

The use of teaching methods for secondary school within the concept of quality and the challenges of the era by social studies teachers

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Abstract

The study aimed to determine the level of productive thinking and academic adjustment of students of the Department of Psychology and Educational Sciences, Faculty of Education, University of Tikrit and to differentiate between productive thinking and academic adjustment. The treatment was then recommended based on the curriculum. A descriptive comparative exploratory approach was adopted, and the questionnaire was distributed to the study sample of (120) male and female students. The study found that students' creative thinking was associated with an arithmetic mean (4.086) and a high degree, and students' academic adjustment was associated with an arithmetic mean (4.150) and a high degree. The study also found a significant relationship between productive thinking and academic adjustment. The study showed no statistically significant difference between males and females on the productive thinking and academic adjustment scales. The study made many recommendations, such as B. Work on applying modern teaching methods to promote students' creative thinking and improve academic adaptability.

Keywords: Education, TQM, pedagogy, curriculum, critical-thinking.

Introduction

The research and studies that are presented or displayed in conferences have become one of the most important indicators for measuring the progress of countries and how to know their progress, and that traditional measures are no longer a sufficient indicator indicating scientific and technological progress. Scientific research plays the largest and most fundamental role in the economic development index in countries, especially advanced ones, in which we notice clear progress in the most important fields, the most important of which is the field of science and technology, which have a long history in the field of research and development, and are countries that have established a foundation for scientific research in terms of style and methodology, such that they were able to put all their capabilities in order to achieve progress and development for their societies. Applied scientific research has provided a solution to all the problems facing educational institutions, and secondary education is an important part of students in the scientific aspect, which has great tasks in the scientific, technological and professional fields, and its most important matters are academic, professional and cultural preparation that secures the future of students and also its role in serving the educational environment and advancing society and also in solving its problems (Abdul Mohsen, 1996). The secondary education stage, which is considered one of the most important age stages (critical stages) because it coincides with the period of early adolescence, and therefore we must understand the requirements of this stage well and in its finest

details and choose curricula and teaching methods that are appropriate according to the mental readiness and psychological fluctuations of this stage, which is considered the basis of the educational process and which has a fundamental and important role in the student's scientific life, as secondary education is at the forefront of progress in human societies and the formation of the life of advanced societies, especially with the emergence of the concept of the knowledge economy, as all facts confirm that the progress and advancement of all countries depend primarily on scientific progress and its connection to its ability to keep pace with major developments at the cognitive, informational and technological levels, and it is not possible This cannot be achieved for any society except through the presence of a scientific stock provided by the secondary stage. Our duty as teachers and administrators within the educational institution is to keep pace with scientific development in all scientific, technical, informational and technological fields in order to rise alongside the great nations. This cannot be achieved unless we have openness and harmony with the concept of the term total quality and rely on modern teaching methods, especially in the field of education, and work to take advanced countries as a model at the level of planning the educational process. We note that social subjects are still on the same approach in presenting the study materials, although they depend on logical presentation only. Therefore, those who develop curricula must take steps towards developing and changing social study curricula and provide them with the use of attractive illustrative presentation methods based on maps, drawings and interesting stories (Al-Hila, 2000).

First: The research problem

We can show the research problem through some questions that show the level of difficulties that can be an obstacle to the progress of the secondary education process, including:

1-Can the development that occurs in the educational approach process rise to the level of achieving the desired goals that were prepared (for the secondary stage)?

2-Are the developed educational curricula and curricula subject to the continuous evaluation process in the field of the term concept of total quality?

3-To what extent are the standards of total quality provided in the strategies, methods and teaching methods that are adopted in the educational process and by the teacher during his teaching?

4-Is secondary education in line with scientific, technological, cognitive, informational and total quality progress?

4-What are the teaching methods that have been adopted in secondary education according to specializations, especially in social studies subjects?

Second: The importance of the research

The importance of this research is summarized as follows:

1-Secondary education is important in determining the current and future educational situation that can be expected and what is its role in advancing the educational process and providing students with information and knowledge in the field of the concept of total quality, especially in social subjects.

2-Conferences, workshops and research are important in raising the scientific and developmental levels of all educational institutions.

3-The extent of benefit from the results reached in research and studies in the field of construction and development of curricula and teaching methods in light of the term concept of total quality.

4-The extent of the importance of scientific research, whether experimental or descriptive, in developing curricula for secondary education and in making them compatible with the mental and age readiness of students.

5-This research and the results it has reached may contribute to paving the way for conducting other studies that help increase information at this stage of study through suggestions, results and recommendations to ensure reaching the highest levels of total quality in education.

Third: Research objectives

The research aims to:

1-Identify the difficulties and obstacles that secondary education may be exposed to during the application of the concepts of total quality.

2-Discuss all methods, factors and ways that may lead to the development of secondary education.

3-Make the role of the concept of total quality prominent by defining it and the importance of including it, developing it and placing it in the field of application, not just defining it.

4-Provide many tips and recommendations that work to remove difficulties during the application of the concept of total quality in secondary education.

Fourth: Definition of the most important terms

1-The concept of total quality: It is the important standards and organizational structure using the available human and financial resources in order to develop the performance and services provided to the educational process (Al-Khaza'i, 2003).

2-Teaching methods: It is procedures that the teacher can use to deliver important and targeted information, which is one of the elements of achieving the curriculum (Al-Fatli, 2016).

3-Secondary education: It is an educational stage that begins from the first intermediate grade to the sixth preparatory grade during the educational institution. It is considered one of the most important age stages because it is synchronized with the speed of functional, physical and emotional growth of students. Therefore, this stage requires curricula that are compatible with the fluctuations of this critical stage (Farjani, 2000).

The second axis

First: Using the term total quality in secondary education

The history of knowledge and spread of the concept of total quality in education dates back to the year 1990, in which the administrative trend was able to achieve its goals with complete success, because they are complex social institutions that have witnessed many twists and turns not explored by change within the framework of supporting the available scientific capabilities and benefiting from the scientific developments that the world was witnessing, such as the development of communications and information, which has a direct impact on education in general and on secondary education in particular (Abu Huwajj, 2008).

We must show that the concept of total quality is not a cover worn by educational institutions, but rather it is applied fields for behavioral processes that must be trained in order to form a stable system and behavior. One of the characteristics of total quality is that it has a fruitful and influential activity. We can define total quality in education as a stage of meeting the needs of students on an ongoing basis, and that quality in scientific work is behavioral and cognitive movements and activities through determining the individual's abilities and readiness and knowing his human, moral, scientific and social status through acquiring active and effective abilities in how to identify problems and confront them by adopting the importance of quality in educational service (Ibrahim and Al-Kalza 1984). The process of focusing on the teacher and his method through the general evaluation of his performance is one of the most effective ways to develop all components of the educational process, including educational curricula, and the relationship between the performance evaluation process and the teaching process is a solid and reciprocal relationship. One of the important functions of evaluating the teacher's performance and helping him improve his teaching performance is because it draws the teacher's attention to the many mistakes and negatives in the teaching method he adopts. We can assert that quality in teaching means not adhering to the method of indoctrination and the method of moving from the process of competition to cooperation, and its goal is not to finish the curriculum. It also means that the student is the main element in the educational and teaching process, and the concept of comprehensive quality indicates that quality in education is a concept with many dimensions that includes the various functions of education, including educational programs, educational research, students, curricula, buildings, tools, and others (Abdul Daim, 1998).

Second: The concept of teaching methods.

It is considered, according to the sequence of important elements in teaching, the third element of the curriculum and means the system of standardized procedures that the teacher uses in teaching in order to deliver his scientific material. It differs radically from the method that is It is related to the personality and method of the teacher's explanation, and also means the method of arranging the external conditions of the learning process through the use of appropriate teaching methods and organizing them that lead to communication with learners in order to make them able to learn something (Abu Huwaij, 2008). In addition, we must understand the extent of the inherent and interconnected relationship between teaching methods and the content of the curriculum, because teaching methods are the way through which we achieve the specific objectives of the curriculum through the content of the educational material, and this method differs from one curriculum to another and also differs according to the level of the academic material, and teaching methods are greatly related to the frequent use of educational means (Abu Zaid, 2012).

Third: The most important rules for the teaching methods tour

1-There must be prior planning and preparation with praise for the talents and abilities of some students in improving and implementing teaching methods in all aspects.

2-All school activities should be employed in order to achieve the desired objectives of the academic subjects.

3-The environment should be invested in the learning process so that it is linked to the environment and society.

4-One of the most important rules of teaching methods is to include practical materials in the student's educational life.

5-To stimulate the minds of students.

6-To create diversity between the methods of presentation and dialogue and then discussion and practical application of the material.

7-To adopt the work approach and the spirit of one team and cooperation between students.

8-Not to adopt the method of indoctrination and stuffing.

9-To be linked to the students' tendencies and attitudes towards the material presented.

10-To be appropriate according to the nature of the academic subject and the age group of the students.

Fourth: The most important difficulties facing the application of the concept of total quality in improving the performance of secondary education

1-There is a lack of sufficient financial allocations to generalize the application of the comprehensive quality program.

2-The standards for measuring total quality are generally unclear in order to measure the extent of progress and achievement.

3-There is a difficulty on the part of administrations due to their lack of conviction in the philosophy of total quality.

4-There is a weakness in the level of qualified cadres in the field of total quality management.

5-There is a strict commitment by some teachers to the curriculum only.

6-There is a lack of diversity of knowledge sources in the field of secondary education.

7-Following the method of lecturing and indoctrination in teaching by teachers.

8-There is no flexibility in educational curricula and their elements.

9-There is no interest in the activity curriculum, which is one of the most important axes of total quality in education.

10-Lack of availability of computers, educational laboratories and developed illustrative means.

Research Methodology:

The researcher followed in this research using the descriptive analytical method, which is one of the most important methods whose function is to collect all the facts related to the educational process in general and secondary education in particular, relying on the findings of research presented in scientific and educational conferences that have an impact in the field of developing the elements of secondary education curricula and what is specifically related to teaching methods.

Research Community:

The research community consisted of social studies professors in Salah al-Din Governorate, numbering 146 professors.

Research Sample:

The sample consisted of 150 social studies teachers who were randomly selected from the research community.

Research Tool:

The research tool was prepared for a questionnaire by asking 50 social studies teachers about the teaching methods they use, and the questionnaire paragraphs were prepared according to the methods obtained, which are the method of giving a lecture and discussion between students, the method of cooperative education, the method of solving problems, and the use of computers.

Statistical methods: The arithmetic mean and percentage were used to identify the teaching methods used by social studies teachers.

Displaying the results:

After conducting a questionnaire on social studies teachers, the following results were reached, as in Table No. (1):

Percentage%	Arithmetic mean	The method followed	Sequence
84%	4.2	Lecture method	1-
76%	3.8	Discussion between students	2-
48%	2.4	Cooperative learning method	3-
25%	1.2	Problem solving method	4-
25%	1.2	computer aided	5-

*We note from the above table that the majority of teachers use the old traditional methods of relying on memorization and indoctrination, with the exception of a very small number who use modern methods such as problem-solving methods and computer assistance.

Second: Conclusions

1-The teaching methods used in secondary education have shown that they have shortcomings and are not compatible with the curricula and cancel the role of the student, which is important in the educational process.

2-The reliance of teachers and all educational institutions on methods that focus on indoctrination and lecturing methods, the disadvantages of which include distraction among students, and this does not apply to the concepts of total quality in education.

3-Lack of interest in the scientific aspect in a correct practical way and benefiting from developed scientific experiment.

4-Lack of flexibility in curricula and courses, which were described as rigid and using traditional methods in delivering the scientific material.

5- Not using computers and artificial intelligence to benefit from them in education.

Third: Recommendations

1-Benefit from the scientific experiences of developed countries in light of total quality management in implementing the requirements of the educational community.

2-Continuous evaluation of the inputs and outputs of the educational science for all aspects of educational institutions, from teachers and administrators.

3-The necessity of training all members of the educational process and including them in courses to learn how to apply the concept of total quality management.

4-There should be serious dealing with the procedures for amendments in all educational structures from teaching staff, courses and administrative bodies.

5-The necessity of using distance education or using computers and the Internet in education and training the teaching staff on how to use them.

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