

The extent to which applied students in secondary schools practice teaching skills in English language departments

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Key Word: Teaching Skills, secondary schools, teaching practice

Summary :

The study aimed to reveal the extent to which advanced students in secondary schools from English departments practice teaching skills. The study was limited to fourth-year students in the Department of English at the College of Education for Human Sciences Ibn Rushd, and the sample of the study was (88) male and female students. The researcher presented the study's curriculum and its special procedures, explaining the approach used to obtain data and information to achieve the goal of the study. The researcher used the questionnaire as a means to achieve the goal of the study, as it was prepared based on the opinions of the exploratory sample, literature, previous studies and the researcher's experience in the field of teaching. Al-Dhahiri by presenting it to a group of experts specialized in teaching methods and their stability through them, and presenting and explaining the results of the research, where the researcher presented the results according to the three areas (lesson planning - lesson implementation - evaluation). Then the results were interpreted according to each field. The researcher developed treatments, then made recommendations and suggestions

(Chapter one)

The problems:

That are still untreated and need study in the field of acquiring teaching skills that resurface without taking any measures to bring them closer to the image that we aspire to have and prevail in developed countries, including developments, training programs and modern methods in this field Al-Obaidi 1990: 43) The results

of many educational research conducted in Iraq indicated the inadequacy of these curricula numbers in the faculties of education. They unanimously agreed that there is a weakness in the teaching performance of applied students, as there are many teaching skills that will not emphasize their practice and training during the preparation period, which she attributed To the weakness of the approved curricula and training programs, especially with regard to practical education, observation and application. Among these studies are the study of Al-Rubaie (1975), the study of Sabri (2003), the study of Al-Jaafari and Al-Mousawi (1996). Schools are students of the English language departments of teaching skills that have been trained and practiced from the students' point of view during the period of application in schools to get acquainted with them, in the hope that the results will contribute It is important for students to apply all teaching skills in an integrated manner in the application schools, as well as the availability of opportunities to develop programs for preparing English language teachers through developing their teaching skills.

The importance of the study: The task of improving the teaching and learning process is one of the priorities of many countries, whether they are insurance or advanced, due to the prevailing belief that this process actually contributes to achieving the goals and future hopes of these countries. The preparation of the teacher is one of the most important factors that help in achieving the desired educational renaissance that leads to the renaissance of the society in all aspects. A competent teacher is the teacher who is able to achieve the educational goals of his society effectively and mastery. Countries that try to achieve a comprehensive renaissance in all aspects of life need teachers who have many competencies These include tight planning, evaluation, effective and modern teaching methods, and successful classroom management. He believes that the reform and development of the education process requires unremitting and serious efforts. The successful teacher is the one who can address many errors that can appear in the elements of the educational process, learning, rationality and efficiency. (Sahira: 1996: 64). The professional preparation in the faculties of education is very necessary in refining the personality of the teacher, through which he is able to move forward in teaching,

because it provides him with the skills and competencies necessary to succeed in the teaching profession and gives him the strength to continue and develop in his performance and information and makes him keep pace with the circumstances his changing society. The professional preparation of the teacher has a positive relationship with the achievement of his students. And teachers who are professionally prepared are more successful and effective in teaching than others. (Al-Jabbar: 1984: 64) As for the importance of professional teaching skills and competencies for the teacher, it stems from the importance of the professional preparation received by the preparation institutions, as they are part of it, and that their acquisition and development is one of his main goals (Abdul-Ridha: 1989: 64).

Teaching skills are not acquired through practice alone during service, but rather they must be trained before serving in the preparation institution to make the teacher efficient and enjoy multiple personal advantages. The process of training to acquire skills is a technical, technical and psychological process that requires highly qualified training cadres to Skills and basic knowledge of learning theories and characteristics of trainees and how to influence them. (Abdullah: 1986: 65).

Teaching applications are the main part of the vocational preparation course for students applied in preparation institutions, as it is the applied means of the various educational theories and methods, and the training of applied students to acquire basic skills related to effective teaching in schools, and school application is the sum of the activities that they perform. The level of teaching performance of applied students is related to the development of their preparation and training programs, which is supposed to change with the change in the perception of modern trends in teaching and the role of the teacher in The educational process, therefore, there is an urgent need to constantly reconsider the systems of preparing teachers in line with the new changes in society. (Afasha: 1991: 62).

It is clear to us from the above the importance of teaching skills, and that training on them is an essential pillar of the job of vocational preparation for students who are applied in preparation institutions in colleges of education, as it provides them with the full opportunity to practice their future professions as

teachers and that this raises the morale. It also shows the importance of this in helping them to develop their information, refine their skills, expand their experiences, develop their abilities, modify their behavior, change their attitudes, deepen their ideas, develop their motivations, and increase their enthusiasm towards performing their educational tasks for the success of the educational process and its advancement, and containing the appropriate elements and competencies necessary for educating the new generation and realizing society's hopes. Advance and through improving its educational production (Al-Mutawa (64: 1988): and through the researcher's work as a teacher closely on the reality of work in this educational institution and his supervision of a large number of applied students during the period of practical application, and as a result of this direct knowledge, in addition to what the results of studies. The previous one confirmed to the researcher the weakness of teaching skills and competencies in fulfilling the training needs of (applied students) in providing them with training skills. At a time of increasing demand and an urgent need to prepare teachers who are able to carry out the new roles entrusted to them, resulting from the requirements of the new Iraqi society. Hence the importance of the current study in the need to know and reveal the most important teaching skills practiced by students of the English Department during the period of actual application in schools, and based on the foregoing, we can summarize that importance in the following points:

- 1- The importance of this study comes from the importance of faculties of education as specialized educational institutions that excel in preparing secondary school teachers and preparing them for the future. –
- 2- Attention to providing applied students with experiences and information, providing them with teaching skills, developing their attitudes towards the teaching profession, and paying attention to the period of collective application, as it is the period in which the applied students are prepared to practice basic teaching.

- 3- Emphasizing the importance of developing teacher preparation programs in the practical aspect (school application), especially the modern ones, in order to raise the teacher's competence to be able to perform his new role.
- 4- This study informs the official authorities responsible, specialists, and those concerned with preparing teachers in Iraq for the above results for the purpose of developing their teaching skills.

The aim of the study: To reveal the extent to which students in the English language departments practice teaching skills.

Teaching limits: fourth stage students in the Department of English In the College of Education for Human Sciences Ibn Rushd University of Baghdad for the academic year 2017-2018.

Definition of the study terms: Teaching cars: as "information, experiences, knowledge and skills that are reflected in the behavior of the educated teacher under training, and they appear in professional patterns and behaviors during the role that the teacher exercises, the number of his interaction with educational elements and situations." (Jaber: 5 198: 73)

Procedural definition: educational experiences related to skills in planning, implementing and evaluating the lesson, and students must acquire them during the preparation period in the faculties of education, in order to achieve the desired educational and educational goals. **Teaching applications:** Teaching practice in its natural locations. This practice is considered the core and objective of educational preparation, In which the student-teacher translates his theoretical knowledge into practical behavior during his teaching in schools and through various teaching activities. (Al-Tamimi: 2012: 6)

Procedural definition: "The various practical teaching activities that complement the theoretical preparation carried out by the applied students in the fourth stage in the Department of English Language at the College of Education for Human Sciences Ibn Rushd.

The second chapter

(the literature of the study and previous studies)

the literature of the study: The concept of the teaching profession and its skills: After teaching, it is a delicate young profession that needs good preparation for those who practice it. It is not just a performance practiced by any individual according to his general ability, and the teaching profession does not mean merely transferring information from a teacher to a student, but it mainly aims to modify behavior, i.e. that The teaching process must be accompanied by effective learning, otherwise it will lose its meaning and importance. Teaching is no longer just a simple activity consisting of action and reaction, but rather that teaching is a complex task that requires diverse knowledge, high capabilities and complex teaching skills. Therefore, we find that the trend today in understanding the teaching process is to use the systems analysis approach and to emphasize the role of feedback in relation to the results of the teaching process. Performing the teaching process requires that the teacher be able to master the basic teaching skills that qualify him to provide a good social and emotional climate that leads to achieving the best educational educational return, which can be defined as the ability to perform a specific work or activity that is related to teaching planning, implementation, and evaluation, and this work is subject to analyze a set of tool behaviors (cognitive, kinesthetic, or social, and then it can be evaluated in light of standards of accuracy in doing it, speed of achievement, and ability to adapt to changing teaching situations using the method of organized observation, and then it can be improved through training programs (Al-Subhi, 2008): 40), and teaching is only carried out according to a specific method taken by the teacher to achieve the educational goals, as it is considered as an integrated system in the procedures and processes that are interconnected, integrated and organized. In specific steps, each method has its own procedures, activities, and sequence of paragraphs, and they are linked in goals and content. As the teacher does not study with his subject, but in his way that makes education easier and easier, the method represents a group of

interconnected and sequential activities and procedures that are planned and implemented by the teacher inside or outside the lecture hall in order to achieve a goal or group of educational goals. As a way to provide information to students or learners, but the presentation of information can be done in multiple ways, and the choice of method depends on a set of variables such as the content of the scientific material, the level of students and goals, and teaching methods are the first step in which the school curriculum is put into practice, and it is also the first A practical test of the extent to which the curriculum is appropriate in terms of its objectives and content for the learner, for which it was developed, hence the importance of these methods and the need to take care of them. Teaching methods are many and varied in their nature, and their different nature is due to the different philosophical, psychological and educational theories on which they are based. Therefore, it is important to know the nature of each method of teaching and the foundations on which it is based, and the learning situations that suit it more than others. (Jradat: 2009: 85)

Characteristics of Teaching Skills:

- 1- The ability to generalize in the sense that the teacher's jobs do not differ from one teacher to another according to the subject or stage he teaches, although they are characterized by flexibility and formability according to the nature of each subject and stage.
- 2- The ability to train and learn in the sense that it can be acquired through various training programs.
- 3- It can be derived from a variety of sources: one of these sources is an analysis of the roles and tasks performed by the teacher by observing his behavior during teaching. (Mohammed: 2012: 79)

Teaching skills:

First- Teaching planning skills:

The skill of planning for teaching is one of the basic skills that aim to determine the steps of work that lead to achieving the desired goals, which are to provide learners with a set of meaningful educational experiences. This is the case

of those who do other important tasks, if the need of other professions is clear plans, then for the teacher they are more clear and more necessary, as teaching is one of the most complex and important human fields, and it suffices to mention that the teacher performs his work in the midst of a group of students, of different ages and mentality, and the various tendencies, preparations and abilities, and that he is charged with guiding them until they obtain the desired scientific results, and he has to use many types of activity in an effective and productive manner, and to be familiar with his scientific material, aware of its various values, able to treat them in the way that the students benefit, and as a result of the previous considerations And other factors affecting the educational process, such as the social and economic status of the students, the type of environment surrounding the school and others Yoon stated that the planning process begins when the teacher plans, thinks and reflects on what he will legitimize, and how to apply his scientific material, and proper planning requires that the teacher have the ability to possess certain skills that help him to plan his lessons, which lie in the following: Determining the students' previous experiences and their level of mental development. Determining the educational materials and the means available for teaching. Content analysis of the course material. Formulation of learning objectives. - Develop a lesson plan. (Al-Tamimi: 2012: 45).

The importance of planning for teaching: Planning for teaching helps the teacher who has mastered the subject matter and the novice teacher to the following: 1) The teacher should not flounder in front of the students and avoid wasting time in skills that do not benefit the teacher and students) 2) Determine the basic elements that are useful to students So that the content is more suitable for students 0 3) Adopting the modern trends of education in learning theories 0 4) Staying away from repetition, working in the explanation so that students enjoy and interaction becomes the dominant feature of the lesson 0 5) The possibility of interconnection between goals, means, methods and students' needs 0 6) Design A strategy to achieve learning goals 0 (Al-Rashaida, 2006: 42)

Second - Implementation skill:

When the teacher implements the lessons that he had previously planned, he uses executive methods of teaching to achieve the objectives of the lesson. The teacher with his students needs a set of basic skills that are indispensable. We will address some of these skills: First - Lesson presentation skills: Lesson presentation skills are an integral part of teaching skills in general. The teacher is in dire need of upgrading his professional skills, especially lesson presentation skills in the classroom, which are the core and essence of the teaching process. The references dealt with many of these specialized skills, presenting the lesson, and we can focus on the most important of them:

First: The skill of preparation:

The importance of the preparation process aims to achieve various goals, including focusing the attention of students on the new educational material as a way to ensure their integration in classroom activities, as one of the most important functions of the teacher To stimulate students' motivation to learn, and this will not be achieved unless they are prepared to start a new cycle of educational activity, after the teacher of the previous class brought them to the point of closing and saturation. The preparation also aims to find a frame of reference for organizing the ideas and information that will be included in the lesson. Giving the students an introduction to the content of the lesson or what is expected of them helps them understand the lesson and achieve what is required of them. The preparation also helps provide continuity in the educational process, by linking the topic The lesson is what the students have already learned and their previous blessings. Preparation is not limited to the beginning of the lesson, because the lesson contains several diverse activities, each of which needs appropriate preparation so that the transition from one educational activity to another is a gradual transition and to ensure the achievement of the goal of this new activity.

A. Diversity of stimuli skill: Diversification of stimuli means all the actions that the teacher performs in order to capture the attention of the students during the course of the lesson, through the intended change in the methods of presenting

the lesson, which is represented in the teacher's movements and sounds or visual impressions that change and vary during the lesson period.

B. Methods of diversifying stimuli: Among the methods of diversifying stimuli: kinetic diversity, shifting interaction, silence - kinetic diversification: by which we mean that the teacher changes his position in the classroom, so that he does not stay all the time sitting or standing in one place, but rather he must move within the classroom by approaching the Students, moving between classes, approaching the blackboard, or otherwise. Such simple movements on the part of the teacher can change the monotony that prevails in the lesson and help the students' attention. The teacher should not exaggerate his movements or movements, so he appears in front of the students nervous, which may lead to Distracting or irritating students

C. Transforming the interaction: The interaction hand within the classroom is one of the most important factors that lead to an increase in the effectiveness of the educational process. There are three types of interaction that can occur in the classroom, the interaction between the teacher and the students, the interaction between the teacher and the student, and the interaction between the student and student. The first type occurs between the teacher and a group of students during the educational activities centered around the teacher, as it happens when the teacher lectures or gives a presentation to the whole class, although the teacher asks questions with the intention of provoking interaction. However, this is directed to the group as a whole and not to a specific individual. The second type, which is the interaction between the teacher and the student, occurs when the teacher directs his attention to a particular student in order to make him engage in the discussion or answer a specific question, and here the activity is directed by the teacher. As for the third type, it is that interaction between a student and a student, and here the educational activities are centered around the student. Orientation only. The efficient teacher tries to use all these types in one lesson according to what the situation requires, and moving from one type to another of the types of interaction performs an important function in

diversifying stimuli, which helps to immerse students in educational activities and attract their attention.

D. Silence: Some teachers resort to continuous talking to maintain and control class order. In fact, silence for a short period of time can be used as a method of diversifying stimuli, which helps to improve the learning and teaching process in various ways. Silence can attract the attention of students as a result of the contrast between speech and silence. Two fundamentally different stimuli can use pause or silence to emphasize the importance of a point, and provide time for students to think about a question or become aware of themselves in answering a question. Silence can create an atmosphere of excitement and anticipation and provide students with an example of good listening behavior. Muhammad: 1996: 67.

E. Closing skill: The meaning of closing: Closing refers to those actions or words that are issued by the teacher and which are intended to bring the lesson presentation to an appropriate end. Teachers use closures to help students organize information in their minds, allowing them to assimilate. Closing helps attract students' attention and direct them to the end of the lesson, and in order for the teacher to achieve this function, he must plan the closing process while preparing the lesson plan, but we find that many teachers are busy explaining and talking until the bell rings announcing the end of the lesson without the closing process being done in the way it should. If it is, we see the teacher in such cases ending his lesson with what he considers a closure. He used to say, OK, ring the bell, we will complete the topic later. Enough for this day. Let us leave our books and go out to enjoy the time. Is there anyone to ask? Well let's move on to the next chapter. What such statements convey to the students is that the lesson is over. Such closing ignores A basic fact is that effective teaching depends on the orderly and sound sequence of the elements of the lesson presentation. Hence, the most important elements of the sequence are to provide feedback, so that the teacher and students know what has been accomplished.

Second: the skill of formulating and asking questions:

The questions that are used during teaching directly affect the development of The students' thinking skills, there was a perfect correlation between the levels of thinking, which appear in the student's answers to the teacher's questions and the types of questions that the teacher asks, as well as a strong influence of the teacher's questions on other methods of the students. If the teachers focus their questions on remembering the facts, then the students are not expected to think in a depositive way. A good question is clear in the sense that it leaves no room for doubt in its goal. A good question also stimulates creative and critical thinking and good questions help achieve the goals set by the teacher for his students. Good questions are an effective method for developing desirable attitudes and forming tendencies and providing the student with new ways of dealing with the subject matter. The main objective of the question is to provoke, direct and want the students' thinking in depth and breadth. The main measure of the effectiveness of the question is what it provokes from specific responses in directing questions. By strategy, we mean the plan or method of directing the question so that it leads to appropriate response patterns on the part of the students. An effective question-asking strategy goes beyond knowing what the students have learned. It raises the level of students' answers or changes the way they answer if that is required. This change can manifest itself in the production of longer and more profound responses on the part of the pupils and their transition to higher levels of mere recall of facts and information. These are some of the strategies that make the teacher more able to use and direct questions in a way that helps him and his students achieve the desired educational goals.

Third: Classroom management skill:

Class management skill is considered one of the biggest problems and difficulties that new teachers face during teaching, especially in the early years of practicing the teaching profession. Where the teacher suffers a lot of anxiety, which is a natural reaction when taking a leadership role during the exercise of authority in the classroom for the first time. The teacher is the regulator of the social and

psychological climate in the classroom, and therefore he is concerned with the various interactions between him and the students and the students to each other. In addition, he is the designer of educational activities and an expert in psychological interaction, and he is sufficiently familiar with the requirements of the stage in which he teaches. Therefore, he is a psychological guide and guide for the students. All of this means that the teacher must create a healthy environment for the students to learn better. What is meant by classroom management: It is all verbal or practical actions that the teacher does in the classroom that prepare an educational atmosphere and an appropriate climate that enables the teacher and student together to achieve the expected educational goals that will bring about a change for the better in the learner's behavior and his acquisition of knowledge, cafes, skills and values And healthy trends and habits that raise Its sufficiency to interact with life, and for this to happen, the classroom management must be characterized by precision and the preservation of the system that ensures complete calm so that teaching and learning takes place in an appropriate atmosphere that allows this. (Brother: 1982: 64)

Fourth - Evaluation skill:

- **First: Tribal evaluation:** At the beginning of teaching, the teacher checks the degree to which students possess the skills and abilities necessary to start teaching. Or puts them in a division or level that requires less knowledge of the previous requirements, and the teacher also checks the degree to which students achieve the planned goals by making a level test that covers the educational goals related to the unit before starting teaching, preferably equivalent to the test given at the end of teaching because the selection result is usually It gives an idea of the number of students who have mastered the educational material. If all students have mastered the subject before teaching begins, the teacher must modify the teaching plan, but if some students have achieved the goals of the study subject, the teacher must not expose them to the same educational material and move with his students for the following content.

F. Second: Evaluation during teaching: Evaluation at this stage focuses on monitoring and following up on the growth of student learning. If the teacher tries to ensure that the educational tasks are learned satisfactorily and witness growth and progress. He wonders whether there is a need for some auxiliary tasks to be presented to the students, and are there students who have intractable educational problems who need remedial work. The test that is useful in following up the progress of students during the teaching process is usually called formative, constructivist, or formative, and it is usually designed to measure the degree to which the student has mastered the objectives related to a chapter or a unit of a book. These tests are similar to quizzes, and these tests focus more on measuring all the objectives related to the unit and use the test results to improve education and not to give grades, and through it the teaching is modified and reconfigured. When most of the students fail in a test paragraph or a group of educational material paragraphs, the teacher must re-teach the material that some students showed difficulties in learning so that he puts them in groups that suffer from the same problems. When a small number of students fail to learn, the teacher has to describe solutions that suit each student according to his problems. He asks to read samples in the book, or use learning activities using the computer. Or any auxiliary means, but when the previously mentioned methods fail to treat such weakness, an intensive study of the student's learning difficulties must be conducted.

G. Third: Final evaluation: This evaluation comes at the end of the teaching process and usually includes exams at the end of the unit, the middle of the semester, the end of the semester or academic year, and projects and assignments related to the end of a unit of study The teacher can determine the students who have mastered a certain limit of the tasks they were exposed to during the implementation of teaching a unit or a semester, allowing them to continue studying a subsequent unit or a course later, and the teacher also determines the mark that each student deserves The purpose of the final evaluation is when, at the end of the teaching process, certificates are awarded, and to help in making decisions related to success and failure, placing in the right place, or determining the

level that the student has achieved at one stage of a certain educational or training chain in order to make a decision to move to the next stage. in this series. It is also used in evaluating the effectiveness of programs, curricula or teaching methods. This type of evaluation is characterized by its comprehensiveness and coverage of the subject matter and contains written and performance tests. It also gives the teacher an idea of the effectiveness of his teaching. (Zaytoun: 2003: 86)

(Previous Studies)

1. (Al-Subhi Study, 1988): The study aimed to know the effect of experience and scientific degree in the practice of the social studies teacher of learning competencies and its impact on the achievement of their students in Irbid city. The number of teachers is (27) teachers and school, and the sample of students is (309) students. As the researcher developed a questionnaire consisting of (5) paragraphs, consisting of the following areas: goals, methods, motivation, activities, and means. The results of the study showed that there are statistically significant differences in teachers' practice of competencies due to the scientific degree and in favor of the holders of education diploma and bachelor's degree and the presence of a significant effect. Statistical significance in teachers' practice of learning competencies, attributed to experience and the presence of a statistically significant effect in the achievement of basic social stage students due to their teachers' practice of teaching competencies.

2. (Al-Awainati study, 1999): It aimed to know the extent to which social studies teachers in southern Yemen possess the necessary competencies for them from their point of view and the extent to which they practice these competencies according to their estimation. It also sought to know the impact of experience and gender on their possession of these competencies. The study sample consisted of (560) teachers and schools The researcher developed a questionnaire that contained (84) adequacy distributed over the areas: study planning, activities, methods and evaluation, teacher personality and goals. Practice, and it occupied the field of the first professional goals and occupied the field of the personality of the teacher, as it ranked fourth. Also, this study showed the absence of statistically

significant differences in the extent to which teachers possess competencies and the extent to which they practice these competencies due to the good years of learning.

3. (Al-Manzel and Alwan study, 1997): It aimed to know the effect of teacher training programs on the new social studies curricula in the practice of teaching competencies from (180) teachers and schools in northern Jordan, where its mechanisms were developed to measure teaching competencies, which consist of planning competencies, teaching methods, and classroom management. The study found that there are statistically significant differences in the practice of teaching competencies attributable to lesson planning and classroom management, and that there are statistically significant differences due to the academic qualification in favor of those holding a bachelor's degree

4. (Al-Hasmawi study, 1998): it aimed to identify The necessary competencies for teachers from their point of view. And from the point of view of those who continue to direct them. The study sample consisted of (35) teachers and supervisors who work in Doha schools. The researcher developed a questionnaire consisting of (91) adequacy distributed on educational and moral objectives, teacher characteristics, lesson planning and teaching aids. Teaching methods, activities, human interaction, and evaluation. The study reached some important results, as all competencies are important for teachers, and the adequacy of visual classroom management was occupied The first was followed by the adequacy of the evaluation, as well as the absence of statistically significant differences attributed to experience in favor of those with long experiences (Al-Adwani study, 199): This study aimed to identify the most prominent competencies available to student teachers specializing in a social field teacher at Mutah University, from the point of view Teachers of social studies cooperating in the schools of Karak Governorate. The researcher used the descriptive method, and he used a questionnaire and developed it after making sure of its validity and stability, which amounted to (0.78) by re-application. The researcher used averages, ratios, and (T.Test) tests to measure them for the objectives of the study. The questionnaire was distributed to the study population, which consisted of (40) Collaborating teachers.

The results of the study revealed that social studies students need some competencies, such as cognitive and human renewal, organizing self-learning, class management, and using modern teaching methods. The study recommends providing student teachers with some competencies, such as modern teaching methods, adequacy of assessment, sufficiency of self-learning, sufficiency of cognitive renewal, humanity, and sufficiency of classroom management.

Chapter Three

(Study Methodology and Procedures)

Study Methodology: The researcher followed the descriptive research approach, which is the approach that is concerned with determining the nature of circumstances, practices, activities and prevailing trends, searching for accurate descriptions of activities, things, processes and people, and determining the relationships that exist between phenomena.

Study community: represents the fourth stage of the Department of English at the College of Education for Human Sciences Ibn Rushd / University of Baghdad, and the size of the original community was about (88).

Study sample: The same study sample was selected from the original study population of (88) male and female students.

Study tool: Complete a questionnaire: The researcher prepared it according to the following steps:

1. Reviewing the literature and studies related to the subject of the study.
2. An open-type questionnaire was prepared containing a number of questions directed to the study sample to identify, as the questionnaire is one of the most appropriate means to obtain the required information and data because it gives freedom of answer and expression for the individual to express his views freely and openly.
3. After collecting and categorizing the students' answers, it was correct for the questionnaire (40) paragraphs, divided into three areas: (planning for the lesson, implementation of the lesson, and evaluation of the lesson).

The validity of the questionnaire: The researcher relied on the apparent honesty, as a tool was presented in its initial form to a group of experts specialized in teaching methods, and their selection rate was (81%). The stability of the questionnaire: and in order for this tool to be able to give stable, relative answers, the researcher extracted the stability of the questionnaire by using the test and re-test method. The time period between the first application and the second application was (15) days, which is an appropriate period, as it indicates that the time period between the first application and the second application should not exceed two to three weeks. (83)

The final application of the questionnaire: After completing the previous procedures, the questionnaire became in its final form consisting of (38) paragraphs divided into three areas, and three alternatives were put before each paragraph: strongly agree, disagree, and disagree.

Statistical means: The researcher used the statistical packages for social sciences (spss) program for the study procedures, as well as to extract the final results of the current study.

Chapter Four

(Presentation and Interpretation of Study Results) The researcher will present the results according to their fields, as follows:

First: The field of (Teaching Planning): The number of paragraphs in this field reached (15) and their sperm weights ranged between (92.31) as the highest value and (33.33). as the lowest value and Table (2) shows it

Table (2) Weighted average and intended weight for lesson planning

The weight seminal	The middle likely	The paragraph	field	Services
92.31	2.77	Knowing the concept of planning and its importance in educational process	1	8
91.11	2.83	Explain the concept and importance of behavioral goals	2	9

90.3	2.71	Explain the benefits of a lesson plan and its goals	3	14
90.37	2.71	Design and preparation of the annual daily plan	4	15
98.62	2.69	Preparing and preparing the daily plan requirements	5	16
87.78	2.63	Lesson planning according to the method of lecture, discussion and questions	6	7
86.67	2.60	Determinate educational materials and means available for teaching	7	11
77.41	2.32	Preparing educational aids and employing them according to the nature of the lesson	8	12
75.19	2.26	Fixing the elements of the teaching plan with perfection by	9	4
60.00	1.74	Determining the students previous experiences and their level of development	10	5
50	1.5	Define teaching strategies and methods and their uses	11	6
38.46	1.15	Planning and designing classroom and extracurricular activities	12	13
38.46	1.19	Setting behavioral goals and directions according to the nature of the lesson	3	2
33.33	100	Use procedural steps to analyze the course content	4	3
33.33	100	Planning lessons according to modern methods of teaching such as learning cooperative and solitary teaching	5	1

The researcher noticed through the students' responses to the questionnaire about revealing and knowing which paragraphs most achieve the practices of teaching skills from the students' point of view in the field of teaching planning. Paragraphs (1-9) were in varying percentages. The results of Paragraphs (2,1) indicate that the students were able to know the concept and importance of

planning and behavioral goals in the educational process. Paragraphs (3, 4, 5, 6) emphasized the benefits and objectives of the lesson plan. And the types of Yossi planning, annual planning, requirements for developing and preparing the plan, and planning the lesson according to the method of lecture, discussion and questions. Paragraph (7) indicated that they were able to clarify the identification of educational materials and the means available for teaching, and Paragraphs (98) confirmed that the students practiced the skills of knowing educational aids, their preparation and the method of employing them. According to the nature of the lesson, and the elements of the plan are carefully installed, either the paragraphs that represented the unrealized paragraphs from the students' point of view, and that the students would not recognize them and practiced teaching skills weakly during the school application period, they are From (10-15), the result of paragraph (10) indicates that a large part of the students will not be able to determine the students' previous experiences and their level of development, and paragraphs (11, 12) indicate the provision of the theoretical basis for strategies and methods of teaching and educational activities and their uses in a functional manner integrated. Paragraph (13) indicates that students will not succeed in setting cognitive and skill behavioral goals and directions according to the nature of the lesson, and we also take from Paragraph (14) the students' failure to show the use of procedural steps to analyze the content of the study material for students, as content analysis is the key to planning for a good teacher from Where building educational goals, choosing appropriate teaching aids, determining the appropriate method for the lesson and choosing the assessment tools for the lesson, and finally paragraph (15) indicates that most of the students agreed that they would not touch or be trained to clarify lesson planning according to modern methods of teaching such as cooperative or solitary learning In the teaching process, despite the importance of these methods in updating teaching skills.

Second: The field (implementation of the lesson): The number of paragraphs in this field reached (15) paragraphs, whose percentage weights ranged

between (89.62) as the highest value and (33.33) as the lowest value and Table (3) It shows.

Table (3)

Weighted mean and percentile weight of the paragraphs of the lesson implementation area

The weight seminal	The middle likely	The paragraph	ield	Serv ices
89.62	2.96	The concept of class questions and the benefits of using them		5
87.78	2.63	The different methods that the teacher uses to produce the questioning method		8
78.86	2.60	The various methods uses by teacher to produce the questioning method		6
84.48	2.53	Implementation of the lesson using the method of lecture or discussion and the method of questions		1
50	1.5	Classification of goals according to their interpretation of cognitive and skill aspects		1
50	1.5	Managing behavioral violations in the classroom		11
50	1.5	Building human relations in classroom the tasks		12
50	1.5	Effective classroom management for the teacher in the classroom	10	15
33.33	100	The teacher uses vernal and nonverbal means of communication to achieve class metrication	11	10
33.33	100	Diagnosing factors of low motivation among students studying social subjects	12	13

33.33	100	The use of educational and information technology in the teaching method	13	3
33.33	100	Matheus Feducamo Tachgy	14	4
33.33	100	Implementation of the lesson using advanced strategies such as solitary learning	15	2

The researcher noticed through the responses to the questionnaire in the field of teaching the lesson by revealing and knowing most of the paragraphs that the students emphasized that they had practiced the skills related to the implementation of the lesson. Paragraphs (1-4) in the first paragraph, the results of which indicate that the students were able to acquire the concept of class questions and the benefits of using them. And the second paragraph indicates that they practiced the different methods that the teacher uses to make the questioning method successful, and the third paragraph indicates that they explained the various methods that the teacher uses to motivate the students, and the two paragraphs (65) scored an average level of achieving the goals. The students said that they practiced the skills poorly and would not be able to achieve the special objectives in the implementation of the lesson, which are paragraphs from (7-15). In the seventh paragraph, they failed to teach the students to transform the objectives and categorize them according to the nature of the lesson, which is a primary goal of teaching social subjects to transform information it Skills that can be used and to positive attitudes towards the environment, and this is what distinguishes social studies by transforming knowledge into mental, cognitive or manual skills and positive attitudes. As for paragraphs (8, 9, 10, 11), which relate to achieving the goals of effective classroom management, we note that they will not succeed in implementing the teaching skills related to classroom management in a comprehensive and integrated manner. Classroom management is a set of behavioral patterns that the teacher uses to provide an educational environment. The teacher's efficiency and effectiveness depend to a large extent on his good management of the classroom, maintaining order in it, and classroom management skills closely related to the implementation of teaching. As for paragraph (12) which

relates to motivation Towards teaching, we note that they will not be able to diagnose the factors responsible for the low level of students' motivation, and so is the case. They failed in paragraphs (12, 13, 14) to achieve Special Objectives Use educational and information technology in the teaching method, master the use of educational techniques, and implement the lesson using advanced strategies such as solitary cooperative learning, despite its importance in the educational process.

Third: The field of (evaluation): The number of paragraphs in this field reached (8) and their percentage weights ranged between (84.48) as the highest value and (33.33) as the lowest value, and the table (4) shows that.

Table (4)

Weighted mean and seminal weight of paragraphs of the lesson evaluation field

The weight seminal	The middle likely	The paragraph	field	ervices
84.48	2.53	Clarify the concept and importance of achievement tests	1	7
83.33	2.49	Classification of the types of achievement tests	2	8
82.96	2.41	Formulating exam questions at different levels that take into account individual differences	3	6
77.44	2.32	Students after answering knowing to provide individual reinforcement appropriate for each	4	5
55.55	1.66	Determine the importance of formative and diagnostic evaluation in classroom	5	1
55.55	1.66	Knowing the different types and use of introductory structural and cumulative calendars	6	

The researcher noticed through the responses to the questionnaire in the field of evaluation to discover and know the most goals to achieve the teaching skills related to the lesson evaluation. Paragraphs (1-4) were related to teaching skills in the field of evaluation. The results of the two paragraphs (12) indicate that the students had experiences about the concept and importance of achievement choices.

Classification of the types of achievement tests: The results of paragraphs (3 and 4) also indicate the formulation of exam questions at different levels that take into account individual differences and the knowledge of providing individual and appropriate reinforcement for each student after answering, either paragraphs (5 and 8) that represented unrealized goals for teaching skills in the field of teaching evaluation. The results of paragraphs (5 and 6) indicated that the students would not be able to provide students with the theoretical experiences of assessment, which help them determine the importance of formative and diagnostic assessment in the classroom and know the use of the different types of assessment, introductory, formative, and cumulative. It is useful in making decisions for the benefit of improving his teaching and achieving the quality of learning, and for taking a number of practical measures in general that lead to improving the level of students, either paragraph (7) whose results confirmed that students are not Important educational experiences to remain test paragraphs to achieve educational goals. And the most unrealized paragraphs from the students' point of view is paragraph (8), which they emphasized that the students do not have the ability to determine the students' level and develop a program to develop the level of achievement.

Conclusions:

The planning field was its paragraphs representing the most practices used for teaching skills by students of geography departments in relation to the other two fields, namely the field of evaluation and implementation of the lesson, and that the field of lesson evaluation came in the second visual, then the field of implementation came in the third place Note table (5) **Recommendations:**

On the sectoral body Responsible for developing curricula in faculties of education. Separating the subject of teaching methods from research curricula, due to the difference in the two subjects in terms of content, with an increase in the number of hours and units of study devoted to educational subjects that are included in the teacher preparation programs in faculties of education, similar to academic subjects, and the need to find educational materials within teacher preparation programs In the faculties of education as a subject of classroom management and a subject of teaching skills and competencies and teaching techniques, and attention to training the educational university stadium, especially the teacher of curricula and methods on the latest modern educational innovations.

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مدى ممارسة الطلاب المتقدمين في المدارس الثانوية مهارات التدريس في أقسام اللغة الإنجليزية

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كلمات مفتاحية: مهارات التدريس، المدارس الثانوية، ممارسة التدريس.

الملخص:

هدفت الدراسة إلى الكشف عن مدى ممارسة الطلاب المتقدمين في المدارس الثانوية من أقسام اللغة الإنجليزية لمهارات التدريس. اقتصرَت الدراسة على طلاب السنة الرابعة في قسم اللغة الإنجليزية بكلية التربية للعلوم الإنسانية ابن رشد، وبلغت عينة الدراسة (88) طالباً وطالبة. عرضت الباحثة منهج الدراسة وإجراءاتها الخاصة، موضحاً المنهج المتبع للحصول على البيانات والمعلومات لتحقيق هدف الدراسة، واستخدم الباحث الاستبانة كوسيلة لتحقيق هدف الدراسة. حيث تم إعدادُه بناءً على آراء العينة الاستكشافية والأدبيات والدراسات السابقة وتجربة الباحث في مجال التدريس. الظاهري من خلال عرضه على مجموعة من الخبراء المتخصصين في طرق التدريس واستقرارها من خلالها، وعرض نتائج البحث وشرحها، حيث عرضت الباحثة النتائج وفق المجالات الثلاثة (تخطيط الدرس - تنفيذ الدرس - تقييم). ثم تم تفسير النتائج حسب كل مجال. طورت الباحثة العلاجات، ثم قدمت التوصيات والاقتراحات