Building a Training Program based on Active Learning Strategies to Develop the Psychological Skills of Building Educational Activities for Students of the College of Basic Education Students Applied in

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Abstract:

This study was conducted in Iraq, Babylon Governorate. The current research aims at the effectiveness of an interactive training program in accordance with active learning to develop the skills of building educational activities among students applying in the Faculty of Basic Education. The researcher adopted two approaches of research methods: the descriptive approach and the experimental approach, because they are appropriate to achieve the objectives of the research. To achieve the goal of the research, the researcher prepared an observation form, to note the performance of students applying educational activities. The observation card included (49) sub- distributed in six areas as an indicator of performance, and after verifying the validity of the tool and presenting it to the arbitrators to be in its final form and the reliability of the analysis using (Pearson correlation coefficient) as it reached (0.79) and the tool became composed of (49) items distributed between its six areas. The researcher was placed in front of each indicator and each item coupled with four verbal alternatives (with a triple gradient) (weak, medium, good) and their corresponding weights (1, 2, 3), and in order for each alternative, and the researcher used the appropriate statistical methods with an equation (2), with two independent test coefficient, for two differentiation.

Keywords : effectiveness, training program, active learning, skills building educational activities, Psychological skills, behaviorism, cognitivism, constructivism, experientialism .

First, the research problem.

The most prominent thing that is taken on the current reality of education in our educational institutions is the refinement of the minds of learners with the greatest amount of knowledge, and this is mostly done through verbal education, as a result of the use of methods and educational entrances that have become incompatible with the new curricula, so they are unable to keep pace with the requirements of cognitive progress and what has been reflected in them and what will be reflected in the future on the various areas of life that learners have coexisted with. Therefore, the issue of preparing teachers in general and Arabic language practitioners in particular and their professional development is one of the fateful problems dictated by the changes of the era and to promote them in the required form. Therefore, the task of preparing teachers for basic education colleges in Iraqi universities is based on the requirements of the era.

It also indicates the decline of the teacher (applied) scientifically and culturally , due to the difficult circumstances experienced by our dear country and the deadly Corona pandemic and the decline of the educational task to provide information electronically, which led to the curtailment of the mentality of the learner on the information contained in the book only.

The study of Musa and Raeda (2016) also indicated that those interested in education do not realize the importance of the activity and its distinct role in forming the personality of the learner, as the activity is a stand-alone corner separate from the teaching of study materials that has its own time. The school has divided the students' time into two parts : a part in which the learner's personality is adopted and the other part is the largest and most important in which the learner learns the various study materials and the learner's activity is not required and is not related to what the learner is studying in the classroom (Musa and Raeda,2016, 147).

In light of the above, the problem of the current research is crystallized in the following question:

Is it possible to build the training program according to active learning in developing the skills of building educational activities among students applying in the College of Basic Education?

Second : Significance of the Research

Education requires development to keep pace with rapid scientific and technological progress, which in turn imposed on contemporary human societies a new and complex era and difficult circumstances and multiple increasing needs imposed on educational systems large and many and sequential educational demands to provide opportunities for its members to benefit from the knowledge and skills and then employ them to face their current and future scientific and practical problems. The main goal of the educational process is not only to increase achievement, but also to enable the learner to master the cognitive, skill and emotional requirements to meet these challenges and ensure integration and scientific and technical development (Hammadat, 2009, 294).

 Hence, the task of university education was not limited to teaching students how to memorize knowledge and curricula without understanding them and even applying them in the most effective professional life, and influencing society as an effective tool to raise the scientific and professional level, and that the threefold teaching process (teacher ,curriculum , and student) is in dire need of another means through which the curriculum flows, which is the teaching method used by teachers to transfer knowledge, skills, and science to the learner , as the teaching method is the means that conveys science, knowledge and skill , and it is whenever it is appropriate to the teaching position, and is consistent with the learner ,his intelligence, abilities,and tendencies. The teaching objectives achieved through it were broader ,deeper, and more useful (Al-Dulaimi, and Saad, 2005,87) .

The researcher senses the importance of the university stage by training it according to the practical application subject and providing it with the principles and skills of active learning with the employment of the teacher (applied) for the skills of various educational activities in various areas of life .

On this basis, it can be said that the amount of care and attention to the quality of programs and the preparation and training of the teacher /applied in any society reflects on the extent of that society's responsibility towards the future of its generations and the extent of its keenness to provide educational services, not construction. Training, except for the teacher, is an essential process to keep abreast of developments and developments that occur in the curriculum. It is complementary, except for the academic to identify knowledge and skills .(Schweiter , 2009, 73-74) , and this made the issue of teacher preparation (applied) one of the first issues in the way of education reform and development , and from here we find that the interest in preparing the teacher and training and work to raise his scientific level and professional performance has become an urgent necessity, because of its important role in drawing the basic features of the school of the future and keep pace with the development and progress of knowledge and get out of the routine framework and seek to prepare, train and prepare him cognitively and professionally through the introduction of training programs and not limited to the educational processes obtained during their university studies (Tamimi , 2013 , 173) .

The researcher senses the importance of active learning that makes the student the focus of the educational process and be an active and participatory, and has a role in the management of the educational process in terms of identifying some of the activities that he deals with and that suit his wishes and potential , and this type of education is based on learning by practice, participation, research and exploration, provided that the role of the teacher is limited to be facilitated, directed and guided.

Hence the interest in the activity performed by the student , the student is an active participant where he carries out several activities related to the learning material such as engaging in discussions , experimentation , comparisons and other educational skills (Abu Al-Hajj and Hassan , 2016 ,15).

The practice of classroom activities leads to the achievement of many goals that take into account the learner's acquisition of the skills of various educational activities. Attention to these skills is one of the most important

modern trends in the educational field. Global interest in education has increased, which aims to develop it in order to prepare students for a comprehensive preparation for life (Hindam , 1978 ,66).

Third : Research Objective: The current research aims to :

1- Building a training program based on active learning in developing the skills of building educational activities among students of the College of Basic Education

Fourth : Research Limits: The current research is limited to:

1- Human Boundaries: Applicable students in the Department of Arabic Language at the Faculty of Basic Education at the University of Babylon.

2. Time limits: first semester of the academic year (2023 - 2022).

3- Spatial boundaries : - Department of Arabic Language in the Faculty of Basic Education/ University of Babylon.

4- Scientific limits: The cognitive content of the training program that was built according to active learning strategies.

Fifth : Definition of Terminology

First: The training program defined by:

(Zayer and Samaa)that "an integrated system of educational content in which knowledge, processes, skills, experiences, teaching activities and strategies that are directed towards developing the knowledge and thinking skills of the trainees in order to improve their level of achievement and their ability to find appropriate solutions to the situations directed to them" (Zayer and Samaa,2015 ,129).

Procedural definition :

A set of training sessions that include the necessary knowledge and skills provided by the students applying at the University of Babylon / Faculty of Basic Education (research sample) in order to develop their preparation according to training sessions based on active learning prepared by the researcher .

Second : Development is defined by:

(Hassani) that "the complex form of consecutive and continuous procedures or processes carried out by man to control to some extent the content, direction and speed of cultural and civilizational change in a society in order to satisfy its needs" (Hassani ,2019 ,88).

Procedural definition of development: It means achieving a rapid, cumulative and permanent increase in the skills of educational activities during the period of application among the students applied in the (research sample).

Third: Educational Activities Skills:

A- Skill : Defined by :

(Ibrahim) as: "Proficient performance based on understanding and saving time and effort, which is an acquired process and not innate depends on training and learning from mistakes until the person reaches mastery in performance and thus to the stage of innovation in each work(Ibrahim,2015 ,40).

Procedural definition of skill :

The performance of students applied in the Arabic language department (experimental group) proficient in the skills of educational activities based on good competencies, understanding and focus to achieve educational goals.

2- Educational Activities: Defined by :

(Shehata and Al-Najjar): "All educational procedures that involve activities carried out by the learner under the supervision and participation of the teacher are selected and organized to promote students' learning of a particular concept or principle and contribute to enriching students' learning" (Shehata and Al-Najjar ,2003 ,48).

Procedural definition of educational activities:

It is a set of educational activities organized according to active learning, which students accept according to their abilities, inclinations, desires and capabilities, and satisfies their needs so as to achieve a clear educational goal inside and outside the classroom, inside and outside the school.

Fourth : Applied student defined by:

(Hussein): "They are the fourth stage students in basic education colleges who are responsible for the actual field application of the knowledge, skills and experiences they have gained from the college and applying them to students of a school for a certain period according to the program prepared by the college or university ,with the aim of providing them with the necessary educational activities skills that qualify them for working life and make them successful teachers or teachers in the future" (Hussein , 2018 ,15)

Procedural definition of applied students: They are students of the fourth grade in the faculties of basic education, who prepare for graduation after completing all the requirements of preparation and qualification that they are subject to as teachers and under the supervision of their teachers.

Fifth: Faculty of Basic Education:

(Ministry of Higher Education and Scientific Research) that : "An educational institution affiliated to the Ministry of Higher Education and Scientific Research accepts students who have graduated from the preparatory study with its scientific, literary or biological and applied branches successfully , and their rates qualify them for admission to this college to graduate with the profession of education after years in multiple disciplines (Ministry of Higher Education and Scientific Research, 1993, 22).

Procedural definition of the College of Basic Education:

One of the higher education and scientific research institutions in Iraq , and carries a message of a purposeful humanitarian nature and includes the human and natural departments and aims to prepare specialists in each educational and scientific department to teach in primary and middle schools and to achieve the desired educational goals.

Chapter 2
Previous studies :

Badir Study 2021 : (Effectiveness of a training program to provide teachers with the skill of designing interactive educational activities using the Smart Notebook application and their orientations towards it in the schools of the Tulkarem Directorate of Education))

The study aimed to identify the effectiveness of a training program to equip female teachers with the skills of designing interactive activities using the Smart Notebook application and their attitudes towards it in the schools of the Tulkarem Directorate of Education. The researcher followed the semi-experimental approach of one

group and the pre and post application for the purposes of the study. The study sample consisted of (21) female teachers in different main disciplines in two primary schools in the city of Tulkarem during the second semester of the academic year 2019/2018. The training program was applied to them for two weeks after applying the pre-test and then applying tools The study represented in the post-test and the interview. The study found that there is a statistically significant difference at (0.05 < a)in the trainees' acquisition of interactive activity design skills using the Smart Notebook application. In this study, the researcher used quantitative analysis through the Statistical Package for Social Sciences (SPSS)in conducting statistical analyses. Among the methods used in answering the study questions, testing its hypotheses, testing T for two samples related to T-Test, and using qualitative analysis through accurate descriptive analysis of the interview conducted with the trainees was the research sample. The results also indicated the satisfaction of the trainees with the mechanism of program implementation The different training conditions through a direct interview with a sample of them and in light of the results of the study, the researcher recommended adopting the program in other schools, in addition to providing an original copy of the application in these schools (Badir ,2021 , 4).

CHAPTER THREE

Research Methodology and Procedures

Research Methodology and Procedures : It includes a presentation of the research methodology and procedures used in determining its population and selecting the sample and the means of ensuring its time and reliability and the statistical means adopted in dealing with the data as follows :

First : Research Methodology

Descriptive approach: The researcher used the descriptive approach to build the interactive training program based on active learning, identifying its elements and components, and the descriptive approach is the set of research procedures carried out by the researcher in an integrated manner to describe the phenomenon, relying on collecting and classifying facts and data, and treating them with sufficient and accurate analysis to derive their significance and reach conclusions or generalizations about the phenomenon or subject of research (Al-Jubouri, 2018, 61).

Steps to build the training program:

The researcher followed a set of steps and procedures in building the program and preparing it to be ready for implementation and working to implement it and identify its effectiveness. These procedures include reviewing books and studies related to the construction of training programs such as the study of Tamimi (2018) and Alwan (2020) Al-Athari (2021) . After reviewing the researcher on a set of experimental designs, she found that they agree in their construction on three stages: (planning, implementation, and evaluation) .

Educational Performance observation Card:

For the purpose of identifying the effectiveness of the training program prepared, the method of direct observation was adopted through the observation card prepared by the researcher to be a method to know the level of development in the educational performance to develop the educational activities of the students of the experimental group.

Since the current research and its objective requires knowledge of the effectiveness of the training program, it is necessary to adopt a classroom observation form that is more honest and objective in measuring performance than classroom written tests (Obaidat, 2007 , p. 45).

In light of the above, the researcher prepared the observation form to note the performance of the students applied for the educational activities. The observation card included (49) sub-items distributed in six areas as an indicator of performance , and each item is accompanied by four verbal alternatives (with a triple gradient)

(weak, medium , good) and their corresponding weights (1 , 2 , 3) grades and in order for each alternative and a table showing the assessment of the observation card.

Observation form validity:.

The observation tool must be characterized by validity, so the researcher adopted the face validity by presenting the observation card to the arbitrators to be in its final form consisting of (49) items distributed among its six areas and taking their views on the observation card to measure the skills of the educational activities of the students applied to both the experimental and control groups, and the researcher promised the approval of the arbitrators on the validity of the observation card after making the proposed amendments to it as validation

Reliability of the observation card: The reliability of the observation card was extracted from the skills of educational activities in the presence of more than one observer, to reduce bias and subjectivity by using two observations (teaching) from the Department of Arabic Language/Faculty of Basic Education – University of Babylon. The methods of teaching the Arabic language were specialised after agreeing with them regarding the card mentioned above. The reliability coefficient was measured by observing one of the (applied students) from the teaching staff and the researcher from the non-basic sample during the collective application by adopting the observation card and recording information on the skills of educational activities. Reliability was found using (Pearson correlation coefficient).

CHAPTER FOUR

Presentation and interpretation of results

First: Presentation and interpretation of the results:

This chapter includes a presentation of the results of the research in the light of its objective and interpretation of these results as well as the most important conclusions, recommendations and proposals.

Interpretation of results: The researcher attributes this distinction to one or more of the following reasons:

1. Active learning allows the exploration of previous knowledge and the exchange of information and linking it to new information, which helps improve the skills of educational activities.

2. The training program and its activities and skills made students a center of the educational process, which gave them a positive role through their use of the skills of educational activities in learning information, and work to enhance their experiences and develop their cognitive abilities led to the improvement of their educational activities.

3. Forming new and diverse ideas through positive interaction between the trainer and the students, and this is the result of the departure of training programs from the usual methods used, and this helped them to improve the skills of their educational activities

Third: Conclusions: In light of the results of the research, the following conclusions were reached:

1. The training program based on active learning is effective in improving the skills of educational activities among applied students.

2. The training program based on active learning has a positive impact on improving the skills of educational activities among applied students.

3. There is a strong relationship between the principles of active learning and the roles of the teacher within this learning, and the development of skills of educational activities.

Fourth: Recommendations: In light of the results of the research, the researcher can recommend the following:

1. Benefiting from the content of the training program based on active learning prepared by the researcher in preparing students and teachers and training them in the departments of the College of Basic Education.

2. The need to design training programs to meet the different needs of students of basic education colleges and fill the gaps of field education and teacher preparation programs in those colleges.

3. The need to raise the awareness of those in charge of the educational process and the students applied before the service of the importance of training programs in accordance with active learning and the role of the teacher.

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