

Requirements of the learning process in methods of teaching subject according to Soran University students' point of view

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ABSTRACT

This research attempts to identify the requirements of the learning process in methods of teaching subject for the students of faculty of education/ Soran University-Kurdistan region/ Iraq. Requirements of the students are important matters that the curriculum developers must take into consideration when developing the topics of the academic subjects, which will be decided to be taught to students who are supposed to learn and benefit from it in their future careers, as the curricula must be based on Students' needs, tendencies, interests, and readiness to assure their needs and developing their tendency to achieve success in their professional lives. University is one of the important stages in that students learn knowledge, experiences, and facts, acquire skills, attitudes, and values through its various faculties, by studying the materials they provide. The sample of the research consisted of (30) fourth-stage students (Male and Female) randomly chosen at the faculty of Education / Soran University who studied methods of teaching the subject at the third stage from the scientific and humanities departments. The data have been collected using a questionnaire consisting of (25) items. The results of this research show that lecturers of the faculty of education in different departments must identify students' needs and work to fulfill students' educational requirements to increase their motivation to learn the subject and prepare qualified professional teachers, psychologically, educationally, and socially to be able to practice the profession of actual teaching in schools successfully.

Keywords : Requirements, Methods of teaching, learning process.

متطلبات عملية التعلم في مادة طرائق التدريس من وجهة نظر طلبة جامعة سوران

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الملخص

يهدف هذا البحث التعرف على متطلبات العملية التعليمية في طرائق تدريس المادة لطلبة كلية التربية / جامعة سوران - إقليم كردستان / العراق. إن متطلبات الطلاب من الأمور المهمة التي يجب أن يأخذها واضعو المناهج بعين الاعتبار عند تطوير موضوعات المواد الدراسية التي سيقدر تدريسها للطلاب الذين من المفترض أن يتعلموها ويستفيدوا منها في حياتهم المهنية المستقبلية، كما يجب أن تعتمد المناهج الدراسية على احتياجات الطلاب وميولهم واهتماماتهم واستعدادهم لتأمين احتياجاتهم وتنمية ميلهم لتحقيق النجاح في حياتهم المهنية. تعد الجامعة إحدى المراحل المهمة التي يتعلم فيها الطلاب المعرفة والخبرات والحقائق، ويكتسبون المهارات والاتجاهات والقيم من خلال كلياتها المختلفة، من خلال دراسة المواد التي تقدمها. تكونت عينة البحث من (٣٠) طالباً من طلاب المرحلة الرابعة (ذكور وإناث) تم اختيارهم عشوائياً في كلية التربية / جامعة سوران الذين درسوا طرق تدريس المادة في المرحلة الثالثة من الأقسام العلمية والإنسانية. وقد تم جمع البيانات عن طريق استبانة مكونة من (٢٥) فقرة. أظهرت نتائج هذا البحث أنه يجب على أساتذة كلية التربية في الأقسام المختلفة التعرف على احتياجات الطلاب والعمل على تلبية المتطلبات التعليمية للطلاب لزيادة دافعيتهم لتعلم المادة وإعداد معلمين محترفين مؤهلين نفسياً وتربوياً واجتماعياً بشكل سليم. ليتمكن من ممارسة مهنة التدريس الفعلي في المدارس بنجاح.

الكلمات المفتاحية: متطلبات، طرائق التدريس، عملية التعلم.

1. Introduction:

Over the past few years, a wide range of different teaching and learning methods have been introduced and tested, often to develop skills that more didactic methods are poorly adapted to do. There is substantial literature on these methods and on how best to use them. A course with a large proportion of its teaching taking place in lectures will need to have a high level of intrinsic interest in students to keep them engaged. The variety of teaching and learning methods which is used within a course is an important ingredient in creating a course with interests students (Jones, 2014, p. 8).

Teaching is a science that has its origins and rules, and it can be observed, measured, evaluated, and then its skills trained on. Raising the teacher's efficiency using teaching methods leads to raising the efficiency of public education, including its research aspects. Moreover, the frequent change in human knowledge, in terms of quantity and quality, made it very difficult, as the teacher is familiar with all its details and developments. Therefore, it is no longer possible to consider the volume of knowledge provided to the student as a single and adequate educational goal, but rather to emphasize providing the student with the skill to learn new things continuously with his efforts. What is important is for the student to learn how to think in scientific, logical, independent, and critical

ways distinctive to his personality. The educational preparation for the teacher would deepen the human aspects of the teaching process, and develop the relationship between the faculty member and the student (Al-Nuaimi, 2012, pp. 191-194). It was mentioned that teaching is a mini-process of education linked to activities and instructions that facilitate the learning process (Al-Ghamdi, 2018, p. 4).

Teaching methods alone are neither sufficient nor guarantee success. One of the foundations of good learning is the teacher's attitude towards his work and his students. It seems that the modern view on teaching methods considers them a means of organizing the external world that surrounds the learner to activate and change his behavior. Education occurs as a result of the interaction between the learner and the external circumstances, and the teacher's role is to create these conditions so that the learner responds to them and interacts with them (Al-Qaisi H. , 2015, pp. 182-183).

The main aim is to establish principles to look at the learning outcomes by evaluating teaching method. "The traditional methods of teaching" is still teachers' favorite method they used to, this method, is more focused on the teacher himself, ignoring the interaction of the student. Teachers must know, there is an individual difference among the students it means that all students do not learn in the same way at the same time. Students in the class are divided into a variety of levels in any particular subject, therefore teacher need to use different teaching methodology or to find the method that can reach all students effectively. Other reasons to look for new techniques of teaching and fulfill the students' requirements is the advancement in communication technology; information technology and in particular education technology, these have changed the mind of current generations and increases their motivation to learn the subject.

1.2. Problem statement:

Teaching methods subject in addition to scientific subjects (specialized) is one of the important subjects for Colleges of Basic Education students, because it is a guideline that introduces them to the principles and essentials for teaching at schools by applying the theoretical aspect they studied in college by using a method or another form of teaching methods, Thus no teacher can teach his students without using a specific teaching method, and through it, the students get acquainted with the terms and concepts.

The task is such as strategy, style, model... etc. However, this subject, despite its importance for students and the continuous developments in the field of teaching methods, teaching aids, and educational techniques, they have not undergone change and interesting developments, thus it does not meet the students' needs; this was confirmed by most of the lecturers in the Faculty of Education /Soran University who teach the methods of teaching.

As a lecturer specializing in the methods of teaching science and a researcher in the faculty of education this is what I suffered from, as well as those who teach the subject of Methods of teaching, students of the fourth stage who studied the subject in the previous year stated that they face difficulties when they start their view and practicing subject at the schools.

When the researcher offered them the open questionnaire, included identifying the requirements that were not given to them through the following questions:

(What are the educational requirements of teaching the methods of teaching the subject that you studied in the third stage for the academic year 2022-2023?) Based on the question the problem of the current research was identified by the following question:

- What are the educational requirements of the students of the faculty of education in methods of teaching subjects from their point of view?

1.3. The significance of the study:

Education is that process carried out by the teacher, through which he aims to bring about mental, psychological and physical changes in the students seeking to develop their personalities in all its dimensions, as well as giving them knowledge, facts and concepts, imparting their different skills and behaviors, and developing values and habits. Since education is the activity carried out by the teacher during the educational process, this activity cannot be achieved without the students who are the other important element, as they are the center and the ultimate goal of every educational process. Teachers put their efforts and activities that work to increase students' information and develop it theoretically and practically (Al-Khatiba, 2002, p. 7).

Method of teaching is everything that the teacher follows with the students in terms of sequential, successive, and linked procedures, steps, and movements to organize the information, attitudes, and educational experiences, to achieve a specific educational goal or set of goals (Al-Humaidan, 2005, p. 8).

The teacher's adherence to a valid and appropriate teaching method will lead students to understand the lesson material well, thus achieving students' confidence themselves, and keep them away from feelings of frustration and inferiority and avoid stress and anxiety, as well as recognizing the reality of their abilities and potential (Nouri & Yahya, 2008, p. 3).

That is why we believe that teaching and learning theories focus on the needs to organize the teaching and learning processes for students by making students play the Positive and effective role in the learning process, starting with the curricula from the needs,

tendencies and abilities of the students, as well as giving them the opportunity to determine the goals, topics, and methods of learning by themselves, in a manner commensurate with their interests, abilities, and needs. Effective learning for students can be achieved through the curriculum, which is the sum of experiences and activities provided by the educational institution for all the students inside and outside the classroom in order to achieve the maximum degree of development (Al-Ajili, 2013, p. 15).

Therefore, we believe that educational trends emphasize the necessity of paying attention to students through developing curricula, educational methods, and methods of teaching, and taking into consideration, the individual differences between students, each student has the right to learn according to his needs, and interests, by giving them the right to choose what suits them to achieve interaction in an educational environment to which they belong (Al-Qaisi A. , 2012, p. 4).

1.4. Research aim:

This research aims to:

Identify the effect of educational requirements of students in faculty of education/ Soran university in the subject of methods of teaching.

1.5. Research assumes:

Identifying the requirements of students in faculty of education/ Soran university in the subject of methods of teaching has effects on the learning process.

1.5. Terms and Definitions:

- **Requirements:** is a quality or qualification that you must have in order to be allowed to do something or to be suitable for something, requisite refer to that which is necessary, a statement that identifies a system, product or process characteristic or constraint, which is unambiguous, clear, unique, consistent, and verifiable, and is deemed necessary for stakeholder acceptability (INCOSE, 2010, pp. 1-3).

- **Methods of teaching:** The term teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you, your educational philosophy, classroom demographic, subject area and school mission statement (Enamul Hoque, 2016, p. 11).

- **Learning process:** Learning as a process leads to some behavioral change as a result of some experience, training, observation, activity, etc., it is a continuous process which starts right from the time of birth of an individual and continues till the death. We all are engaged in the learning endeavors in order to develop our adaptive capabilities as per the requirements of the changing environment (Klausmeir, 2016, p. 9).

Methods of teaching subject is one of the subjects that students study in all of the departments of the faculty of education/Soran University in addition to the specialized subjects.

2. Research Methodology:

2.1. Study approach

To achieve the objectives of the study, the researcher depended on the descriptive and analytical method in both theoretical and practical aspects. On the theoretical side, the researcher used the theoretical approach to look at references, sources and previous studies available in building the theoretical background on challenge of Bologna process, as for the practical aspect, the researcher depends on analyzing the information and data statistically according to the answers of the study questions.

2.2. Community and Sample of research:

Population of the study consisted of faculty of education/ Soran University and the sample were chosen randomly from the fourth stage students of all the departments (General science, Kurdish language, English language, Social science, and Physical education) for the academic year 2023-2024, and the sample was (30) randomly chosen students as its shown in table (2):

Table (2) Sample of the study

No.	Department	Number of students
1	General Science	6
2	Kurdish	6
3	English	6
4	Social science	6
5	Physical education	6
	Total	30

2.3. Study tool:

To achieve the objectives of the study, the researcher prepared a questionnaire to identify the requirements of the learning process in methods of teaching subjects from Students point of view, directed to (30) students at Soran University at the faculty of Education (General Science, Kurdish language, English language, Social science, and Physical education) departments. The questionnaire consisted of (25) items that include educational requirements in the methods of teaching subjects from the students point of view. The formations of these items are depended on clarity of meaning, the integrity of the language and the simplicity of the expression. Each paragraph of the tool was given a weight as a three scale. To estimate the degree of approval of the requirements, they are (Very important) three points, (Important) two points, and (Neutral) one point.

The researcher prepared two survey questionnaires, in the first one, I asked an open question: (What are the educational requirements for teaching the methods of teaching a subject that you studied in the third stage?) to (30) students from the fourth stage who studied methods of teaching subject in the third stage.

For the second questionnaire which included the following open question: (What are the educational Requirements of teaching the methods of teaching subject you taught your students in the third-stage in faculty of education from your point of view? It was directed to the lecturers who teach methods of teaching at faculty of education/ Soran university.

2.4. Validity and reliability:

The validity of the tool: means its ability to measure what it was designed to measure (Al-Rashidi, 2000, p. 19). To verify the validity of the study tool, the following was done: The initial questionnaire consisted of (20) items was shared with (6) educational experts with competence in the field at Soran University and Dohuk University (Table 1), to express their opinions on the tool in terms of:

-The extent to which the items belong to the scale.

-The extent of the clarity of the paragraphs and the integrity of their formation;

-Any adjustments they deem appropriate.

The Validity is used to ensure the compatibility and affiliation of the items of the questionnaire and to what extent they pertain to the research goals. After taking their suggestions comments into consideration, some of the items are re-written and added (5) more items to become the final form questionnaire namely (25) questions.

The reliability of the tool: is the accuracy and consistency of the paragraphs that need to be measured (Odeh, 2002, p. 10).

Re-testing, by distributing the questionnaire to a random survey sample consisting of (30) male and female students outside the research sample, two weeks after the first and main application. The stability coefficient was calculated using the Pearson correlation coefficient for all the items was (0.80), which is a good stability coefficient, and thus the tool is valid for the final application.

Table 1 Experts for the validity process

Name	University	Specialty
Assis. Prof. Dr. Bassam fauzy	Soran University	Methods of teaching
Assis. Prof. Dr. Naqy hamza jasm	Soran University	Educational psychology
Assis. Prof. Dr. Charawan Jameel Hameed	University of Duhok	Methods of teaching
Assis. Lecturer Alan Pshtiwan Kareem	Soran University	Methods of teaching
Assis. Lecturer Mahmood Hawar Mahmood	Soran University	Methods of teaching Science
Assis. Lecturer Hemn Ahmed	Soran University	Methods of teaching Science

3. Results and discussion

The researcher found the weighted mean and the percentage weight for all the items of the questionnaire, the requirements of the students were represented for the methods of teaching subject. The weighted means for these paragraphs ranged between the highest weighted mean is (2.73) with the highest percentage weight is (91) was from paragraphs (9 &24) “(Active participation in the class beside the teacher in order to achieve courage

and self-confidence)” and “(Identify the characteristics of a creative teacher)”, where the lowest weighted mean (1.73) with the lowest weight percentile (57.66) was from paragraph (7), “(Practicing some classroom teaching skills inside the classroom)”, shown in (Table 3).

Table (3) shows the educational requirements for the methods of teaching subject from the students’ point of view

No.	Requirements	Mean	Percentage	Rank
1	Using various educational methods	2.53	84.33	8.5
2	Using various methods of teaching while presenting the topics by the teacher	2.70	90	3
3	Practice formative tests at the end of each chapter in order to increase understanding	2.46	82	10.5
4	Identify different teaching styles	2.26	75.33	18.5
5	Performing some activities related to the subject	2.30	76.66	17
6	Summarizing the topics after studying	2.33	77.66	15.5
7	Improving self-reliance by doing exercises related to the subjects	2.40	80	13.5
8	Accessing various sources of teaching methods in order to enrich the subject	2.16	72	20
9	Active participation in the class beside the teacher in order to achieve courage and self-confidence	2.73	91	1.5
10	Design the behavioral goals of the subjects	2.60	86.66	5.5
11	Writing teaching or lesson plans for the topics of the subjects	2.56	85.33	7
12	Provide feedback for each topic of	2.63	87.66	4

	the subject			
13	Identify the basic and necessary terms in the field of teaching methods so they can benefit from them in their professional life after graduation	2.60	86.66	5.5
14	Organizing the content of the subject in order to understand	2.43	81	12
15	Organizing the presentation of the material by the teacher	2.53	84.33	8.5
16	Writing reports on the studied topics	2.40	80	13.5
17	Following the steps of some teaching methods after studying and understanding them	2.46	82	10.5
18	Identify the necessary classroom teaching skills	2.33	77.66	15.5
19	Practicing some classroom teaching skills inside the classroom	1.73	57.66	25
20	Differentiating between somewhat overlapping subject terms	1.86	62	23
21	Briefing the information related to the subject	1.83	61	24
22	Linking between the theoretical and practical aspects while studying the subject	1.96	65.33	22
23	Developing self-confidence through mastery of the subject	2.26	75.33	18.5
24	Identify the characteristics of a creative teacher	2.73	91	1.5
25	Take the individual differences among the students into consideration	2.03	67.66	21

The researcher discuss the paragraphs with higher and lower degree, the top degeered paragraphs are “(Active participation in the class beside the teacher in order to achieve courage and self-confidence)” and “(Identify the characteristics of a creative teacher)” As we know student centered become more focused on now days, as well as students believe

that they can learn better when they participate in the class whether presenting, answering, discussing or writing something, it lets them memorize and remember faster. In addition of active participation there is one more point that students think will help them is the teacher guides them and clarify the points of how to become a creative teacher, because as they go to the schools as a new teacher they need skills, information, and techniques to become a creative teacher. Because of its important role in helping them organize and control the class, and knowing how to deal with the students who teach them different academic subjects as a skill.

Identifying the necessary teaching skills that students need when practicing the actual teaching profession in schools because of its important role in helping them organize and control the class, and knowing how to deal with the students who teach them in different academic subjects as a skill, the skill of controlling the classroom, creating motivation, and asking questions...etc., as well as identifying the different teaching methods that the teacher can follow while presenting the material to his students in the classroom, the teaching method has a significant impact on achieving the behavioral objectives of the lesson paragraph (4 &18).

Individual differences among the students is also a requirement that needs to be take into confederation, as students differ among themselves in terms of intelligence, inclinations, trends, and desires,...etc. The university lecturers must take these differences into account when dealing with them by using different educational methods that are most appropriate for students, and adopting various teaching methods to make sure that students can understand the subject, and this is what indicated in paragraphs (1, 2, and 25).

Another requirement of the students' is to practice formative tests at the end of each chapter so that students can identify the extent of their understanding and comprehension of the material that was previously studied, and identify difficulties and correct the mistakes they make, and thus they achieve feedback for themselves in addition to the feedback that the lecturer gives, mentioned in paragraph (3), and implementing the steps of some of the teaching methods after studying and understanding them so that students can confirm their learning, so they will be able to follow those methods with their students in the classroom in a way that is appropriate to the nature of their students' stage, the nature of the subject, and the objectives, Paragraph (17).

Developing self-confidence through mastery of the subject they study in college by performing some activities and exercises related to the academic topics they are studying, as the activities and exercises work to consolidate the learning material in the students' memories. The work carried out by the students, as well as summarizing the study topics after studying them, confirms the learning, reinforces it, and consolidates it in the

students' memories. In addition to writing reports on academic subjects, which allows students to integrate with those subjects, deal with them seriously, help them in accessing the sources related to those topics, and how to determine what suits their topics from those sources, leads students to achieve high self-confidence, self-reliance, and mastery of the subjects they study, This is what indicated in paragraphs (23, 16, 7, 6 and 5).

4. Conclusion:

In conclusion, providing students with the educational requirements in any academic subject increases their motivation to learn that subject. It is essential to make sure that the students are the center of the learning process by allowing and guiding them to participate actively in the classroom which helps them to achieve courage and self-confidence. The consideration of the individual differences that exist among students ensures that the basic requirements of their students are provided when teaching those academic subjects in college and thus achieving the desired learning outcomes, also the university is responsible for graduating students who are proficient in both theoretical and practical aspects, and ensuring that main goals are achieved.

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