

The Importance And Contribution Of Pedagogy In Quality Of Higher Education Case Study Of The University Teachers Of Faculty Economics At Saida University –Algeria

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Abstract— It is obvious that the transfer of knowledge from the teacher to the student, or more specifically the structure of any teaching situation can't be achieved only by the existence of the three following essential elements: knowledge, teacher and student but adequateness and organization of the relations between these three is determined by using a pedagogy method. In this sense, it is clear that the goal of this research is to know the contribution of the pedagogy method and its impacts on university teachers and its importance in improving the quality of higher education in Algeria, that's why we have selected a sample of teachers in the Economics Faculty at Saïda University. In this perspectives, 80 questionnaires were distributed; however 50 questionnaires were returned and answered by the targated teachers. In this regard, we based our study on the use of some statistical tools to examine the hypotheses (Cronbach's alpha coefficient, Student's t-Tests, Fisher's test, Pearson correlation coefficient). The information collected from the questionnaire were analyzed by Statistical Package for Social Sciences (SPSS) 22 software.

Index Terms— Teacher training, pedagogy, teacher, university, apprenticeship

I. INTRODUCTION

At the present, the pedagogy dimension of university education has acquired an important value, even essential, to deal with global changes in economic, social and political in one hand, and to improve the quality of higher education on the other hand.

The beginner teacher is in a special need to acquire good teaching tools to start his teaching tasks. In fact, the mastery of the discipline and knowledge is not enough to train the students properly, for there must be first a pedagogical training for the new university teachers, as well as the more experienced ones.

In this Research, we focused on the pedagogical training of university teachers. Where a questionnaire was prepared and distributed to the teachers of the Economics Faculty at Saida University.

To do so, we have initially presented the pedagogy concept, then determined the importance of teacher training in the higher education, at the end we have mentioned some methods and techniques of teaching.

II. HYPOTHESES

- The university teacher in Economics Faculty at Saida University apply the pedagogy method.
- The pedagogy is important for the university teacher in Economics Faculty at Saida University.

III. THE PEDAGOGY CONCEPT

3.1 Definition of pedagogy

The word pedagogy originated in ancient Greece paidagogós. At first, the term was composed of paidos ("child") and Gogia ("lead" or "drive"), its concept meant the slave who accompanied the children to school. [1]

Nowadays, pedagogy refers to all the methods of teaching and educational practices as typical social and specifically human phenomenon. It concerns a science that is applied to a psychological and social nature. Pedagogy receives various influences from several sciences, such as psychology, sociology, anthropology, philosophy, history...

However, there has to be mentioned that according to some authors, Pedagogy is not a science but an art or knowledge.

Pedagogy can be categorized according to several criteria. We tend to talk about general pedagogy (which has to do with the universal and global research questions) or specific pedagogies (It has a method with another hand of knowledge which is based on several historical facts of experience). We must not mix the Traditional pedagogy with Modern pedagogy.

It is important to differentiate between pedagogy, as a science that studies education, and didactics, as a system or a set of technologies that help learning. That's why we can say that the teaching is only a discipline within pedagogy.

In fact, Didactics is particular to a particular area. For example, french didactics or mathematics didactics. Didactics is the study of a given discipline and knowledge it contains, in here we speak about "scientists knowledge". [1]

On the contrary, Pedagogy especially interested in the learner and how he will learn, while didactics is closely related to the domain and the discipline. The pedagogy, therefore, is largely trans-disciplinary.

These include some definitions of pedagogy: [2]

Ferdinand Buisson provides the following definition: "Science education, in addition of being physical is intellectual and moral" (Dictionary of pedagogy, 1887, col 2238 a.).

According to **Françoise Clerc**: pedagogy is "all scientific and practical knowledge, interpersonal and social skills that are mobilized to design and implement teaching strategies."

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According to **Franc Morandi**: pedagogy is "study and implementation of the conditions to learn."

3.2 Definition of Pedagogical training:

It's the process of Acquiring or improving Pedagogical competencies of teachers, usually it covers: the preparation of educational objectives, evaluation of learning and teaching, the use of teaching methods, and adult education principles, interpersonal relationships and communications. For novice teachers and Expert teachers in teaching domain, as well. It focuses on specialized topics such as simplified learning by computer, television or the video, designing a self-learning module, the preparation and use of simulation, etc...

3.3 Levels of pedagogical competence of teachers:

Competence must be adapted to the needs of the institution and the teacher's needs. There are 3 levels of **pedagogical** competence [10]

1 - The lowest common extent of efficiency (level 1) . It concerns each one applying for a job, even temporary teachers. It corresponds to the ability to apply the educational approach, which was held by the Education administrators, in a specific context (the usual educational environment). The teacher is still operating But "enlightened operating" For the educational approach.

2 - The second level of teacher training (level 2) it is from any university person who aims to a permanent teaching position. He should be " general practitioner professional in education", who should be able to plan, implement and evaluate a business plan or training. These are the majority If not all permanent teachers who have or are likely to have responsibility for managing initial training and / or continuous.

3 - - The third level is that of profound competence in a particular domain of pedagogy (level 3), and to respond to the needs of the professional community, and to contribute as appropriate to:

- Training of Instructors of levels 1 and 2.
- The educational animation of the milieu.
- The development of innovations.
- Implementation of pedagogical research activities.

This level requires each teacher to be an expert in his institution. That is necessary that he already has a general competence in teaching. To give examples, this competence can be practiced in the context of educational change, training capacity, and a large capacity to manage the program for the development of innovations. Where it connected to the level of pedagogical experience, for a professional who has prior experience in teaching: once he gets and keeps the credibility in the academic community and considered as desirable if not essential for teachers.

3.4- Teacher training and its importance:

Thanks to pedagogical training, the teacher can obtain the necessary task to master education tools. Today the pedagogical training for teachers is considered essential in all stages of education from primary to higher education. For sure the teacher should possess a great deal of cultural knowledge of the relevant specialties with their history, their current debates and everything that contributes in giving them a meaning to their learning. But the teacher must also learn: [1]

1. A communication and management of affects;
2. the use of new technologies;
3. the practice of modern languages;
4. Management of the difficulty of teaching, be it linked to recognized pathologies, to emotional difficulties or learning difficulties;
5. to construct meaning of knowledge in a context where simple information or simple knowledge is not so helpful due to its immediate availability by modern means of communication;
6. to understand the societal challenges and tensions between generations;
7. 7.to build and master the analytical tools of his practice.

The first theoretical work on educational development were conducted in North America since the late 1980s; the influence, especially, of the current issues from the SoTL (scholarship of teaching and learning) is undeniable, both programs as well referential of competences. It's about bringing education and research together, to show that, for reflective practice and involvement in research actions, the teaching activity can meet the same requirements as the research activity. In fact, educational development can be embodied in different types of scenarios, from the most informal to the most formal.

The idea of a mandatory training to enter the career or post is actively supported in some countries (Australia, Norway, United Kingdom, Sweden), in others the choice rather a matter for institutions (United States, Finland, new Zealand, the Netherlands). In other countries again, efforts are focused on supporting (Belgium, Canada), while in France it is the training of PhD students which was just recently privileged, with CIES (Initiation to higher education centers).

"Initial" training or "continue" training? Both modalities deserve to be articulated. As for entering the career, training for a minimum period of one year, alternating with teaching, seems not only necessary to develop new methods, but especially in changing representations towards learning. It is also to encourage a "scientific" practice of education, promote the construction of networks and help to understand the institutional context. Mandating training requires an explicit nationally framing and shows a real interest only when it occurs in a conducive structural and cultural environment. The influence of the department in particular is described as crucial to promote links between research and teaching and promote exchanges between novices and more experienced teachers, for example through mentoring devices or practices of communities. [5]

3.5- The different levels of educational training: [10]

3.5.1 Level 1:

Level 1 is the minimum required competence for a future teacher before the student support.

At the end of this training, the teacher will be able to carry out training activities in his habitual framework exercise.

- There should be a knowledge of the institutional environment in which he must practice his pedagogical competences.
- He should be able to clarify his role in the training program in which he is inserted.

- He should be able to identify within the institution the pedagogical teaching resources that may assist him in his approach.
- He should have the knowledge about the task at hand, especially for:
- Better communicate and interact with students
- Better supervise the student.

The goal is to define essential words of pedagogic vocabulary and replace them in the training process: definition of training needs, learning objectives (synonyms : educational, training), pedagogy methods and means, evaluation. The important thing is that the teachers of the same Faculty have a common language, enabling exchanges and improving the overall educational level.

The young teacher should be able to apply a pre-established educational steps by pedagogy responsible, in a specific context (usual learning environment). The teacher is an "enlightened executive" of the educational approach. During the seminar, he should not write the learning objectives but should be able to appreciate the educational quality of a lens (pertinent, realistic, evaluable). He must understand the factors that determine the choice of methods (lectures, courses and tutorials, self-study). In terms of evaluation, it is about giving bases, to formulate a major fact is that the student adapts to the evaluation system: it is the latter that determines his behavior.

After this training, the young teacher is able to situate his role in the process of achieving the learning objectives, optimization of methods and implementation of a coherent assessment.

3.5.1.1 The student: how he learns?

The teacher must have knowledge of the learning process (basics of learning psychology or cognitive psychology). To facilitate the learning process, the student must:

- perceives the relevance of learning
- be in an active learning situation:
- Reactivate his prior knowledge
- Articulate with his new knowledge
- use his new knowledge in different contexts (transfer capacity)

3.5.1.2 Consequences for the teacher (how do we teach?)

Synthesis and implications for teaching practice

The current pedagogical principles lead to a change in the role of the teacher. Its role is not merely to impart knowledge but to help the student to be active. The teacher must choose the most appropriate methods to achieve the objectives by ensuring congruence between objectives, methods, means and evaluation.

3.5.1.3 Practical methods of teaching

Teachers must have the skills necessary for their future teaching function.

For example, for an economist, it is essentially to be able to help the student:

- To determine a strategy for investigations.
- To collect and interpret exam results.
- To use certain techniques.

The teacher should adapt the knowledge acquired during the seminar to the teaching method that he will apply: teaching sessions or tutorials, training instruction, reasoning learning sessions.

The choice of objectives and methods being previously made, the young teacher should be able to use the available learning resources: overhead projector, blackboard, video and computer resources, etc.

The young teacher must know the former defined evaluation procedures. He must be able to use the evaluation tools properly (written, oral, training notes), based on two criteria: objectivity, reliability. He must also be able to differentiate between summative and formative assessment.

The seminar concludes with an assessment in the form of a questionnaire which assesses the level of satisfaction, level of knowledge acquisition and competences.

In order to assess in a longer term the impact of the seminar, it is recommended to renew the questionnaire 3-6 months afterwards, or better, to bring together the participants again. It is also desirable to provide reinforcing educational activities within each service.

It is necessary that the principles taught in the seminar are put into practice in the same seminar : active participants, working in small groups alternating with plenary sessions ...

3.5.2 Level 2:

Being able to plan, implement and evaluate a training activity centered on the student's needs

The target population is represented by any academic or professional who aims at having a permanent educational function. This concerns the initial training and continuing education.

After this training, the teacher will be able to:

- 1 / analyze learning needs;
- 2 / to identify the different types of learning objectives and editing them;
- 3 ° / compare, select, and implement (the) method (s) of teaching / learning appropriate to the objectives;
- 4 ° / compare, select, and implement various means of evaluation appropriate to the objectives;
- 5 ° / evaluate the educational activity set up by the teacher.

The teaching method will favor personal educational project
1 / From an individual project, the participants in this training will have to implement each step in the systematic planning approach of teaching

2 / It will therefore be a series of activities focused on the production performed over time

3 ° / The small group (wherever possible) should be a unity of functioning and preferred medium of learning in order to take advantage of exchanges between teachers who participate in the training.

To promote a participatory approach, each presents the development of his project at specific times. During this process, the analysis of colleagues productions is done in groups.

Examples of workshop topics

Principles of Learning / Training Needs Analysis / Learning / Teaching methods (large group - lecture) / Teaching methods (in small interactive groups) / specific Teaching methods/ Teaching methods (self-teaching modules) / teaching materials (production) / teaching materials (use) / Internship practices) / Evaluation (quality and defects of evaluation instruments) / Evaluation (production of assessment instruments) / Personal Expression etc.

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Organization of a group of participants with confrontation with the experts); is not accounted for the duration of the individual or interpersonal work.

- There will be for each teaching sequence good articulation "practice - theory - practice", ie "analysis of pedagogical practices of participants - theorizing by the expert - restoration with practice of the participants with evaluation";

3.5.3 Level 3:

It aims to train experts in pedagogy; it is about teachers with extensive pedagogical competence; these experts can meet the needs of the professional community, in order to contribute as appropriate to:

- The training of trainers from levels 1 and 2,
- The pedagogical animation of the medium,
- The development of innovations,
- The implementation of educational research activities.

Any teacher can be a resource person in his institution. It is necessary that he already has a general competence in teaching. This is a heavy training and the Dean must ensure the candidate's motivation.

Different domains of profound competence can be defined, including the planning of initial and continuing training. We can mention the following examples:

- Analysis of Training Needs
- Production of educational objectives (syn. Educational or learning)
- Evaluation of learning.
- Training Methods / animation methods
- Production of teaching aids (in the fields of writing, audiovisual, multimedia)
- Evaluation and training program review.
- All areas of expertise in education, including educational research, are concerned.

The training of Level 3 is obtained in educational expertise centers. These are "centers of excellence" identified for their theoretical and practical expertise in the concerned field, in relation to the initial training and / or continuous.

An educational expertise center has one or more specialists that can implement appropriate practices in the training project required for that level.

Personal production of the trained (with supervision).

3.6. STEPS, TEACHING METHODS AND TECHNIQUES [6]

3.6.1 Necessary conditions for learning

The activity of learning, feedback, motivation, knowledge of the objectives, mastering prerequisites are learning factors.

The methods and techniques used in training should reflect this.

However, the choice of a method (or technique) depends not only on the integration of learning principles. It also depends on the training content, conditions and constraints that the method (or technique) impose on the trainer.

In addition, the objectives target, the audience to form, the constraints related to the organization of training are other elements that determine the relevance of the choices that are carried out.

It is therefore important to identify the main methods and techniques, to assess their advantages and disadvantages in order to make the best choice regarding the objectives, circumstances and constraints.

In summary, approaches, techniques and methods are overlapped as follows:

3.6.2 Teaching approaches

3.6.2.1 The deductive approach

This approach is implemented in the affirmative and interrogative methods.

The trainer transmits knowledge to trainees by an audiovisual channel type.

This channel can contain parasites, the trainer offers an application to control whether the message was received correctly.

Motivation, little favored, needs to be strengthened by signs of positive or negative reinforcement.

3.6.2.2 The inductive approach

It is at the substance of discovery and active methods which promote reasoning ranging from abstract principles to concrete case, from the particular to the general, from practice to theory.

The facilitator must have knowledge available in mind. He proposes to learners to perform an experiment or solve a problem situation. He can ask questions but can not give the solution.

The exploitation of situations helps identify and clarify the concepts and methods used to find the solution.

The trainer is a facilitator, a resource person. He is a helper, a counselor.

Success in solving the problem is a reinforcing factor to motivation.

In concrete discovery methods, it is the trainer who brings the theory ;while in active methods, it is the learners who theorize and formalize from their parts.

3.6.3 Teaching methods:

It is an action designed to bring the trainer to the trainee a specific learning behavior.

For example:

Table 01: Teaching methods

Methods	Learning behaviors caused
Ask questions to learners,	Learners give answers after a mental activity.
Propose exercises	Learners apply their knowledge.
Put in a situation - problem and guide to the solution,	Trainees discover what they learn.
Make a synthesis at the end of the session,	Trainees structure what they learn.
Tell the learner if the answer is correct or not	Trainees regulate their learning.

Source:

<http://cms.ac-martinique.fr/discipline/sti/pl1/file/ressource/t hematique/methode/>

It is a simple act that does not concern a training session. The instructor chooses the method he will use based on the goals they want to reach, the people to be trained and context

3.6.4 Pedagogic techniques:

The Pedagogic technics in the trainer and group training service pose additional problem of their definition and their functioning characteristic, that of the relevance of their implementation.

The choice of pedagogic technic takes into account the educational objectives, material constraints, shape and nature of the content teaching or learning to achieve but also the state of the group training and expectations.

A teaching technique is equivalent to the implementation of processes in a certain order.

It is a rational action, it results from reflection and choice. It is used by the trainer to arouse the trainee a set of determined learning behaviors.

The main used pedagogic techniques can be:

The presentation, Set of data in a short time can be realized by the trainer or by the projection of an audiovisual material.

Exercises They correspond to specific goals and be in the form of problems to solve, questionnaires, making objects, etc ...

Testimony is to Induce objectives or illustrate an individual and / or collective reflection.

Reading, The learner reads and learns about a text, or search for information in documents to build a document file.

The case study, analysis of a complex situation based on a real case. After analyzing the situation, the learner takes action to resolve the issue.

Debate, Discussion Meeting, This is the exchange of information or perspectives on a subject or a problem to solve, which permits to conclude or decide. The exchange can occur among trainees or between trainees and trainer (s).

Demonstration The trainer presents a process, an operation to be performed, the learner observes. The observation, critical analysis, exchanges should be favored. Rehearsals are applied. Self-evaluation is requested.

Manipulating objects, the learner while manipulating elements, develops manual and perceptual skills. It can be implemented to the concepts of research strategies, characteristics identification, defects research...

Experimentation The learner performs an activity with varying instructions. Analysis of the results of this experiment will enable him, alone or in groups, to draw conclusions.

Training Learners practice systematically the same learning activity to develop a skill, improving performance. Evaluation criteria are previously established to promote these self-assessment processes and autonomy.

Computer Assisted Instruction A tutorial provides information and questions and then analyzes the learner's responses and gets back his reflection.

The investigation, effective technique to discover and observe reality. It needs to be prepared before being realized.

IV. CASE STUDY

4.1 The study objective:

The purpose of this study is to know the importance of pedagogy training and its application for the university teacher in the Faculty of Economic Sciences at Saida University.

4.2 The study Methodology:

Using a descriptive approach was critical to achieve the purpose of this scientific research, where we took a sample of teachers of the Faculty of Economics and Commerce. 80 questionnaires were addressed to this sample, However, 50 Of these were filled out and returned. To analyze the questionnaire, we used the SPSS software version 22.

The questionnaire was divided into two parts:

First part: Includes data regarding the teacher and consists of 04 paragraphs;

Part Two: is divided into two axes:

First axis: Shows the importance of pedagogy for teachers; Second axis: shows the application of teaching methods and educational assessment by teachers.

4.3 Study hypotheses:

The main hypothesis:

H0: The University teacher does not apply the methods and techniques of pedagogy.

H1: The University teacher applies the methods and techniques of pedagogy.

Secondary hypotheses:

First hypothesis:

H0: pedagogy is not important for the university teacher.

H1: pedagogy is important for the university teacher.

Second hypothesis:

H0: There are no differences of statistical significance in the application of methods and pedagogy techniques for the university teacher attributed to gender.

H1: There are differences of statistical significance in the application of methods and pedagogy techniques for the university teacher attributed to gender.

Third hypothesis:

H0: There are no differences of statistical significance in the application of methods and pedagogy techniques for the university teacher attributed to grade.

H1: There are differences of statistical significance in the application of methods and pedagogy techniques for the university teacher attributed to grade.

4.4 Reliability of the questionnaire:

to verify the reliability of the questionnaire, we calculate the coefficient of Cronbach Alpha.

Table 02: Reliability statistics

Cronbach's alpha	Number of elements
,778	16

Source: established by the researchers applying the SPSS outputs

From Table 02 we see that "Alpha Cronbach" is equal to 0.778, which confirms the validity of the questionnaire for the distribution over the entire sample.

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4.5 Statistical Analysis of Correlated Data

Correlation between the two components:

Table 03: Correlation between importance and application

		importance	application
importance	Pearson Correlation	1	,470**
	Sig. (2-tailed)		,001
	N	50	50
application	Pearson Correlation	,470**	1
	Sig. (2-tailed)	,001	
	N	50	50

Source: established by the researchers applying the SPSS outputs

According to the results shown in table 03 the correlation significance level is 0.05. In the present case the percentage of correlation is 0.001. Accordingly, we discover the existence of a moderate correlation between the axis "importance and axis "application" with a percentage of Pearson Correlation equal to ,470. This implies that an application of pedagogy can not admit that it is without interest and importance for the academic teacher

4.6 Test of Statistical Hypotheses

The main hypothesis:

H0: The University teacher does not apply the methods and techniques of pedagogy.

H1: The University teacher applies the methods and techniques of pedagogy.

Comparing the arithmetic average of the component of the application with 0.5.

Table 04: One-Sample Test Statistics

	N	Mean	Std. Deviation	Std. Error Mean
application	50	,6520	,25813	,03650

Source: established by the researchers applying the SPSS outputs

In the table 4 the mean and the standard deviation for pedagogy application are 0.652 and 0.258 respectively.

Table 05: One-Sample Test

	Test Value = 0.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
application	4,164	49	,000	,15200	,0786	,2254

Source: established by the researchers applying the SPSS outputs

According to the results shown in table 05 the significance value is = 0.000 in this case we reject the null hypothesis and we accept the alternative one, that is to say, the university teacher of the Faculty of Economic Sciences at Saida University applies the methods and techniques of pedagogy in teaching with an average of 65%.

Secondary hypotheses:

First hypothesis:

H0: pedagogy is not important for the university teacher.

H1: pedagogy is important for the university teacher.

Comparing the arithmetic average of the component of importance with 0.5.

Table 06: One-Sample Test Statistics

	N	Mean	Std. Deviation	Std. Error Mean
importance	50	,5867	,31269	,04422

Source: established by the researchers applying the SPSS outputs

In the table 6 the mean and the standard deviation for pedagogy importance are 0.586 and 0.312 respectively.

Table 07: One-Sample Test

	Test Value = 0.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
importance	1,960	49	,056	,08667	-,0022	,1755

Source: established by the researchers applying the SPSS outputs

According to the results shown in table 07 the significance value is = 0.056 . This result indicates that the difference in means is statistically not significant. Because of this, we accept the null hypothesis and we reject the alternative one. Accordingly, pedagogy is not important for university teachers in the Faculty of Economic Sciences at Saida University with an average of 58%.

Second hypothesis:

H0: There are no differences of statistical significance in the application of methods and pedagogy techniques for the university teacher attributed to gender.

H1: There are differences of statistical significance in the application of pedagogy methods and techniques for the university teacher attributed to gender.

Table 08: Group Statistics

	Gender s	N	Mean	Std. Deviation	Std. Error Mean
application	male	40	,6200	,26814	,04240
	female	10	,7800	,16865	,05333

Source: established by the researchers applying the SPSS outputs

In the table 08 the mean for both male and female’s application are 0.62 and 0.78, respectively. The standard deviation for male’s application is 0,268 and for females’ application is 0,168 .

Table 09: Test for Independent Samples

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (bilatérale)	Mean Difference
application	Equal variances assumed	3,980	,052	-1,792	48	,079	-,16000
	Equal variances not assumed			-2,348	21,946	,028	-,16000

Source: established by the researchers applying the SPSS outputs

According to the results shown in table 09 the significance value is = 0.079, so we accept the null hypothesis and we deny the alternative one, that is to say there are no significant differences in the application of methods and pedagogy techniques for the university teacher based on gender.

Third hypothesis:

H0: There are no differences of statistical significance in the application of methods and pedagogy techniques for the university teacher attributed to grade.

H1: There are differences of statistical significance in the application of methods and pedagogy techniques for the university teacher attributed to grade.

Table 10: ANOVA Test

	Sums of Squares (SS)	Degrees of freedom (df)	Mean Squares (MS)	F	significance value
Inter-groupes	,423	3	,141	1,485	,231
Intra-groupes	4,368	46	,095		
Total	4,791	49			

Source: established by the researchers applying the SPSS outputs

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According to the results shown in table 10 the significance value is = 0.231 so we accept the null hypothesis and we deny the alternative one, that is to say there are no significant differences in the application of pedagogy methods and techniques for the university teacher based on grade.

CONCLUSION

The results show that pedagogy and its application are important for the university teacher in the Faculty of Economics at Saida University. However, in order for a teacher to be able to assume the teaching mission entrusted to him, instruct, assist in teaching and education and in the social integration and professional of students, he must receive the required training and acquired skills related to his mission, one of the main types of training is pedagogical training that allows the teacher to become the leader of the educational activity, which implies the codification of legal texts that establish this discipline at universities.

RECOMMENDATIONS

- The pedagogy should be the concern of all teachers, it is not sufficient to simply regard it as an acquired knowledge but consider it to be the subject of fulfillment in the teaching activity;
- Making the pedagogy a module to teach in all specialties, especially for both LMD master and doctoral students;
- Establish pedagogy seminars by inviting Algerian and foreign experts in this field.

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