

Effective classroom teaching skills for middle school history teachers

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Abstract: The aim of the current research is to identify the effective classroom teaching skills for middle school history teachers, the following questions emerged from this goal: Are there effective classroom teaching skills for middle school history teachers? 2- Are there effective classroom teaching skills for history teachers according to the following variables: gender (male - female), qualification (Bachelor-Master-PhD) and college (College of Education, College of Education for Human Sciences, College of Arts)?. The research was limited to teachers of history for the preparatory stage in the Muthanna Education Directorate for the academic year (2022-2023), and the descriptive-relational approach was chosen. Because it fits the objectives of the research, and the size of the community reached (356) teachers of history for the preparatory stage, while the basic sample reached (185) male and female teachers, with (107) males and (78) females, and they were chosen randomly and stratified, and to achieve the aforementioned research objectives, the researcher, built a questionnaire for effective classroom teaching skills, which consisted, in its final form, of (88) items distributed over three domains (planning, implementation, and evaluation), and the validity and reliability of the two tools were calculated.

Keywords: classroom teaching, middle school, history, teachers.

Introduction:

Research problem: We live today in the midst of a digital revolution and rapid changes and challenges in all aspects of cognitive and scientific life, the reality of which is still widespread in our schools, which has led to the emergence of many educational problems that need effective solutions in dealing with them and how to confront them from the teacher.

Teaching history faces many problems. It is still viewed from a narrow perspective and focuses on indoctrination on the part of the teacher and memorizing information on the part of the students, while modern educational theories focus on teaching students the methods of thinking and research skills.

And through the researcher's modest experience in the educational institution for more than (15) years in teaching and his entry into many training and development courses that are organized by the directorates of education and the departments of preparation and training, the researcher noticed a clear decline among the teachers of history for the preparatory stage in effective classroom teaching skills, which was reflected in their performance.

The researcher attributes this decline to the different educational institutions from which history teachers graduated and their educational curricula, and the lack of academic curricula for some colleges, including: the College of Education, the College of Education for Human Sciences and the College of Arts, of the vocabulary of effective classroom teaching skills that the teacher must possess, which caused great problems for students. in their academic achievement.

The researcher directed an exploratory questionnaire to a number of history teachers affiliated with the Muthanna Education Directorate, who numbered (20) middle school teachers, to identify the extent of their knowledge of effective classroom teaching skills. He asked them some questions, including:

1. Do you have information about effective classroom teaching skills (planning, implementation, evaluation)? Yes (25%) and No (75%).

2. Do middle school history teachers have effective classroom teaching skills? Yes (30%) and No (70%).

This, in turn, led to the researcher feeling and feeling the research problem, which can be formulated as follows: (Are middle school history teachers having effective classroom teaching skills?).

Importance of The Research: In light of that scientific development, modern education has a responsibility to confront that great development by preparing human cadres capable of keeping pace with the continuous scientific and technical development and keeping pace with it, and capable of adapting successfully to the rapid changes imposed by the education of society, and that the process of developing society is based mainly on capital. It is the individual's possession of specialized knowledge, skills, general culture, and a balanced personality in all its mental, psychological, social, and physical aspects. Therefore, it is necessary to develop all energies and invest them to the maximum level, as these energies cannot be counted as wealth unless all of its elements are active elements in different ways. areas of life, especially youth. Modern education is a tool for building an accomplished citizen. (Al-Hila, 2003: 18)

The researcher shares the views that modern education has a great role in preparing individuals comprehensively in all areas of life, political, economic and social, and he also believes that modern education is concerned with thinking in general and analytical thinking in particular.

The school is one of the most important institutions established by the community to raise and educate its children, i.e. directing them to the destination that the community aspires to and working to achieve and maintain its goals through its responsibilities related to educating teachers, preparing them and providing them with information, attitudes and values necessary for them in life. The goal of the school has always been for the student to expand He continues his education beyond the years he spends in school. (Abu Riash et al., 2009: 13)

Determining the teacher who is able to perform his profession and carry out its burdens to the fullest is one of the most fundamental concerns of those in charge of education, and knowing the characteristics of teachers in general and aspects of their thinking in particular is one of the essential components of the educational inputs.

(Abu Hatab et al., 2009: 229)

The educational curricula provide regular scientific material for the teacher and the learners because of its great and distinctive importance because it shows the milestones of the path for each educational individual. (Al-Qasim, 2009: 1)

Curricula are of great importance in education, and their concept, objectives, and function have evolved, as they are basically a vital center in the educational

process, and it increases and develops with the development of life, which prompted those concerned with education to pay attention to the curricula in terms of planning, implementing, and evaluating them with the aim of developing the concept of the curriculum and updating it in a way that responds to modern educational variables to keep pace with development. What happens in all aspects of life. (Atiyah, 2013: 22)

Social subjects are part of the school curricula. They help prepare students educationally and professionally to make them useful and active people in society. By studying social subjects, they are able to shoulder the responsibilities and burdens of society, understand the problems facing them, and be part of developing successful solutions for the progress of their societies. History is one of the subjects. Social materials of status and importance. (Al-Zubaidi, 2014: 87)

The subject of history has a distinguished place and importance among the academic subjects, and this status comes from the nature of the subject in relation to human societies, because it studies the events and problems that faced those societies, which led to the historical subjects standing on the changes that these societies went through through analysis, interpretation, and standing on the causes and results. (Al-Amin et al. 1983: 17).

The subject of history is one of the curricula of social subjects, and it is an art in which the past is searched for, and the facts of time in terms of designation and timing of what was in the world, and the subject of history is that branch of human knowledge that aims to collect, verify, record and interpret information about the past. . (Sultan, 2010: 9)

History subject is a branch of knowledge that aims to collect, analyze, interpret and verify information about the past, so that it records events and tracks them in a chronological sequence, as well as showing the interrelationship between these events and indicating the causal relationship between them. In addition, it explains the developments that occurred in the life of nations and societies and highlights how they occurred These developments and the reasons for their occurrence.

(Al-Ajrash, 2013: 33)

The researcher believes that history has an important rank among the academic subjects because it reflects society and the various issues facing it, and follows changes through analysis, interpretation and criticism in order to reach the most important real reasons hidden behind the events and phenomena that are believed to be a historical fact. Because history subjects are among the subjects that develop students' analytical thinking skills.

Our current era is specific to thinking, as it is the processes that go through the mind that precede words and deeds, and begin with understanding what you remember, what you feel, or what you see, and then we evaluate what we do trying to solve the problems that we encounter in daily life. Therefore, the individual has an increasing need to experiment with non-stereotypical and new ways to face difficulties and challenges, and it is imperative for him to enjoy some analytical thinking that enhances the individual's self-confidence and helps him to make sound and right decisions through planning and details, because he follows a scientific

approach in collecting information and the ability to know parts of things and facts using Sequential style in the historical narration. (Al-Mahdawi and Kazem, 2015: 316)

Teaching skills help the teacher in teaching with a high degree of efficiency. These skills are determined according to the nature and characteristics of the subject, and educational requirements at the school level. Therefore, it may be natural to start by defining general skills and teaching skills in particular.

(Hamidah et al., 2003: 10)

Effective classroom teaching skills do not appear in the classroom as disjointed or separate behavioral vocabulary, but rather appear in the form of sequential and sequential behaviors that have a relationship between them that appears as a specific model for effective teaching that contributes to the education of students, and this means defining those skills, as it must be prepared and trained. The teacher is responsible for it. (Zeitoun, 2005: 53)

The researcher believes that it is necessary to pay attention to preparing programs for teachers and training them on effective classroom teaching skills. This is because successful preparation and training programs help in preparing and empowering teachers to master effective classroom teaching skills because they contain experiences, knowledge and skills that are selected with high precision and are directed towards achieving the desired goals of the educational process and keep pace with the scientific, technological and cultural developments that surround us regionally and globally, and require effective classroom teaching skills. At all academic levels, the ability to communicate well with students, guide and motivate them, and provide information in a manner appropriate to their level to achieve a successful and effective educational experience at all academic levels.

From the foregoing, the importance of the research can be summarized in the following points:

1. This research focused on education. Being a process concerned with students' growth and the integration of their personality in its various aspects.

2. This research was concerned with one of the elements of the educational process, which is the class of teachers, which has a major role in raising and educating students in the preparatory stage. The fact that this stage is of great importance in guiding and refining the students' personality in the later stages so that they become active and productive producers of knowledge for themselves and their society.

3. This research can supplement and provide researchers, postgraduate students, and history teachers with measurement tools that possess accuracy and objectivity in measuring analytical thinking and effective classroom teaching skills.

4. The current research could be a key to new studies in the field of effective classroom teaching skills for history teachers.

Aims of The Research:

The current research aims to identify: (the effective classroom teaching skills of history teachers for the preparatory stage) and the following questions emerged from this goal:

1. Are there effective classroom teaching skills for middle school history teachers?

2. Are there effective classroom teaching skills for history teachers according to the variables (sex, educational qualification, college, and years of service)?

Research limits: Limitation of Research:

The current research was limited to the following limits:

1- Spatial borders: government preparatory schools affiliated to the General Directorate of Muthanna Education.

2- Human boundaries: teachers of history in the Muthanna Education Directorate.

3- Temporal boundaries: the academic year 2022-2023 AD.

4- Theoretical limits: effective classroom teaching skills.

Determination of Terms: Determination of Terms

Effective classroom teaching skills, defined by:

1. (Zaytoun: 2006): It is the ability to perform a specific work or activity related to lesson planning, implementation, and evaluation. This work can be analyzed into a set of cognitive, social, and motor behaviors, as well as it can be evaluated when it is done in light of the criteria of accuracy, speed of implementation, and ability. To adapt to different teaching situations, by using the method of observation, and this work can be improved through training programs.” (Zaytoun, 2006: 12)

2. (Al-Khazraji: 2016) is “a set of teaching behaviors that the teacher shows in his (educational) teaching activity, in order to achieve specific goals. These behaviors appear in the teacher’s teaching practices in the form of emotional or motor responses and are characterized by the elements of accuracy and speed in achievement and adaptation to The circumstances of the educational situation.” (Al-Khazraji, 2016: 137).

The researcher adopted the theoretical definition of (2007, olives).

The researcher defined it procedurally: a group of teaching actions and behaviors carried out by history teachers, which take several verbal and kinetic forms, and help them carry out their teaching tasks easily and proficiently in the stages of planning, implementation, and evaluation in order to achieve the objectives of teaching. It can be measured by history teachers in the preparatory stage through the total score. What teachers get in their answers to the effective classroom teaching skills questionnaire prepared by the researcher for this research.

Effective teaching skills: Skills Affective teaching

It is one of the educational patterns based on activity and the active positive participation of the learners, as the learner searches using various types of activities and scientific processes such as measurement, observation, data reading, hypothesis and conclusion, which enables him to reach the required solutions himself and under the guidance, supervision and evaluation of the teacher, as he is the one who develops the learner's ability Self-awareness in which the academic degree is not an end, but rather teaching that raises the levels of will for the learner himself and awareness of the problems of the society in which he lives, which makes the urgent need to teach

and teach effective classroom teaching skills and understanding in all aspects of life. (Abdul Qader, 2013: 36)

Second, the characteristics of effective classroom teaching:

Effective classroom teaching has many characteristics, including:

1. Education should be appropriate to the learners' capabilities in terms of effort and time. The more learning is in accordance with the learner's abilities and readiness in terms of time and effort, the easier it will be for him.

2. It should have a clear meaning, goals, meet the learner's tendencies and needs, and serve the requirements of his life.

3. The learning should leave an impact on the learners. Whenever the learning has an impact on the learner's soul, he feels with him the change that it brought about in his behavior. It is effective and has its rewards and rewards.

4. Learning should be based on the learner's understanding and awareness in order for it to be continuous, i.e. applicable and generalizable in other situations. Effective learning is that which can be used by the learner and benefited from in new situations.

5. Education should be with positive reinforcement and stimulating the learner's motivation with reward and not with punishment, because reinforcement with reward encourages the learner more than punishment, meaning that the response to learning stimuli if accompanied or followed by a reward becomes piety and the learner retains it. (Atiyah, 2008: 63).

Studies dealing with effective classroom teaching skills:

1- A Aql Study (2002)

The study aimed to identify the extent to which English language teachers practice effective classroom teaching skills in the city of Nablus, and to identify the degree of effective classroom teaching practice among English language teachers according to the gender variable (male-female). The researcher used the descriptive approach, and the study sample consisted of (46) male and female teachers. In the English language study in the city of Nablus, the researcher prepared a tool for the study (a questionnaire for effective classroom teaching skills), and used the statistical bag (spss) to collect and process data. Teachers. (Aql, 2002: 183).

2- Al-Jumaili Study (2010)

The study aimed to identify a proposed educational program for the development of students' classroom teaching skills, and to identify the statistical differences in the performance of the experimental and control groups, and the researcher relied in this study on the descriptive and experimental approaches. The researcher used the statistical means (Mann-Whitney) equation (U) in data processing, and used a tool (note card) to measure effective classroom teaching skills, and the results showed statistically significant differences in favor of the (experimental group). (Al-Jumaili, 2010: 12-131).

The validity of the internal consistency of the classroom teaching skills questionnaire:

In order to investigate the validity of the internal consistency of the questionnaire, the researcher applied it to a survey sample consisting of (100) male

and female teachers, distributed among (50) teachers and (50) schools, and the Pearson correlation coefficient was calculated between each paragraph of the questionnaire and the total score for the field that You belong to it, depending on the SPSS program, and through the following procedures:

A. The discriminatory power of the paragraphs of the classroom teaching skills questionnaire:

What is meant by the power of distinction is the ability to distinguish between individuals who have characteristics of higher and lower levels in relation to the characteristics or qualities that the scale measures (Al-Awadi, 2015: 58), and the researcher specified (27%) to represent the higher degrees and (27%) to represent the lower degrees. The researcher adopted the t-test for two independent and equal samples

- The relationship of the paragraph score with the total score of the effective classroom teaching skills questionnaire:

This method assumes that the individual's total score is an indicator of the validity of the test; Therefore, the researcher tried to find the correlation between the score of each paragraph of the questionnaire and the total score of the questionnaire. (Esawy, 1985: 50), and the correlation of the score of the paragraph with the total score of the questionnaire was calculated using the correlation coefficient (Pearson), and it became clear that all the paragraphs are significant.

The relationship of the degree of the paragraph with the degree of the field to which it belongs:

The researcher used the correlation coefficient (Pearson) to calculate the values of the correlation coefficient between the paragraphs and the degree of the field to which they belong.

Are there effective classroom teaching skills for middle school history teachers?

In order to verify this question, the researcher applied the effective classroom teaching skills questionnaire to his research sample consisting of (185) history teachers, with (107) teachers and (78) schools. The researcher used the One Sample t-test for comparison. Between the arithmetic mean of the sample of (315.49) with a standard deviation of (90.83) with the assumed mean of the scale (264), the calculated t-value was (7.71), which is a function at the level of significance (0.05) and the degree of freedom (184), which means The history teachers have effective classroom teaching skills in a statistically significant way. Table (1) illustrates this.

Table (1) The results of the t-test for one sample to indicate the difference in effective classroom teaching skills.

Groups	G o.	Hyp othetical mean	A rithmetic mean	S tandard deviation	C alculated T-value	ig.	Decision
History teachers	85	264	315.49	90.83	7.71	.05	They have effective classroom teaching skills

This result can be explained by the fact that history teachers have experiences in the field of (planning, implementation, and evaluation) that contributed to Philosophical Readings XIV.4 (2023), pp.155-164. 161
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supporting their effective teaching skills. And a variety of activities take place in the implementation of the lesson, in addition to that, most history teachers are aware and aware of the importance of effective classroom teaching skills; To create an educational climate that contributes to the positive interaction between the teacher and the students on the one hand, and between the students and themselves on the other hand. And what the history teachers do in directing these activities to achieve the desired educational goals by employing and intensifying the efforts made by them and organizing them in a way that leads to an increase in the teachers' self-confidence first and the confidence of their students secondly. All of this was reflected in their ability to achieve educational learning outcomes from educational outputs, whether oral or written, and pre, constructive and posttests, as history teachers realized that evaluation is an important and complementary part of the educational process because it determines the extent to which educational goals are achieved and strengths and weaknesses in its various aspects. It contributes to achieving the desired educational goals.

Conclusions:

In light of the researcher's findings, the researcher concluded the following:

1. Preparatory stage history teachers possess effective classroom teaching skills.
2. There are no statistically significant differences among history teachers in effective classroom teaching skills according to the variable (gender, college, and number of years of service).
3. There is a statistically significant relationship with history teachers for the preparatory stage, according to the academic qualification.

Recommendations:

In light of the results of his current study, the researcher recommends the following:

1. The General Directorates of Education prepare training courses in effective classroom teaching skills for history teachers.
2. The Ministry of Education is preparing printed booklets for effective classroom teaching skills.

Proposals:

Building a training program based on effective classroom teaching skills in other disciplines.

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