

The level of the training needs for teaching skills for students-teachers at the Higher Teacher Training School of Oran - descriptive study-

مستوى الاحتياجات التدريبية لمهارات التدريس للطلبة المعلمين بالمدرسة العليا للأساتذة بهران
-دراسة وصفية -

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Abstract:

The current research aims at revealing the level of the teaching skills training needs of student teachers at the Higher Teacher Training School of Oran. The study included 105 male and female students who were chosen at random. By using the descriptive approach, and the training needs scale developed by the researcher in the field of teaching skills, the study showed that the student teacher's training needs are high in all areas of the study tool, in the following order: class management skills, lesson planning skills, lesson implementation skills, and educational assessment skills. On the scale, there are no differences attributable to specialization (scientific/ literary) among the sample members. The study also produced a number of recommendations.

Keywords: *Training needs; Student teacher; Teaching skills; descriptive study; scale of training needs in teaching skills*

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ملخص:

يهدف البحث الحالي إلى الكشف عن مستوى الاحتياجات التدريبية لدى الطلبة المعلمين بالمدرسة العليا للأساتذة بوهران في مجال مهارات التدريس، طبقت الدراسة على عينة من الطلبة المعلمين بالمدرسة (105) طالبا وطالبة اختيروا بالطريقة العشوائية البسيطة. باستخدام المنهج الوصفي وبالاستعانة بمقياس الاحتياجات التدريبية في مجال مهارات التدريس المعد من طرف الباحثة، أظهرت الدراسة أن مستوى الاحتياجات التدريبية لدى الطالب المعلم مرتفع في كل مجالات أداة الدراسة وفق الترتيب التالي: مهارات إدارة القسم، مهارات تخطيط الدرس، مهارات تنفيذ الدرس ومهارات التقويم التربوي، وأنه لا توجد فروق تعزى للتخصص (علمي/أدبي) بين أفراد العينة على المقياس، وخلصت الدراسة لعدد من التوصيات.

الكلمات المفتاحية: حاجات تدريبية؛ الطالب المعلم؛ مهارات تدريسية؛ دراسة وصفية؛ مقياس الاحتياجات التدريبية في مجال مهارات التدريس.

Introduction

Despite continuous technological advancements and educational systems' efforts, particularly in Algeria, to bring about development and renewal in its various components of teaching curricula, means, and strategies, the role of the teacher remains present and essential. The effectiveness of these components is determined by the teacher's ability, skills, and efficiency in carrying out his duties. He is regarded as the primary pillar in the educational process. He is responsible for achieving the educational system's goals, as confirmed by (Sabri & Tawfiq, 2018, p. 40).

In the midst of the major reforms that the educational system experienced at the start of the school year (2003-2004), it was necessary to change the conditions for entering the teaching profession by working to raise the scientific and training level of teachers at all levels, as the initial teacher preparation process became in institutions affiliated with higher education referred to as "Teacher High Schools" (Khadija, 2018, p. 154). As institutions specifically designed by the state to prepare student teachers for service, they develop their preparations as well as their teaching abilities and skills.

Marai Tawfiq (2003) defines these institutions as: the set of teaching behaviors that the teacher exhibits in his educational activity with the goal of achieving certain goals, and these behaviors manifest themselves through the teacher's teaching practices in the form of emotional, kinesthetic, or verbal responses characterized by the elements of accuracy and speed in performance

and adaptation to the circumstances of the teaching situation (Abidine & Hafeez, 2017, p. 128).

Many studies, such as the studies of Al-Babtain (1995), Al Hammadi (1996), and Amina Kamal Abdel Aziz (2003), confirm the importance of a number of teaching skills represented in: lesson planning, the use of educational aids, human relations and classroom management, the use of Appropriate teaching methods, the use of references and resources, and educational evaluation procedures (Bouzagzi , 2015, pp. 29-30).

According to (Alsaaeidi Hasan, 2020, p. 46), one of the most important skills that a teacher must have is the ability to use and harness modern teaching aids for the benefit of the lesson, the ability to ask questions and direct them in a way that encourages the student to think, and the ability to design and develop activities that make education fun and meaningful to the student and encourages him to learn.

As the student teacher's possession of these skills and training in them, particularly prior to serving, would give him the ability to perform work quickly and proficiently. Sufficiency and quality are characteristics of skilled performance. Performance improves as a result of practice and training (Al-Masoudi, et al., 2015, p. 102).

Educators emphasize the importance of ongoing theoretical and practical preparation for teachers before and after service, determining the teaching competencies required for the teacher's success in his profession, and designing various programs to support and develop these competencies and harness them to the educational process in its various aspects (Abidine & Hafeez, 2017, p. 15).

According to the International Committee on Education for the Twenty-First Century(UNESCO) report, it is critical to determine teachers' competencies by implementing a variety of policies and measures, the most important of which is that preparing and training teachers before and during service represents a form of sustainable education, allowing them to acquire and update their academic competence and professionalism on both theoretical and practical levels to meet the demands of the twenty-first century (Johari , 2017, p. 08).

Through it all, training, preparing, and providing teachers with the necessary teaching competencies have become an urgent necessity to keep up with the times on the one hand, and to achieve advanced quality educational systems and

professional development on the other. The success of any training program is primarily determined by its familiarity with the trainees' training needs.

1.1.Study Problem

Teaching is a complex process in which many procedures, activities, and skills operate in a dynamic, overlapping manner at the same time, and teaching is a human and social process with personal dimensions, including the relationship between the teacher and the learner that extends beyond the limits of the study subject, as well as the cognitive and mental dimension (Al-Fatlawi & Mohsen , 2010, p. 15).

Several studies, such as Deri Ibrahim and (Deri & Bomkloof , 2022)on the reality of initial training for middle school teachers and its impact on professional practice, found that the results of initial training are unsatisfactory when compared to what professional practice requires in a challenging era, while Muhammad and Hawala (2015) found that many reform projects are failing. The change and development of curricula were not successful due to teachers' inability to do what is required of them, which is due to a number of factors, the most important of which is teachers' inadequacy due to a mismatch between the training they receive and the real needs.

Following from the effective role that the teacher plays in any educational system and believing in the effectiveness of a qualified teacher's influence on the quality and level of education, educators emphasize the importance of continuously preparing and educating the teacher in theory and practice determining the necessary scientific and performance skills, and designing appropriate programs to support, develop, and harness these skills for the educational process in all of its forms. Achieving a high level of student teacher performance can only be accomplished by identifying their training needs in the field of teaching skills because of the assistance it provides to those in charge of the educational field in diagnosing and rehabilitating student teachers on an ongoing basis in order to accommodate scientific, educational, and technological developments.

The problem of this study can be formulated in the following main question:

What is the student teacher's level of training needs in the field of teaching skills?

The following sub-questions fall under this problem:

- ❖ What is the student teacher's level of training needs in the field of lesson planning skills?
- ❖ What is the student teacher's level of training needs in the field of lesson implementation skills?
- ❖ What is the student teacher's level of training needs in the field of department management skills?
- ❖ What is the student teacher's level of training needs in the field of educational evaluation?
- ❖ Is there a statistically significant difference in the average scores of student teachers on the training needs scale in the field of teaching skills due to specialization (scientific, literary)?

1.2. Study Hypothesis:

This study proceeds from the following main hypotheses:

The student teacher has a high level of training needs in the field of teaching skills.

The following sub- hypotheses fall under this main hypotheses:

- ❖ The student teacher has a high level of training needs in the field of lesson planning skills.
- ❖ The student teacher has a high level of training needs in the field of lesson implementation skills.
- ❖ The student teacher has a high level of training needs in the field of department management skills.
- ❖ The student teacher has a high level of training needs in the field of educational evaluation.
- ❖ Due to the variable of specialization, there are no statistically significant differences in the average scores of student teachers on the training-needs scale in the field of teaching skills (scientific, literary).

1.3. Study importance:

The current study is significant because it deals with a sensitive group of students, namely student teachers who practice their training in higher schools for teachers, and it sheds light on the importance of pre-service

training and attention to ways of developing trainee students' performance and preparing them to be more effective in their field of work.

Contribute to the development of student-teacher preparation programs by providing a list of what the teachers who prepare them deserve in the field of teaching skills, as well as directing attention to the practical aspect during pre-service training, based on the study's findings.

1.4. Objectives of the study:

- ❖ Investigating the student teacher's level of training needs in the field of lesson planning skills.
- ❖ Investigate the student teacher's level of training requirements in the field of lesson implementation skills.
- ❖ Investigating the student teacher's training needs in the field of department management skills.
- ❖ Investigating the student teacher's level of training needs in the field of educational evaluation.
- ❖ Disclosure of whether there are statistically significant differences in average student teacher scores on a scale of training needs in the field of teaching skills due to the variable of specialization (scientific, literary).

1.5. Study concepts

Training needs:

According to Al-Khatib (1995), it is a collection of elements that must be introduced into employees' knowledge, information, skills, and attitudes in order to change and develop their behavior in order to accomplish the desired goals (Hamadna , 2007, p. 54).

According to Attallah (2014), it is a set of adjustments that must be made in the employee holding a particular position in order for them to be suitable and qualified to do so. This is done by striking a balance between the skills and abilities needed to perform the job at hand and those that the employee actually possesses (Atallah , 2014, p. 97).

The researcher defines it procedurally as: a set of variables and cognitive, skill, and behavioral aspects that the student teacher needs to be trained in in

his field of work, which includes all the stages of the teaching process (planning, implementation, department management, evaluation).

Student teacher procedurally is defined as: The student who practices his studies and academic formation at the Higher School of Teachers in Oran, and who are divided into various academic years (from the first to the fifth year) and specializations, (exact sciences and Arabic language).

Teaching skills:

According to (Shabr, Gamal , & Abu Zaid , 2014, p. 84), it is a pattern of effective teaching behavior for achieving specific goals that the teacher exhibits through coherent mental, verbal, motor, physical, or emotional responses. Accuracy, speed, and adaptation to the circumstances of the teaching situation are all integrated into these responses.

According to (Al-Masoudi, et al., 2015, p. 101), it is the capacity to carry out a particular task or activity related to teaching planning, implementation, and evaluation, as these tasks are evaluated for a variety of cognitive, kinetic, and social behaviors.

It is defined procedurally by the researcher as a set of behaviors or practices that the student-teacher must train in accordance with the stages of the teaching process (planning, implementation, department management, and evaluation) during his initial formation in high schools for teachers, which would develop his professional performance and develop his positive attitudes toward teaching. The student-teacher response on the training needs scale created for this shows these skills.

2.The practical part

2.1. Study approach:

The study's goals were to identify the training needs of student teachers in the area of teaching skills and determine whether there were statistically significant differences in the average student teacher scores on the scale of training needs in the area of teaching skills due to the variable of specialization (scientific/ literary). The descriptive approach was used to accomplish these goals.

2.2. Study determinants

- ❖ **Objective limits:** Through their responses to the study tool, we address the issue of training needs in the field of teaching skills among a sample of student teachers at the High School of Teachers in Oran.
- ❖ **Spatial limits:** The research was conducted at the Oran High School of Teachers.
- ❖ **Time limits:** This study was carried out at the start of the second semester of the academic year 2021/2022.
- ❖ **Human limits:** The current study includes a sample of 105 students from the Departments of Arabic Language and Exact Sciences (Mathematics and Physics), as well as those pursuing their education at the High School of Teachers in Oran.

Study community and sample:

Study community:

The study community consists of 225 student teachers enrolled in the Departments of Arabic Language and Exact Sciences (Mathematics, Physics) at the High School of Teachers in Oran for the academic year: 2021–2022.

Study sample:

A sample of 105 male and female students from the Oran High School of Teachers, representing (47%) of the study population, were selected randomly after receiving the school director's approval and represented a variety of academic levels and disciplines (Table No. 01). It demonstrates that students with a focus on science had the highest percentage (53.33%), while those with a focus on literature attained 46.66%.

2.3. Procedures

2.3.1. The research instrument's psychometric characteristics:

The training needs scale was created for student teachers and initially included 50 phrases (skills) distributed across four dimensions: lesson planning skills (11 phrases), lesson implementation skills (18 phrases), class management skills (14 phrases), and educational evaluation skills (14 phrases) (7 phrases).

Where the answer is given according to the five-point Likert scale: the degree of training need (very high 5, high 4, medium 3, low 2, very low 1), The level of training need for the study sample was also classified according to the arithmetic averages of their responses to the scale items as follows:

- Low level of training needs: arithmetic average less than 2.33
- The level of training needs is medium: arithmetic average 2.34-3.66
- The level of training needs is high: arithmetic average is greater than 3.66

The study tool's validity and reliability were calculated after it was distributed to a pilot study sample of 30 male and female students, and the results were as follows:

2.3.1.1. Validity:

❖ Virtual validity:

Five university professors were shown the research tool. Professors Tilwin Al-Habib, Belkomidi Abbas, and Yassin Amina from the University of Oran 2 joined two foreign professors: Professor Hakim Musa Abdel-Hasnawi of the Iraqi Open Educational College. Sharif Al-Saudi is a professor at Al Sharqiya University in the Sultanate of Oman. Where the arbitrators' opinions were considered in modifying the wording of some of the phrases, and the scale became (47) phrases, and the appropriateness of the arbitrators' sincerity was determined using Cooper's equation (number of agreements/ number of arbitrators * 100), and the percentage of arbitrators' sincerity was (98%).

❖ Internal consistency validity:

The results (Table No. 02) were as follows: it is clear that all of the correlation coefficient values between the four dimensions of the scale and the total score were statistically significant at the level (0.01), indicating the scale's internal homogeneity. In addition, some of the phrases with weak connections were removed, resulting in a scale with (44) items in its final form.

Discriminative validity (peripheral comparison validity): the results (Table No. 03) are as follows: We discover that there are statistically significant differences between 27% of the sample members who received the highest scores on the training needs scale and 27% of the sample members who received

the lowest scores since $\text{sig} = 0.000$, which is less than 0.05. As a result, the scale can distinguish between higher and lower scores.

2.3.1.2 Reliability:

Where the following results (Table No. 04) were obtained: We note that the Cronbach's alpha stability coefficients for the scale dimensions were high (0.84-0.96), as was the half-segment stability coefficient after correction with the Spearman-Brown equation (0.82-0.91), while the scale stability coefficient was 0.96. It has a high stability coefficient and is therefore appropriate for this study.

2.4. Statistical processing:

To reach the results of the study was used:

- The Statistical Package for the Social Sciences (SPSS)
- Pearson correlation coefficient to calculate the internal consistency of the scale
- T-test to indicate the differences between two independent samples in calculating the discriminatory honesty, and to find out the significance of the differences between student teachers with scientific and literary specializations in the level of training needs in the field of teaching skills.
- Arithmetic mean and standard deviation.

3. Study Results Presentation:

3.1. Presentation of the main hypothesis's findings: Student teachers have a high level of training needs in the field of teaching skills

According to the student-teacher responses on the training needs scale, the department management skill ranked first with an average of (3.93) and a standard deviation of (0.99), followed by the lesson planning skill with an average of (3.90) and a standard deviation of (0.99). (0.95). Then comes the educational evaluation skill with an average of (3.67) and a deviation of (0.98), and finally the lesson implementation skill with an average of (3.81) and a deviation of (0.98). (2.42). while the average degree of training needs of student teachers in the field of teaching skills was (3.82) and a deviation of (1.33).

3.2. Presentation of the results related to the first sub-hypothesis: The level of training needs of the student teacher in the field of lesson planning skills is high

The student-teacher response to the sixth paragraph obtained the highest mean (4.13) and deviation (1.03), which is a high degree, as is evident from Table 6. The sample participants affirm their urgent need for instruction in picking and creating an effective teaching strategy. With a mean (3.90) and a deviation, the lesson planning skill dimension's results also showed that there was a high need for training (0.95).

3.3. Presentation of the results related to the second sub-hypothesis: The level of training needs of the student teacher in the field of lesson implementation skills is high

Table 7 shows that paragraph 13 had the highest mean (4.26) and deviation (3.03), followed by paragraphs 20 and 14, respectively. The student-teachers emphasized their high training needs to acquire motivational skills for their students, mastery of explanation techniques, and use of appropriate teaching methods, while their needs to design homework and use textbooks and learning resources were moderate. Their training needs were high on the skill implementation dimension of the lesson, with an average of (3.81) and a deviation of (2.42).

3.4. Presentation of the results related to the third sub-hypothesis: The level of training needs of the student teacher in the field of class management skills is high

Table 8 shows that student teachers have a strong need for training in the skill of maintaining attention within the class, where their average response was (4.35) with a standard deviation of (0.98). They also stress the importance of decision-making skills training and the development of positive communication within the class. Their training needs in the field of class management skill were high, as their average response on the dimension as a whole was (3.93) with a deviation of (0.99).

3.5. Presentation of the results related to the fourth sub-hypothesis: The level of training needs of the student teacher in the field of educational assessment skills is high

Table 9 shows that the estimated training need for student teachers in diagnosing learning errors is high, with an average of (4.21) and a standard deviation of (1.05). It also shows analyzing the outcomes of achievement options and diversifying evaluation methods in which student teachers achieved a high level of training requirements in the field of educational evaluation skills, with an average of (0.91) and a standard deviation of (0.80).

3.6. Presentation of the results related to the fifth sub-hypothesis: There are no statistically significant differences in the average scores of student teachers on the scale of training needs in the field of teaching skills due to the variable of specialization (scientific, literary)

Table 10 shows that the average response of student teachers with scientific specializations is estimated to be (3.81), with a standard deviation of (0.62). While the average responses of student teachers with literary specializations were (3.93) and (0.53), the $t = 1.04$ and $\text{sig} = 0.07$ values were not significant at 0.05. As a result, the hypothesis is accepted: there are no statistically significant differences in average student teacher scores on the scale of training needs in the field of teaching skills due to the variable of specialization (scientific, literary).

4. Discussing the study results:

The main hypothesis's findings suggest that student teachers have significant training needs in the area of teaching techniques. The study by RushdiTa'ima and Hassan Gharib (1986), in which 75% of the respondents agreed on the availability of a set of competencies, the most crucial of which are Class control and respect for students, confirms what was suggested by several studies on the significance of teaching skills. According to a study by LakhdarAwareb and Hafs bin Karima (2016), which was supported by a study by Moqaddam and Fotiha (2015), teachers have an average level of teaching proficiency (Lahoul , 2022, p. 524). The higher training needs in the area of classroom management can be explained more by student teachers' perceptions than in the areas of planning, implementation, and educational evaluation. due to the significance of developing department management skills and regulating learner behavior in order to succeed in his profession on the one hand and improve learner performance on the other.

The results of the first sub-hypothesis show that student teachers have a high level of training needs in the field of lesson planning skills, as student teachers

indicate a need for training in order to choose the appropriate teaching strategy and analyze the scientific material. Thus, the ability to design an integrated and comprehensive educational plan by setting goals, distributing educational class time correctly, and revealing the learners' abilities and preparations are considered as the starting points in the planning process.

The results of the second sub-hypothesis indicate that the student teacher has a high level of training needs in the area of lesson implementation skills. Several studies have indicated the importance of lesson implementation skills, while student teachers have emphasized the importance of developing learners' motivation and selecting the appropriate method for delivering information to the learner. In addition to emphasizing the importance of being trained in the use of teaching aids such as the blackboard and textbook, especially in light of the educational situation and the students' abilities, acquiring such skills during the initial formation in higher schools is critical.

The results of the third sub-hypothesis show that student teachers have a high level of training needs in the field of class management, as student teachers affirm that they need to be trained in the skills of keeping learners' focus, developing effective communication, and directing behavior, and this confirms student teachers' awareness of their needs and the importance of training them on these skills. To be able to effectively manage the class and manage interactions within the class. where Al- Ghamdi (2013) study confirms the importance of leadership learning in the classroom, and (Alsaaeidi Hasan, 2020, p. 46) adds that it is necessary to have human and social relations that bring the teacher closer to his pupils, endear his personality to them, and help him achieve other skills.

The results of the fourth sub-hypothesis indicate that the level of training needs of student teachers in the field of educational evaluation is high, as student teachers emphasize their need for the skills of discovering learners' mistakes, building achievement tests, and diversifying evaluation methods, which was confirmed by Al-Ghamdi (2013) study on the need to train teachers on the skill of preparing appropriate and various assessment methods to assess the learner.

Many studies have indicated that there is a great need for students and teachers to be trained in educational assessment skills, such as the study of Amina Kamal Abdel Aziz (2003), the study of (Hamadna , 2007), and the study

of (Lakhdar & Bouhafis, 2016). According to the findings of Noura Bouaisheh's (2008) study, teachers do not practice the skills of planning, implementation, and evaluation in accordance with the approach, confirming the importance of training them in such skills (Johari , 2017, p. 42).

According to the fifth sub-hypothesis, there are no statistically significant differences in the average scores of student teachers on the training needs scale in the field of teaching skills due to specialization (scientific, literary). These findings can be explained by the fact that teacher education in high schools is based on principles and programs shared by all disciplines, as well as close curricula, and that the student teachers are the study's sample from the same institution (Higher School of Professors in Oran).

5. Tables:

Table 1- It shows the distribution of sample members by specialization

Variable		Number	Ratio	
Specialization	Literary	First year Arabic language	35	33.33%
		Third year Arabic language	14	13.33%
	scientists	second year mathematics	18	17.14%
		3rd year mathematics	22	20.95%
		3rd year physics	16	15.24%
total		105	100%	

Source: Prepared by the researcher based on SPSS program outputs

Table 2- It shows the correlation between the total score on the dimension and the total score on the training needs scale

Dimension	Pearson correlation coefficient value
Lesson planning skills	**0.75
Lesson implementation skills	**0.96
Class management skills	**0.90
educational assessment skills	**0.82

Source: Prepared by the researcher based on SPSS program outputs

Table 3- It shows the results of a t-test for two independent samples

Sample	Standard deviation	Arithmetic average	T	Sig	Statistical significance level
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Highest score = 10	8.65	210.6	12.33	0	0.05
Lowest score = 10	17.77	133.5			

Source: Prepared by the researcher based on SPSS program outputs

Table 4 –It shows the stability of Cronbach's alpha and half-segmentation of the dimensions of the training needs scale

Dimension	Alpha Cronbach	Half-segmentation	Spearman-brown correction
Lesson planning skills	0.84	0.7	0.82
Lesson implementation skills	0.91	0.82	0.9
Class management skills	0.9	0.77	0.87
educational assessment skills	0.91	0.8	0.89
Scale	0.96	0.84	0.91

Source: Prepared by the researcher based on SPSS program outputs

Table 5- It displays the arithmetic averages and standard deviations of student-teacher responses on the training needs scale dimensions in the field of teaching skills.

Dimension number	Dimension	Arithmetic average	standard deviation	rank	degree
1	Lesson planning	3.9	0.95	2	High
2	Lesson implementation	3.81	2.42	3	High
3	Class management	3.93	0.99	1	High
4	Educational assessment	3.67	0.98	4	High
	scale	3.82	1.33		High

Source: Prepared by the researcher based on SPSS program outputs

Table 6- It shows the arithmetic means and standard deviations of the student-teacher responses on the lesson planning skill dimension

N	Phrase	Arithmetic average	standard deviation	rank	degree
1	Determining the capabilities and preparations of the learner	3,95	0,92	4	High
2	Determine the learner's previous experiences	3,63	0,90	10	average
3	Determining teaching aids and materials	3,95	1,02	5	High
4	Content analysis of the educational material	4,11	0,84	2	High
5	Formulating educational objectives at all levels (cognitive, emotional and skill)	3,81	0,90	7	High
6	Choosing and designing an appropriate teaching strategy	4,13	1,03	1	High

7	Selection and design of learning outcomes assessment methods	3,74	0,88	9	High
8	Selection and design of appropriate educational activities	3,88	0,96	6	High
9	Prepare daily lesson plan	4,03	1,12	3	High
10	Preparing the interim teaching plan	3,78	0,97	8	High
	Dimension total degree	3.9	0.95		High

Source: Prepared by the researcher based on SPSS program outputs

Table 7- It shows the arithmetic averages and standard deviations of the responses of student teachers at the skill level of implementing the lesson

N	Phrase	Arithmetic average	standard deviation	rank	degree
11	Choose the appropriate starting position	3,75	1,13	10	High
12	Preparing introductory questions	3,68	1,07	12	High
13	Stimulating motivation among learners	4,26	3,03	1	High
14	Use appropriate teaching methods	4,11	,98	3	High
15	Taking into account individual differences	3,95	1,23	5	High
16	Use appropriate teaching aids	3,90	1,00	7	High
17	Show lesson ideas in a gradual way	3,80	1,07	8	High
18	Connect the learners' experiences to the topic of the lesson	3,65	1,07	13	average
19	Use of information gathering sources	3,38	1,05	16	average
20	Explanation and interpretation	4,17	1,08	2	High
21	Use the blackboard	4,06	1,14	4	High
22	Use of the textbook	3,37	1,32	15	average
23	Diversity of incentives and stimuli	3,94	1,06	6	High
24	use booster	3,77	1,00	9	High
25	Lesson summary	3,74	1,14	11	High
26	Prepare and design homework	3,56	1,06	14	average
	Dimension total degree	3.81	2.42		High

Source: Prepared by the researcher based on SPSS program outputs

Table 8- It shows the arithmetic averages and standard deviations of the student-teacher responses to the department management skill dimension

N	Phrase	Arithmetic average	standard deviation	rank	degree
27	Distribution of students within the class	3,72	0,97	10	High
28	Managing the first meeting	3,82	1,07	7	High
29	Class time management	3,97	0,91	5	High
30	Assign roles and activities to learners	3,72	1,01	11	High
31	Establish effective classroom control agreements	3,75	1,15	8	High

32	Develop positive interaction and communication	4,14	0,96	3	High
33	Maintaining attention and focus in the classroom	4,35	0,98	1	High
34	behavior guidance strategies	4,04	0,82	4	High
35	Settlement of disputes	3,91	1,02	6	High
36	Discussion management	3,73	1,06	9	High
37	Decision making	4,16	0,98	2	High
	Dimension total degree	3.93	0.99		High

Source: Prepared by the researcher based on SPSS program outputs

Table 9- It shows the arithmetic averages and standard deviations of the student-teacher responses on the educational assessment skill dimension

N	Phrase	Arithmetic average	standard deviation	rank	degree
38	Designing Diagnostic Tests	3,75	0,95	5	High
39	Designing questions according to the diversity of objectives	3,80	0,92	4	High
40	Provide feedback	3,54	1,00	7	average
41	Diversity of calendar methods	3,84	0,93	3	High
42	Building achievement tests	3,73	1,02	6	High
43	Analyzing the results of the achievement tests	3,85	1,00	2	High
44	Diagnose learning errors	4,21	1,05	1	High
	Dimension total degree	0.91	0.8		High

Source: Prepared by the researcher based on SPSS program outputs

Table 10- It displays the results of the "T" test to show the differences in training needs between student teachers with scientific specializations and those with literary specializations in the field of teaching skills.

Specialization	N	total	Arithmetic average	standard deviation	t	d	sig	Statistical significance
scientists	56	105	3,81	0.62	1.0	10	0.0	Not significant at 0.05
Literary	49		3,93	0.53	4	3	7	

Source:Prepared by the researcher based on SPSS program outputs

Conclusion:

Preparing student teachers for service and developing their teaching abilities is an unavoidable requirement. The foundation for the success of the training process is that they begin their training by investigating their training needs. The study discovered the following:

The high level of training needs of student teachers at the High School of Teachers in Oran in the field of teaching skills, in all areas of the study tool, and the study found that there were no statistically significant differences in the responses of the sample members due to the variable of specialization (scientific, literary).

In doing so, we make the following recommendation:

- 1) Using a list of student teachers' training needs in the field of teaching skills to prepare training programs before and during training.
- 2) Applying teachers and supervisors are aware of the importance of preparing student teachers for the most important teaching skills that a student teacher must acquire in order to provide effective performance and evaluating them on that basis.
- 3) The importance of involving student teachers in determining their training requirements, particularly during practical training.
- 4) Concluding agreements with technological institutes for teacher training and preparation, beginning with the first registration in higher schools for teachers, to achieve the principle of continuity of training, provide them with more experience, and develop their ability to reconcile theoretical and practical aspects.

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