

Annual Grades Unlearning Update and Strengthen the Pedagogy of Competency-Based Approach in Algeria

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Abstract:

The modern concept of annual gradations of learning, as integrated into the curriculum of the competency-based approach in Algeria, represents one of the most significant contemporary educational issues. Recently adopted by the Ministry of National Education, this theme is of crucial and dynamic importance, requiring in-depth exploration by teachers. To fully understand and analyze its content, as well as to achieve its educational objectives, it is essential to use various sources, including specialized books, expert opinions, and information and communication technologies.

These new gradations aim to strengthen students' capacities and improve the quality of their learning. They also strive to reflect the daily lives of individuals within society, focusing on the acquisition and mastery of fundamental skills. In addition, they aim to create a stimulating learning environment adapted to the educational process. This adjustment is part of current pedagogical developments and responds to the recommendations made by education experts.

Keywords: Annual gradations of learning, Competency-based approach Pedagogy

Introduction:

In preparation for the 2020-2021 school seasons, and in an effort by the Ministry of National Education to ensure the quality of education and improve educational and pedagogical performance, the Inspectorate General of National Education, in coordination with the Directorates of Secondary Education, provided annual learning notes for education practitioners. These notes are considered as a working tool complementary to the reference documents approved at the secondary education level, and aim to facilitate the reading, understanding and implementation of the programs, in addition to standardizing the method of addressing their content.

The annual learning gradations are a pedagogical tool that aims to organize and control the process of building, establishing, integrating and evaluating the necessary educational resources, so as to contribute to improve the pedagogical and pedagogical process, and thus to achieve the targeted competencies in educational programs. These gradations also include the identification of means and standards of evaluation and methods of treatment, in order to ensure a response to the various organizational and pedagogical developments. Therefore, they must be reviewed and updated if necessary.

What are the recent annual rankings of the new competency-based pedagogy?

1- Competency-based approach:

The competency-based approach is a modern educational framework that aims to develop the educational process by focusing on developing learners' abilities and enabling them to use their knowledge and skills in real-life situations. Unlike traditional methods that focus on direct knowledge transfer, the competency-based approach emphasizes active learning and the active participation of learners, which strengthens their ability to think critically, solve problems, and learn themselves.

This approach requires adapting the curriculum to become more flexible and responsive to learners' needs, with a focus on practical and applied learning. It also gives learners the opportunity to apply what they have learned in interactive contextual situations, which improves their understanding and ability to transfer and use knowledge in a variety of areas.

In Algeria, the competency-based approach has been adopted as part of educational reforms aimed at improving the quality of education and aligning it with the modern demands of the labour market and society. This approach is an important step in preparing a generation capable of adapting to the growing challenges of the era of globalization and innovation, and providing learners with the skills they need to succeed in their personal and professional lives.

1-1 Competency-based approach in Algeria:

Competency-based pedagogy represents a modern pedagogical approach to educational programs in Algeria. For a long time, the educational system was based on a content-based teaching method, which meant that the emphasis was on the amount of information provided by the teacher, and that the learner had to receive and store this information. As part of its efforts to develop the educational process, the Ministry of National Education in Algeria began to apply skills pedagogy from the 2003/2004 school year, with the aim of moving the education system from the method of indoctrination to the method of interaction and dealing with educational problems inside and outside school.

1-2 Define the Competency-based approach:

This pedagogical perception represents an educational strategy that focuses on the learner as the main objective of the educational process. This strategy aims to develop the learner's abilities and to provide them with skills and competences proportionate to their individual potential, on the one hand, and in line with the requirements of society, on the other hand.

“In other words, the pedagogy of comparison with competencies is one of the teaching models that make the learner a major element of the educational learning process. Neither the student nor the learner is simply a recipient of information and only, but he is a participant and a seeker of information by all means at his disposal, and an employee of his acquired knowledge and skills, that is to say creative and innovative, required by the educational situation, and this in order to develop and develop his capacities while acquiring new and diverse skills ”(Gasi Salima, 2015, 154).

This teaching style is a model based on the promotion of self-activity and the active and positive participation of the learner. Thanks to it, the learner engages in research based on his acquired abilities and using modern technological means. This includes observation, hypothesis formulation, measurement, data analysis and scientific reasoning, all of which

allows him to resolve the problematic situations he faces under the guidance and supervision of the teacher. In the competency-based approach pedagogy, the teacher plays the role of mentor and mentor, relying on the annual learning notes that determine the type of activity and the appropriate scientific methods to achieve the desired competencies, which contributes to achieving an advanced level of academic success.

2- Curriculum:

Many people make the mistake of thinking that programs mean what students study on the study benches of study materials covered by textbooks distributed to students at the beginning of the school year. The concept of curricula is much broader than that. Curricula are too broad to be limited to a narrow range of education. On the contrary, curricula include everything related to the educational process.

The programme is a learning plan, and the programme generally contains a list of its general and specific objectives. It also involves or explicitly mentions certain teaching and education methods, whether about the nature of the objectives or how the content is organized. At the end of the program, we find a program to evaluate its educational outcomes or outputs.

The curriculum is also the information, skills, attitudes and values taught to students in general education schools from the first grade to the end of the third grade, represented by civic education books approved for teaching in general education for the school year.

"The program is an educational program that includes elements composed of objectives, content, learning experiences, teaching and evaluation derived from philosophical, social, psychological and cognitive foundations associated with the learner and his community, and applied in educational situations inside and outside the school, with the aim of contributing to the integrated growth of the learner's personality in its mental, emotional and physical aspects, and assessing the extent to which the learner achieves this" (Saïd Yotoui, 2010, 22).

There is no doubt that curricula are at the heart of education and that there is no education without curricula.

It is a permanent and active interaction between human beings on the one hand (educational staff, administrative staff, students), and between other things such as information, educational means, teaching methods and material equipment on the other hand.

"It's a well-defined system with its inputs (students and subjects). It has processes (teaching methods), and its results are acquired knowledge and skills"(Lebsai Khaled, 2004, 43).

The curricula do not designate the subjects that students study in their schools, but they are broader and more comprehensive than that, and the subjects that students study are only part of the curriculum, otherwise the curriculum includes the teacher, the principal, the students, space, the book, the educational support and everything related to the educational process.

3- Annual gradations of apprenticeships:

The education sector in Algeria, like many other sectors, has undergone transformations in recent years. The global COVID-19 pandemic has had a major impact on education systems, prompting many countries, including Algeria, to adopt new education strategies.

In Algeria, the annual educational phases represent an important educational framework that aims to organize the educational process deliberately and in accordance with national educational objectives. During the 2020/2021 school year, these gradations posed new

challenges to the education system. The answer to these challenges has been to develop flexible educational strategies that adapt to emergency circumstances, while maintaining the quality of learning and ensuring continuity of education.

These strategies consisted of adapting the annual gradations according to the available capacities of learners and teachers, with a focus on distance learning and blended learning as essential tools to ensure the continuity of the educational process. In addition, prioritizing teaching and focusing on key concepts ensures that the necessary skills and knowledge are acquired in these exceptional circumstances.

This approach reflects the Algerian Ministry of Education's commitment to developing flexible and adaptable education policies, capable of responding to emerging challenges while maintaining overall educational goals. These gradations are part of a broader effort to improve the education system and steer it towards a more sustainable future that meets society's needs and global development.

The annual gradations of learning specify what the learner must acquire in each specified period. These progressions also help teachers organize their work and deliver educational content sequentially, in line with learners' level of progression.

“This is a scheme in which the contours are determined (educational sections, domains, final skills and overall competence), which must be controlled by the learner at the end of each semester or overall competence acquired during the end of the year or phase” (Omar chatta, 2016, 14).

3-1 Basic principles and annual graduation objectives:

The fundamental principles and objectives of the annual progression of apprenticeships include the organization of teaching in a methodical manner through logical progression and optimal use of the allocated time. This aims to improve the effectiveness of teaching and to ensure continuous and cohesive progression of learners according to their varied abilities.

- Maintain the skills previously acquired by the learner.
- Maintain structured concepts of the material.
- Maintain assessment of skills progress.

3-2 Modern Concepts Accompanying Annual Grades of Apprenticeship:

3-2-1 Resources:

This is the content, content or instructions that the learner receives in each subject at a specific educational stage.

3. Field Review

This is the organized part of the subject in order to learn and the field is related to the final skill.

3-2-3 The Learning Segment:

It is a class or set of integrated, ordered and interdependent classes that include a set of resources (activities and situations).

3-2-4 The concept of competence:

Competence is defined as the ability to achieve educational goals effectively by making optimal use of available resources, while ensuring that learners acquire the required knowledge and skills with minimal effort and time.

“It is the ability to employ an organized set of educational knowledge and practices efficiently and with the least amount of effort and time while achieving desired goals, i.e. performance and good attitudes through possible resources” (Omar chatta, 2016, 16).

Efficiency vehicles are divided into:

A. The cognitive aspect, i.e. the correct understanding of the basic principles, theories and concepts related to the educational field, familiarity with the modern tools, techniques and programs used and the ability to analyze information and data to make carefully studied decisions. The cognitive aspect in general requires the acquisition of in-depth scientific knowledge, in addition to the ability to effectively apply this knowledge in its practical context.

B. The value aspect of competence refers to a set of ethical and behavioural values and principles that guide the individual's performance and affect the way they perform their tasks and duties. This is important because it ensures that performance is not only effective, but also in line with the company's values and ethical principles.

C. The methodological aspect of effectiveness refers to the use of systematic and planned methods and methods to achieve objectives in an efficient, effective and scientifically studied manner. This aspect includes a set of elements that help the individual and the organization organize work and direct efforts towards achieving the desired results, which increases the efficiency of performance and reduces the waste of time and resources.

Competence types:

A. Closing Competency: This is an integrated set of knowledge, skills, and behaviors. This is the criterion by which the learner's willingness to move from one year or stage of education to another is assessed.

B. Overall Competency: This is the competency of a curriculum related to a set of final competencies, i.e. an integrated set of skills, knowledge and values that the learner possesses and that allows him to perform effectively in various educational situations.

C. Cross-Cutting Competence: Cross-cutting competence refers to the set of efforts, knowledge, applied methods, and attitudes that integrate various acquired resources.

“It is an organized set of knowledge, mental and methodological efforts, values and attitudes common to various resources” (Omar chatta, 2016, 21).

3-2-5 The starting problem position:

This is a position of the compound problem for the launch of learning related to the final effectiveness of the fields.

3-2-6 Assessment:

This is a procedural process that allows a judgment to be made on the degree of effectiveness.

3-2-7 Efficacy assessment tools:

Effectiveness is assessed in an actual or new position.

3-2-8 Integrative end goal:

A set of skills for a specific topic or group of topics. The final objective reflects the profile of the learner's exit after one year or a study phase.

3-2-9 Graduation of instructions:

This is the organization and distribution of educational content over a determined period of time in a sequential and logical manner, thus making it possible to build knowledge and skills progressively according to the level of progression of the learners.

- Taking into account individual differences between students.
- Objectives are measurable and observable.
- Move from easy to difficult and from simple to complex.

4- Methodological and pedagogical mechanisms of annual gradations of learning:

4-1 Methodological mechanisms for annual gradations of learning:

These are cognitive resources and activities that help to reach the necessary limit of resources to develop skills. The targeted resources (cognitive – sensory-motor- psycho-emotional) were formulated and further detailed through:

- Use of minimum documents, obligations and activities to build resources.
- Include learning achievement activities in the assessment

4-2 Pedagogical mechanisms for annual gradations of learning

These are pedagogical practices through:

- Operate the necessary means and equipment
- Exploitation of spaces
- Maximum use of time factor

"Accompany the student during the performance of tasks by providing him with the instructions necessary for the situation" (Ministry of National Education, 2022, 16).

Conclusion:

These annual gradations of new learning are part of routine pedagogical amendments and updates in order to review the gaps and deficiencies that have been identified and proposed by specialists and in compliance with the guiding law for education, the general reference of the programs and the methodological guide for the preparation of the programs, and updated according to recent practical and technological developments, and it is a question of establishing and strengthening the pedagogy of the approach with skills as a program approved by the Ministry of National Education of the Republic of Algeria and this is in line with its desired educational and educational objectives to provide the student with the educational knowledge and learning practices necessary and its positive repercussions on the individual on the one hand and on living reality and society on the other hand.

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