Analysis models of teaching practices
نماذج تحليل الممارسات التدريسية

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Abstract   **ملخص**

The paper aims to demonstrate
models of analysis of teaching
practices in the classroom. It first
explains the types of analysis of
teaching practices and the challenges
to their use. Then, it provides a
detailed examination and commentary
on each model, The paper comes to the
conclusion that the Clazer model is a
simplified representation of the
teaching practice, as it reflects the
characteristics of the model, which are
reduction and concentration. Besides,
it highlights the necessary components
of the model, and connects them
through a mediator, which is the
feedback.
Keywords : Analysis models, analysis
of teaching practices.

يهدف هذا البحث إلى الكشف عن نماذج
لتحليل الممارسات التدريسية داخل الفصول
الدراسية، نوضح فيه أنواع تحليل الممارسات
التدريسية وعوائقها، ثم نماذج تحليل
الممارسات التعليمية مع تعقيب عن كل
نموذج، وأخيرا توصلنا إلى القول أن نموذج
كلازير هو عبارة عن تمثيل مبسط للممارسة
التدريسية يعكس مميزات النموذج وهي
الاختزال والتركيز ويبرز   مكوناتها، ويربطها
بالتغذية الراجعة.
الكلمات المفتاحية: نموذج التحليل، تحليل
الممارسات التدريسية.

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1. Introduction

The process of innovation and creativity in various fields is a natural question its an inevitable necessity imposed by the transformations and evolutions of societies, each development aims to achieve efficiency and fight for the best in all sectors,Since educationis an important and sensitive sector, developing educationi svital to build a cohesive society. On the social level, the role of school in this regard is clear.To convert and embody this enterprise into concrete practice, the programs, In light of the radical changes that the education system underwent in Algeria between the years 2003-2004, the latter came with reforms that affected the educational programs in general and significantly by adopting the methodology of the approach. skills (Al-Abzouzi & Yahi, 2017, p. 73), As an organized educational process through which the teacher places the learner in front of a set of situations in which the learner uses their tribal skills, which are represented by knowledge, abilities and skills (sadig, 2014, p. 124), This is a new formulation of educational goals based on the competence of the teacher in goal construction and known as educational behaviors (karoum, 2010, p. 103) In addition, the quality of education is capable of fulfilling this social function and achieving its human objectives in the continuity and progress of the nation.

Research Prblematic: We have no way of controlling the quality of teaching and of checking its availability except by adopting a technique known as the analysis of teaching practices (Hamdan, 1982, p. 48), considering that the analysis aims to understand and explain the phenomena of education, within schools and training establishments, which is a process aimed at building and developing the teacher's skills to develop his practices. Thus, the following question needs to be asked: **How are teaching practices used in the classroom?**

Study Objective: Through this study, the two researchers aim to analyze models for analyzing teaching practices in the classroom.

2. Search Terms:

To carry out this research, it is necessary to refer to an important element, which is the meaning of the analysis of teaching practices and all the information related to the subject, and this requires a distinction between the following terms:

Learning- Apprentissage

Learning- Ensiegnement

As learning means the process by which the individual perceives a subject and interacts with him, and it is a process of behavior modification through experience (Nussif, 1983), And a semi-permanent change in the behavior of the individual so that it is not noticed directly but inferred from the behavior (Bousalmy & Doba, 2020, p. 728), and this means the process by which the experiences, the information, skills and attitudes are developed, and a change occurs in the individual.

However, education is a communicative process that aims to motivate and excite the learner and facilitate their access to learning and transfer knowledge from teacher to student (Lohaidi and All, 2020, p. 289), Both definitions refer to the first point of view, which is the analysis of teaching practices.

2.1. Analysis of teaching practice:

It means finding a relationship and giving meaning and understanding to all that the teacher does in terms of practices in carrying out his or her tasks, and here it does not mean evaluating or passing judgment on teaching practices of the teacher, **Alti** defines the analysis of educational practices as the unique method or approach that a person adopts to carry out the educational activity, while a group of teachers, led by Hassan Jabah and Samir Al-Baradei, in their capacity as teachers trained at the Regional Center for Education and Training Trades in Marrakech, analyze teaching practices such as:

- An approach aimed at building and developing the skills of the trainee teacher to empower his professional practices, then the analysis of teaching practices makes it a subject for reflection and deepening, through its analysis.

- Knowledge of teaching practices allows their development (the national center of meetings and formation, 2013).

2.2. Analysis form:

In 1971, **Van Dalen** presented a definition of the model in which he sees "as creating a structure or structure for presenting concepts in such a way that researchers can gain useful insight into the phenomena they are studying (Al-Dorij, 2004, p. 65).

3. What do we rely on to analyze teaching practices?:

When analyzing and observing the practices of teachers, we base

ourselves on and rely on pedagogical methods and didactic changes that allow the stages of interactions linked to the pedagogical learning process in a precise and appropriate manner.

3.1. What do we mean by teaching style?:

Alti (1994) defines teaching style as a dominant personal behavior and as an individual way of linking the relationship of interaction with others and the practice of teaching, and teaching is considered among the most daring concepts for the following concepts: strategies, methods, techniques and skills, the concept of teaching method represents an interaction between the dimensions of educational practices (the national center of meetings and formation, 2013)

3.2. What is meant by a change of aid?:

Brut is known as a pedagogical change in the way the teacher uses to diversify his pedagogical approach to facilitate the education of the learners, because the teacher intervenes through his role of regulator of the appropriate learning conditions in certain variables, and the dialectical changes represent the elements of educational and learning situations which can be modified by the teacher according to his appreciation of the public and private context. The didactic elements of the action can be grouped into three categories:

1. Elements of structuring and crystallization of the contents of interest in the selection and organization of the content and the choice of the activities that it offers to the learner.

2. Process elements related to the distribution of initiatives and evaluation methods.

3. Items related to the frame-work which include the schedule, equipment and media used.

4. The role and importance of the analysis of teaching practices in thier various dimensions:

1. Support the upgrade of dialectical theory / practice.

2. It supports professional self-training   -**Autoformation**-

3. Activate the model: "practical - theoretical - practical".

4. Contributes to the strengthening and development of professional skills by theorizing - **La conceptualisation**-

5. Develop and modify teaching practices, in particular for beginning teachers.

5. Dimensions of teaching practices:

5.1. Didactic dimension (contracts and content of instructions ...):

1. The teacher puts the educational content in an organized format.
2. Place content in an educational hierarchy.
3. Make sure learners understand the position to be performed.
4. The teacher uses the help tools.
5. Correct learner mistakes and link activities.

5.2. The educational dimension (techniques, methods ...):

1. He plans according to a specific pedagogical approach.
2. It takes into account the representations of the learners and establishes a position which allows the participation of all the learners.
3. The teacher runs the time according to the distribution of activities, just as the teacher takes into account learners who complain of learning difficulties.

5.3. The interactive communicative dimension (teacher, learners, community, ...):

1. Easy-going and engaging learners.
2. Listens to learners and responds to them.
3. Encourages the participation of learners.
4. Manages interaction with them.
5. Learner participation is invested in adjustment and support.
6. Learners participate in school life.

5.4. The contextual dimension (time, place, institution ...):

1. Directs, facilitates and organizes the participation of learners.
2. He takes into account the learning rhythms by looking at the time of organization of his positions.
3. Manages the learning area.
4. Manages learning time.
5. Manages the available aids.
6. He will use additional aids.

5.5. The values and ethics dimension of the profession:

1. Face society and evoke its different values (religious, citizens…).
2. Evoke the values of professional ethics.

5.6. The affective social dimension (self-awareness ...):

1. Know their personal motivations, tendencies and interests.
2. Know the motivations, trends, interests and desires of learners.

3. Evoke the emotional dimension (eg in learning objectives).

4. Distinguish between learners' behaviors and their behavior.

5. Relationship management with others (the national center of meetings and formation, 2013)

6. Reasons for the analysis of teaching practices:

Among the reasons for analyzing pedagogical practices are the rooting of pedagogical practices (the original), the development of competences according to the demands of the profession, the solution of the problems in which the blind fall during the service, and the addition of the renewal of teaching practices, then among the reasons for analyzing teaching practices is the effectiveness and quality of teaching practices.

7. Analysis of types of pedagogical practices:

1. Individual / group analysis.

2. Before / over / after analysis.

3. Spontaneous / normative analysis.

8. Obstacles to the analysis of teaching practices:

Among the obstacles to the analysis of pedagogical practices, we find a certain number of obstacles that we summarize in:

1. Programs and approaches.

2. The context.

3. Methods and habits.

4. Subjective qualities.

9. Guidelines for analyzing teaching practices:

For the analysis of teaching practices, we find previous work and scientific research which has been based in the framework of science education in two main directions. The first direction goes to the clarification of models and diagrams of analysis of teaching practices, which are models that researchers create when they lack interpretative theories, and the second direction is to clarify the methods of observing practices educational (separation observation networks). Study and analysis of interactions within it, and on the basis of the two previous directions, we will work on the presentation of the first direction, that is to say the presentation of the analysis models.

10. Analysis models of teaching practices:

10.1. Character formation model:

This model arose in Germany at the end of the last century called the

philosophical pedagogy, meaning the pedagogy associated with the traditions of "thought sciences" and "human sciences" influenced by philosophical reflection and the philosophical view of education issues and human issues in general , as opposed to scientific pedagogy, which is more concerned with scientific and experimental studies of these issues.

This approach considers that education is not seen only as a tool for transmitting information, but rather as a tool for training individuals, giving them the spirit of responsibility and sharpening their conscience and their moral conscience, where the name of formative model or model of character formation.

Proponents of this approach have given priority to the objectives and content of school subjects, but to the detriment of the interest for the teacher and to the detriment of the methods and methods of teaching, because the teacher must guarantee education first-degree learners, and thus ensure the unity of the culture that prevails in society, so it is not surprising that this is among the most important observations made to this curve are its intellectual background and its focus on philosophical questions.

One of the best known examples of this trend is the **klafiki** model, which revolves around:

1-What is the basic principle of educational content (content and content of study material)?

2-What is its main structure?

3-What does content mean to a student at a particular level?

4-How important is academic content for the life and future of the learner?

5-How is the content organized and what is its structure?

6-How to clarify the content intended for students?

It is clear that **klafiki** formative model focuses primarily on the question of why? That is, on the content of study materials, instead of neglecting the question of how? That is to say to the detriment of attention to methods and means of reporting.

The truth is, it's hard to tell the difference between the material and the method of teaching it in practice. In practice, the methodology and teaching methods are determined according to the nature of the subject and the specificity of the content, which explains the failure of **klafiki** research in his attempt to find a structure of compromise between theoretical thinking to

philosophical and ideological orientations and educational work. His model does not speak of educational work except to isolate it in depth from questions linked to content, and educational questions linked to methods and means occupy only a late place in the model, if not a secondary position.

Regardless of the reservations, we must stress that this model, or at least some of its negative aspects, is practically widespread in some education systems. We notice a particular care in these systems, with the knowledge and the relentless research to instill it in the minds of the students by the automatic memorization, in the absence of active educational strategies and isolated from the controlled teaching techniques. We also note that educational observers generally inspect and through their reports on the contents presented by the teacher and deliver during his study, are oblivious to other aspects of teaching practice, and perhaps even unaware of the theoretical foundations on which this model is The formation of the human being and the pursuit of the cultural unity of the society (Al-Dorij, 2004, p. 72)

10.2. Informational model:

Models known as media models are very similar to models used in cybernetics, which is the science that studies the mechanisms of communication, in machines and in living organisms, and these models start from a summarized theoretical basis that learning means: receiving information, gathering it and absorbing it, then producing new information, just like there is no speech. It's about teachers and students, but the sender, the future and the mission, and we are not talking about the topic, but the news and information.

One of the most authentic examples of this approach is the German model **Frank H.G** which he developed in 1979 (**De Corte**), in which he distinguishes six variables linked to educational activity rather than to content. educational, unlike **klafiki** who paid special attention to content and ignored related issues. With the techniques and forms of educational work, as well as the educational assessment.

The scientific orientation contained in the German **Frank H.G** model is a positivist and behavioral approach related to how to document the laws of learning, while avoiding as much as possible to delve into ideological problems and objectives of a general nature, because it includes the interest of learning theories after having emptied them of their anthropological

(social study of man), Psychological (psychology) and physiological (physiology) content, so that they can be generalized in various aspects of reality and applied to various organisms (humans or animals). Frank's model consists of six variables, namely:

1- Who do we direct our education to? (The psychological structure of the student).

2- By what? (The social structure of the learning environment).

3- Why do we know? (Goals).

4- What do we know? (Content).

5- By what means do we know? (Means).

6- How does the learning process take place? (The set of methods that control the process) (Al-Dorij, 2004, p. 74)

Fig.1. Clarifies a diagnosis of the information model
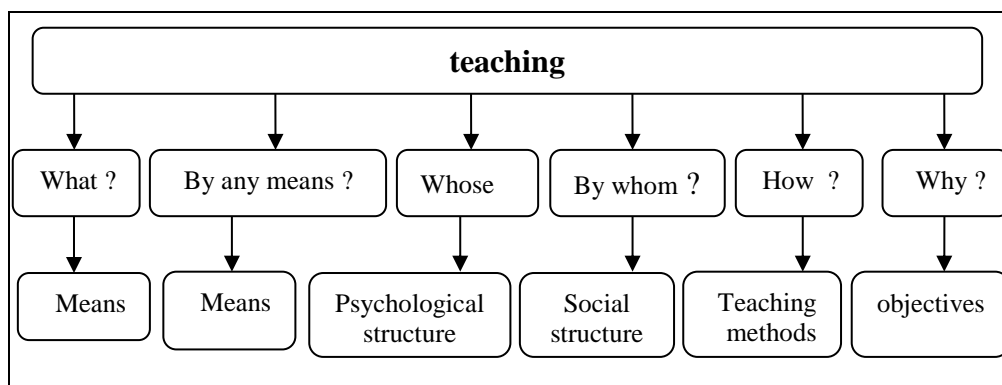
Source: prepared by the researcher

Comment:

This model is limited to the scheduling and storage of content, and it pays more attention to the content of the message than to its method and means, and ignores the peculiarities of the teacher as sender and the nature of the learner as a future.

10.3. Educational analysis form:

One of the best-known researchers to have led the model of educational analysis, we find the Dutch researcher **Van Gelder** since 1965, and he tried to highlight the basic elements of the teaching process and was determined as follows: objectives, starting point, status of educational work, and finally evaluation or monitoring of results.

At the beginning of the seventies he presented to the Dutch Academy of Education a "series of lessons" which he attended on the basis of the previous elements under the title: "Analysis of education". In this regard, a number of specialist scientists have developed a **Van Gelder** model by analogy with his "series of lessons" and have ended up with them formulating the necessary questions which must be asked whenever it comes to planning. , implement and evaluate lessons, as follows:

1- What is my goal ? (Goals).

2- Where do I start ? (The starting point, the position of the learner at the beginning of the teaching).

3- How can I study? It includes the following questions:

4- How to choose and organize the course? (Educational content).

5- What forms of educational work will I use? (Teaching methods).

6- What are the learning exercises and the different applications to which I will direct the students? (Learning exercises).

7- What are the teaching aids and technologies that I use? (Teaching aids).

8- What are the academic results? (Evaluation) (Al-Dorij, 2004, p. 76)

The model can be limited to the following graphic:

Fig.2. Clarifies a diagnosis of the educational model.
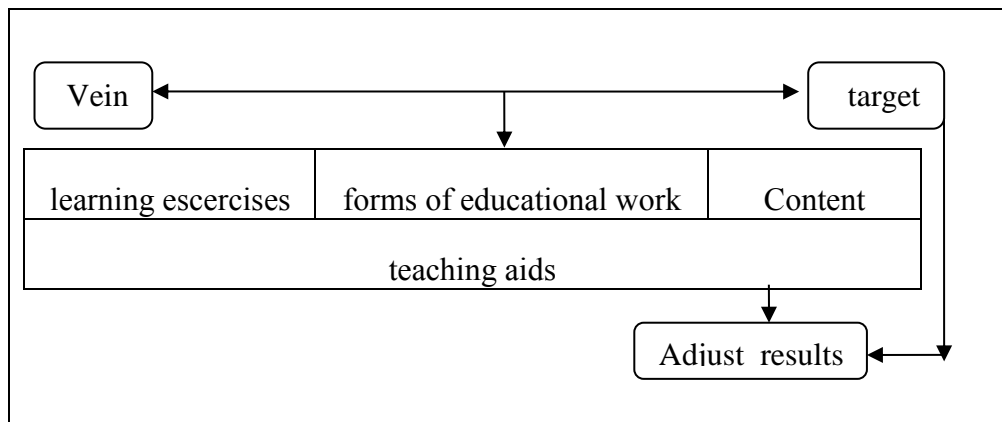
Source: Muhammed el Doridj ,2004 , p77.

Comment:

This model is close to educational situations and is comprehensive, although there are similarities between this and Frank's model in some necessary components.

10.4. Educational activity analysis form:

Among the best-known examples of this trend is the 1985 **Suarez** Educational Activity Analysis Model, in which **Suarez** believes that the analysis of educational activity includes five fundamental aspects, namely:

1- Goal or objective: why ?

2- The person (teacher and learner): who and for whom ?

3- Context (domain): under what circumstances?

4- Content: about what ?

5- The method: how and by what method ?

These five fields correspond to the following sciences:

1-Philosophy of education: it provides answers to the first questions such as:

- Where is the educational activity?

- What are its goals and objectives?

- Where is he going ?

- Is education necessary ?

2- Psychology: It studies the characteristics of the individual, whether it is the teacher or the learner.

3- If the educational activity takes place in a social context and is located in a specific school structure, it is necessary to seek sociology to know this context and to control its effects.

4- Depending on the context and to achieve the objectives, there are norms, ideas and skills which all constitute the educational educational activity, and ultimately they consist of the different sciences established from the language (Al-Dorij, 2004, p. 78)

5- In addition, to achieve the specified objectives, one must choose the appropriate methods and means, and a serious choice is made by the teaching methodology.

Comment:

This model tends to be simplistic, as **Suarez** has excluded other sciences which, in turn, interfere with the knowledge of the analysis of educational activity at large, and neglected other sciences of the education such as the history of education, while ignoring one aspect of the individual, which is the physiological aspect.

11. Clazer model:

The **Clazer** model is an example of what we are going to study it simplifies the basic concepts of extremely complex educational work and highlights the necessary elements in their interrelationships.

This model includes the teacher defining the objectives as a first step in the teaching practice, based on the determination of the level of the pupils at the beginning and after that he performs a set of teaching procedures which he chooses by analogy with his objectives of on the one hand and to be appropriate to the level of the students on the one hand, and ends with the success, that is to say the final results and analyzes all this The recourse of the teacher to the control of the progress of the educational process through so-called feedback (feedback is an important part of the most important things **Clazer** focuses on) (Al-Dorij, 2004, p. 68).

Comment:

The Clazer model is a simplified representation of educational practice as it reflects the characteristics of the model, which are reduction and concentration, highlighting the necessary components and connecting them through a mediator, which is feedback.

12. Conclusion:

The paper attempted to shed light on the models for analyzing

teaching practices in the classroom, by clarifying the role and importance of the analysis of teaching practices in their various dimensions, starting with the teaching dimension (contracts and content of instructions), the educational dimension (techniques, methods), the interactive communicative dimension (teacher, learner and society), the contextual dimension (time, place and institution),the dimension related to the values and ethics of the profession, and finally the emotional social dimension. The paper highlighted the types of analyses of pedagogical practices with a set of obstacles to the analysis of pedagogical practices. It clarified the models for analyzing pedagogical practices and the peculiarities of each model. It traces the foundations of each model with a comment aryon its shortcomings. The paper concludes by clarifying a simplified representation of educational practice, which is represented by the **Clazer** model. This model is distinguished from other models by reduction and concentration, as it highlights the necessary components.

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