students' previous experiences and their level of mental development. - Determining educational materials and available teaching aids. - Analyzing the content of the scientific material for the lesson and identifying the learning content. - Formulating learning objectives. - Designing a strategy to achieve learning objectives. - Implementation skills: Include using various teaching methods and educational media such as: Introduction, using questions, using educational tools, reinforcement, varying movement and sound, adhering to the time frame, coordinating lesson execution procedures. - Evaluation skills: Include the following: Designing and preparing various evaluation tools and all data about learners. Diagnosing areas of weaknesses and strengths in the educational process. Stages of practical education: First: Observation stage Observation is the first basic pillar in practical education, which is a prerequisite for actual teaching, in order to achieve its goals in imparting necessary experiences and skills to learners and reinforcing theoretical concepts previously studied. It should begin a year before teaching applications and continue during and after, with the participation of the authentic teacher of the student's specialization in the school, having prepared for it in advance. Second: Practical application stage in the university classroom.

As a second stage of practical education, the student should perform in front of peers in the university hall. The purpose is to break the barrier of anxiety and shyness for some students, correct any mistakes, and conduct mini preparatory training workshops for the student to adjust the class, use appropriate teaching methods, and teach with the guidance and feedback of the practical education teacher and peers' observations. Third: Practical school application stage This is the most important and final step in university teacher training and preparation, where the student takes on the responsibility of teaching in a school, leading students. It is the actual training ground for teaching skills, testing capabilities, and talents, preparing students for their future work field.

Teaching methods in practical education Note: This is the detailed, thorough and purposeful observation, and this method is considered as a horizon for the student to get to know everything surrounding him from activities and events within the school and classroom boundaries. This opportunity allows the student to know all the

activities and procedures surrounding him, such as maintaining order and organizing students during entry and exit processes.

**Presentation:** It is when the student takes on the responsibility of teaching, standing in front of his classmates and supervisor as a leader of the educational process, where he delivers a full lesson in front of his teacher, classmates, and supervisor.

**Individual teaching:** When the student reaches this stage, he is able to teach independently, becoming a leader of the educational process in front of the students for a period of four weeks, including 30 study sessions, during which the student takes on the responsibilities entrusted to the class teacher.

**Assessment:** This method relies on the concept of authentic assessment, going beyond mere quantitative performance estimation to become a qualitative or qualitative assessment, where assessment is not just an informative evaluation seeking to issue a final judgment on the trainee, but an educational assessment aimed at developing performance and expanding knowledge of field practices. (Yaakub, 2018).

### **Third Question: What Is the Role of Both the Practical Education Supervisor and the Practical Education Student in the Success of the Educational Process Related to Practical Education Programs?**

Responsibilities and rights of individuals involved in the field application program:- The success of the practical education program and the achievement of its objectives depend on a large group of individuals involved in this process, in addition to the practical education student (Student-teacher), have roles that are important in the practical education program.

Although the primary responsibility should be that of the cooperating teacher, each of the others should recognize the importance of their role, provide full support to the program, and without full cooperation between these four individuals, this stage of teacher preparation will be adversely affected, leading to less qualified teachers entering the profession.

Here is an analysis of the most important rights and responsibilities of individuals involved in the practical education program:

#### **First: Student-Teacher Relationship**

It is undeniable that the student-teacher is the central axis of the practical education program and its primary goal. The student-teacher must possess a set of qualities and characteristics that qualify them for success in the practical training program, including: a good appearance, acceptable attire, excellent language skills, commitment and ease in handling situations, regular attendance, willingness to take responsibility, good relationships with school students, enthusiasm for work, ability to face various problems and develop students' individual needs, recognizing their weaknesses and constantly seeking ways to address them. Additionally, they should be objective and accept constructive criticism from the university supervisor or collaborating teacher, actively participate in the social reality of the school, be understanding, compassionate, and firm at the same time.

Furthermore, the student-teacher's awareness of the nature of their expected role greatly benefits in organizing and coordinating the learning and teaching processes. The student-teacher's inquiries at the beginning of the field application include questions about the cooperating teacher's nature and general personality traits, expectations from the cooperating teacher at the school functionally, whether the cooperating teacher truly wants a trainee to work with them, if the cooperating teacher is open to initiative and renewal, if the cooperating teacher is a sharp critic when it comes to mistakes or undesirable behavior, who is directly responsible for me while I am at the school, whether I will have official responsibilities to address behavioral problems that may arise during teaching, and what are the general practices allowed and not allowed in the school for disciplining students.

General rights of the student-teacher include the freedom to choose the school in which they want to train from the list of cooperating schools determined by the college or institute administration. - His opinion should be taken into account regarding the appropriateness of his teaching schedule in terms of the number of classes and the educational stage of the students he prefers to work with. - The teacher should guide the student and train him with interest and seriousness by the university supervisor and the cooperating teacher. - The teacher should treat the student fairly and objectively like his other colleagues without any personal feelings or bias from the university supervisor and cooperating teacher. - The university supervisor and cooperating teacher should not delay in providing any assistance requested by the teacher from them. 3. Ethical considerations that the teacher should consider: - He should fulfill his daily administrative and teaching responsibilities on time, attend school in the morning, and leave regularly. - He should respect school rules and not violate them in speech or behavior. - He should respect the opinions and suggestions of the cooperating teacher, and if he has a different opinion, he should express it during their regular meetings with respect and honesty. - He should accept criticism from the cooperating teacher, especially since the latter has more experience and knowledge about the school and students' circumstances. - He should understand the responsibilities of the cooperating teacher at school towards his students and cooperate with him for the students' benefit. - He should maintain the reputation of the college or institute he belongs to through his behavior, system, and high efficiency. - He should collaborate with his fellow trainees and the cooperating teacher to carry out joint and non-curricular activities. - He should always maintain a decent appearance that aligns with his role as a teacher and a role model for students.

Secondly: College Supervisor: The college supervisor is considered the link between his institution and the cooperating school, as he represents the college at the cooperating school. He plays a key role in building good relationships between those involved in the practical education program. The main purpose of supervision is to identify the main obstacles in the way of the teacher candidate, whether related to the executive or administrative aspects. A good supervisor is one who encourages the teacher candidate to engage in internal dialogue to discuss his work, analyze it for development and improvement towards the best, thus enhancing his self-confidence and achieving professional growth. The following is an analysis of the key qualities, responsibilities, and ethics of the college supervisor: A. Qualities that should be present in the college supervisor: 1. The college supervisor should hold a Ph.D. in a field related to teacher preparation, and in extreme cases, a Master's degree may suffice, with extensive practical experience in his specialization. 2. He should have sufficient knowledge of the nature of the practical education program, its goals, the trainees' characteristics, and their personal, functional, and human needs. 3. To be able to follow up on trainees and develop their technical skills and assess their results, and to also have the ability to improve the educational situation between the teacher, the student, and the trainee through constructive criticism.

Functional ethics for the supervisor: 1. to treat each trainee as a mature individual with rights and responsibilities, and as someone with a personality capable of giving and achieving set goals. 2. To respect the opinions and roles of the cooperating teacher and the cooperating school principal, and not to try to exclude them from participating in the field application program. 3. To be diligent in his work and to be characterized by honesty, objectivity, and consistency in carrying out his work. Responsibilities of the college supervisor: 1. to understand the backgrounds of the trainee students, their inclinations, needs, and personal characteristics, and then to inform the cooperating teacher about the nature of the trainee students he will be working with. 2. To clarify to the cooperating teacher what is expected of him in terms of responsibilities towards the practical education students. 3. To hold meetings with the trainee students, in the presence of the cooperating teacher, to correct and guide their teaching experiences, and to find the best solutions to overcome the problems and difficulties they face during the application. 4. To cooperate with the school administration and cooperating teacher to schedule lessons for each trainee teacher. 5. To visit his students and guide them constantly, correct their mistakes, and reinforce their good performance after completing each lesson. 6. To review the preparation file, and to specify to the trainee students the acceptable models for daily lessons and their general components. (Yaakub, 2018).

To prepare a special record for each trainee student showing his educational activities, the number of lessons implemented by the trainee, and his progress from one lesson to another.

## **CONCLUSION**

It is observed that practical education is an educational laboratory where trainee students apply most of the educational principles and theories, in a performance and practical manner in the real field, namely the school. Thus, the link between theory and application is achieved, allowing trainee students to verify the validity and effectiveness of their theoretical preparation psychologically, educationally, and administratively for classroom experiences and requirements under the supervision and guidance of competent educational counselors and trainers.

## **RECOMMENDATIONS**

In light of the discussion of the study results, the researcher comes up with a number of recommendations. These include paying more attention to the technical aspect of the role of the practical education supervisor alongside the behavioral aspect. - The skills acquired by the student teacher in the practical education program are a suitable entry point for addressing practical education skills.

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