

University Education and Modern Teaching Methods – Between Practice and the Feedback-

Dr. Brahmia Sonia¹, Dr. Layada Moufida²

¹Mohamed Lamine Debaghine University, Setif 2, Algeria.

E-mail: brahmia.sonia@gmail.com

²Mohamed Lamine Debaghine University, Setif 2, Algeria.

E-mail: 14.socio.2017lm@mail.com

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Abstract

This study aims to identify the extent to which modern teaching methods are used in the university teaching process at the Algerian University and their role in building the knowledge society, especially in light of the rapid and successive developments and changes in the world today. This development is evident in the field of technology and knowledge, as well as its impact on the higher education sector and its components in the educational process, particularly teaching methods, because of their importance in the formation and preparation of efficient human resources. In this study, we have relied on the descriptive approach, and the questionnaire as a data collection tool. The results of the study show that usage degrees range from poor to moderate concerning modern teaching methods at both universities.

Key Words: Modern Teaching Methods, Dialogue and Discussion Method, Problem Solving Method- Research and Investigation Method, Collective Teaching Method, University.

Introduction:

During the last two decades, societies have been witnessing great and rapid developments and changes at all levels, and this development is clearly visible in the technological and cognitive field, making societies characterised by new characteristics and

features, and the emergence of many new terms, including knowledge societies, the latter characterised by the flow of knowledge and the great development in the field of communication technology. These changes have greatly affected the higher education sector and the elements of the educational process, especially teaching methods, especially modern ones, and their role in the formation and preparation of trained and qualified human resources capable of the required and necessary interaction with the data of the information technology era.

The importance of modern teaching methods in the knowledge society lies in what distinguishes these methods from traditional teaching methods, as they focus on the learner as the centre of the educational process, through which the learner obtains information and knowledge from multiple sources, and encourages self and continuous learning, and what distinguishes these methods is their reliance on educational communication technology in the educational process. All these characteristics and features work to form a trained and qualified individual equipped with various sciences and knowledge that will make him able to adapt to the various developments and changes that occur in society, enabling him to contribute to solving the issues and problems of his society, and to have an active role in its development and development and thus contribute to building a knowledge society.

Through this study, we will identify the extent to which faculty members at the Algerian university use and master the various modern and effective teaching methods that have a positive impact on the formation of an individual capable of producing and employing knowledge in society, and then find out the extent to which these methods contribute to building a knowledge society.

I: Problem Statement.

The teaching methods followed by the teacher are one of the most important aspects of the educational process, and are the main element in the content of work for the teaching profession. The best teaching methods are those that lead to better learning, and the teaching method is one of the effective and important tools in the educational process, as it plays an essential and effective role in organising the class and dealing with the scientific material, and the teacher cannot do without it, because without a teaching method he cannot achieve the

general and special educational objectives, moreover, the teacher's interaction with students depends mainly on the type of teaching method that the teacher uses.

Given the knowledge explosion and the changes and developments taking place in societies, especially in the field of information and communication technologies and the emergence of what is known as the knowledge society, and what this change requires from the formation and preparation of human resources capable of creatively interacting with its parameters and requirements, and able to compete and meet the renewed needs of this era, and where modern teaching methods play an important role in this process and occupy a fundamental pillar in it, without their effectiveness and application to achieve the objectives of the learning process, there is no room for any development or modernisation of the educational process, and therefore no room for developing the training, preparation and formation of human resources required by this age.

Teaching methods that are in line with the characteristics and features of the knowledge society are modern teaching methods that focus on the learner as the centre of the educational process, because they have a great impact on the development of scientific thinking among students, because they lead to the necessity of self and continuous learning for the student, and build his personality in terms of his confidence and self-reliance, his sense of achievement, his self-esteem, and his self-respect, increase his level of ambition, develop his scientific attitudes and interests, and his creative talents in order to be able to face the modern and accelerated requirements of the era and prepare him to be an effective individual and serve his community in various fields.

Accordingly, this paper attempts to shed light on the most important modern teaching methods in the Algerian university and their effectiveness in building a knowledge society, through which we will ask the following main question.

Does the Algerian university rely on modern teaching methods that contribute to building a knowledge society?

Sub-questions:

- Does the Algerian university rely on the method of dialogue and discussion in teaching?

- Does the Algerian university rely on the method of problem solving in teaching?
- Does the Algerian university rely on the method of research and investigation?
- Does the Algerian university rely on the group teaching method in teaching?

II: Importance of the study:

The importance and value of this study lies in the importance and value of the topic, as teaching methods are considered an important element of the educational process, and their importance lies in building and forming competent human resources that contribute to the development of society in various fields by acquiring and teaching the individual various sciences and knowledge from different sources, and this enables him to adapt to the various developments and changes that characterise the knowledge society, and his ability to face the various issues and find appropriate solutions to them.

Third: Objectives of the study:

- To find out the extent of the use and application of modern teaching methods (investigative research method, problem solving method, dialogue and discussion method, group teaching method) in teaching at the Algerian university and the extent of its contribution to building the knowledge society.

- To find out the extent of teachers' mastery of modern teaching methods during the performance of their teaching tasks.

- Drawing attention to the importance and great value of these methods in preparing a competent individual who is equipped with various knowledge and experiences that are in line with the characteristics of the knowledge society.

Fourth: Defining Concepts:

The element of defining concepts is one of the important elements in scientific research, as its importance lies in clarifying terms and removing any ambiguity so that the reader can understand and assimilate them, so through this research we will deal with defining the following concepts.

1- Modern teaching methods:

In this section, we will define the concept of modern teaching methods as follows.

* The concept of teaching methods refers to all ‘the procedures, steps, and sequential movements followed by the teacher with students in an interconnected sequence to organise information, situations and educational experiences, to achieve a specific educational goal or set of educational goals.’¹

* It is defined as: ‘A set of practices, procedures and scientific activities that the teacher carries out in the classroom to teach a specific lesson with the aim of communicating information, facts and concepts to students.’²

* Teaching methods are defined as: ‘the tool, means or method used by the teacher in communicating the content of the curriculum to the learners during the educational process.’³

* It is also defined as: ‘The means of developing and implementing teaching plans in real life situations that lead to the growth of students under the guidance and direction of the teacher.’⁴

Through all the previous definitions, modern teaching methods can be defined as: ‘The various procedures and steps that the teacher follows with his students to communicate various information, knowledge and facts to them, and then achieve the desired learning objectives, which are the teaching methods that contribute to the formation of the human resource required to build the knowledge society.

2- Dialogue and discussion method: Which is originally ‘a type of teaching method that relies on the learner as the central axis around which the educational process revolves and

¹ Zahra Al-Asswad, "Creative Teaching Practices of University Professors and their Relationship with Some Personality Variables," a thesis submitted for the PhD in Education Sciences, Kasdi Merbah University, Ouargla, Faculty of Humanities and Social Sciences, Department of Psychology and Educational Sciences, Ouargla, 2013/2014, p. 26.

² Mohamed Salman Fayyad Al-Khaz'ala et al: "Effective Teaching Methods," 2nd Edition, Jordan, Safaa House for Printing and Publishing, 2011, p. 1692.

³ Abd Al-Rahman Abd Al-Salam Jamel, ‘General Teaching Methods and the Teaching Process Application and Planning Skills’, 2nd Edition, Jordan, 2000, p. 18.

⁴ Labib Rushdi et al.: "The General Foundations of Teaching," Beirut, Al-Nahda Al-Arabiya House for Printing and Publishing, 1957, p. 25.

allows freedom for group dialogue, which are basic criteria derived from the principles of modern education and its call to make the learner the centre of the educational process.’¹

3- Problem solving method: It is also called the brainstorming method ‘which is mainly based on presenting a question or problem about how to act in a certain situation to a group of students, and then asking them to generate as many ideas or solutions that can be put forward to solve this situation or that problem’².

It is the process of arousing the student to a specific issue related to the subject of the lesson, and then the students follow the steps of solving the issue to find the appropriate solution to it.

4- Research and investigation method: It is ‘a teaching method or a structured method, which helps learners to seek information, answers and solutions towards a specific problem, organise and analyse them to make decisions about them.’³

It also means that ‘the individual searches on his own to reach the truth and knowledge.’⁴

In the field of teaching and learning processes, research and inquiry: ‘It is a type of education in which the investigative learner uses a set of skills and attitudes necessary for the processes of generating proposed hypotheses, organising and evaluating information and data, making a decision about the proposed hypotheses formulated by the investigator to answer a question or reach a fact or issue, and then applying what has been reached to new examples and situations.’⁵

5- Group teaching method: Which is considered: ‘That activity that works to stimulate growth in the individual and the group, and in the educational process, it includes education in the classroom and the manifestations of individual activity in which all students participate and aim for one goal. In other words, it includes all manifestations of activity aimed at the

¹ Souhila Mohsen Kazem Al-Fatlawi, "The Introduction to Teaching," Amman, Al-Chorouk House for Distribution, 2003, p. 116.

² Kamal Abd Al-Hamid Zitoun: "Teaching: Its Models and Skills," Cairo, Alem Al-Kutub, 2005, p. 224.

³ Souhila Mohsen Kazem Al-Fatlawi, Op. Cit., p. 126.

⁴ Ibid, p. 126.

⁵ Souhila Mohsen Kazem Al-Fatlawi, Op. Cit. p. 126.

group so that each of them works towards a set goal and bears the burden of responsibility for reaching it.’¹

6- The concept of a university:

6-1- Linguistically:

The word ‘University’ is taken from the word ‘Universitas’ and means the union that includes and gathers the most influential families in the field of politics in the city in order to exercise power, and the university was used to indicate the gathering of professors and students from different countries and peoples, as this gathering came similar to the industrial and craft unions that played an important educational role in the Middle Ages.²

6.2 - Technically:

As for the terminological definition of the university, it is defined as follows:

Mohamed Larbi Ould Khalifa defines the university as: ‘The primary source around which cultural activity in literature, science and the arts revolves. Whatever the methods and tools of training, the first task of the university should always be the creative communication of human knowledge in its theoretical and applied fields, and the preparation of objective conditions for the development of national expertise without which society cannot achieve any real development in other fields.’³

We note that these definitions praise the university's pioneering role in scientific research, uncovering the truth and finding solutions to the various crises and problems facing societies.

University: ‘It is an independent scientific institution with a specific organisational structure, regulations, customs and academic traditions, whose main functions are teaching, scientific research and community service, and consists of colleges and departments of a specialised scientific nature, and offers various study programmes in different disciplines,

¹ Abd Al-Latif Bin Houssein Faraj: "Teaching Methods in the Twenty-First Century," Amman, Al-Masirah House for Publishing and Distribution, 2005, p. 98.

² Abd Al-Aziz Al-Ghareeb Saqr, "The University and Authority," an analytical study of the relationship between the university and authority, Cairo, Al-Alamiya House for Publishing and Distribution, 2005, p. 39.

³ Mohamed Al-Arabi Bin Khalifa, "The Civilizational Tasks of the Algerian School," Algeria, National Office of University Publications, 1989, p. 117.

including those at the undergraduate level and those at the postgraduate level, according to which students' degrees are determined.'¹

The university is a space where professors interact with students in a dialogue and discussion about important issues in the educational process or about important issues in society, and this interaction is based on the professional, knowledge and research characteristics of the university professor that are required by the knowledge society.

V: Methodological framework of the study:

In this section, we will discuss the methodology used in the study and the most important data collection techniques, which are mainly participant observation and the questionnaire. It also defines the three areas of the study, namely: The spatial, temporal and human domains.

1- Methodology:

We used the descriptive method in this study, as this method is appropriate in such studies, because it provides an accurate description of the studied phenomenon, by collecting and analysing data to provide information that contributes to drawing a clear picture of the studied situation, which enables it to be addressed and dealt with.

2- Research Techniques:

Research techniques are a set of procedures that allow investigating the social reality and collecting data and field data. These techniques are adapted to the nature of the topic and the data to be obtained in order to reach more accurate and objective results. Based on this, we relied on:

- The questionnaire:

The questionnaire is an essential tool of scientific research to obtain facts, reach facts, identify circumstances and conditions, study attitudes, trends and opinions, assist and

¹ Moati Al-Thubaiti, Universities, their Establishment, their Concept and Functions, the Educational Journal, Kuwait University, p. 06.

complement observation, and is sometimes the only practical means of conducting a scientific study. Our research questionnaire consists of four statements or themes, divided as follows.

- **The first statement:** A statement about the use of dialogue and discussion in teaching.
- **The second statement:** A statement about the use of the problem-solving method in teaching.
- **The third statement:** A statement about the use of the research and investigation method.
- **Fourth statement:** A statement about the use of the group teaching method in teaching.

VI: Areas of study:

1- Spatial area: This study was conducted at the Faculties of Humanities and Social Sciences and Science and Engineering at the Universities of Guelma and Annaba.

2- Time frame: This study was conducted from March to June of the academic year 2019-2020, during which time the questionnaires were distributed at the level of the four faculties of the two universities, and periodic monitoring to retrieve the completed questionnaires.

3- Human Domain and Study Sample:

Our research population consists of the professors of the faculties of humanities, social sciences, science and technology at the University of 08 May 1945 - Guelma-. And the professors of the faculties of Arts, Humanities, Social Sciences, Sciences and Engineering at Badji Mokhtar University Annaba, whose number at the time of conducting the study was 1096, and 25 % were taken, so the sample size was 274 professors, and it was a stratified sample.

Seventh: Modern teaching methods in the Algerian university – a Field Study at the Universities of Guelma and Annaba:

Before addressing the most important modern teaching methods used in teaching at the Universities of Guelma and Annaba, we would like through this element to present the most important characteristics of our research community with whom the study was conducted. This is done by addressing the gender of the respondents, academic rank, degree obtained, and professional experience.

1- Characteristics of the research community:

In this section, we will present the characteristics of the research community through a set of variables, which are mainly: Gender, degree, rank, and seniority at work.

Table No. 01: Shows the Distribution of Respondents According to the Gender Variable:

Gender	Frequency	Percentage
Female	100	36,50 %
Male	174	63.50 %
Total	274	100 %

This table shows the distribution of the members of the research community according to the gender variable, where we find that the number of males reached 174 individuals, which is 63.50 % of the total members of the study community, while the number of females reached 100 individuals, which is 36.50 % of the total members of the study.

Table No. 02: Shows the Distribution of respondents according to Academic Rank:

Rank	Frequency	Percentage
Assistant Professor B	47	17.15 %
Assistant Professor A	113	41.24 %
Lecturer B	47	17.15 %
Lecturer A	35	12.78 %
Professor of Higher Education	32	11.68 %
Total	274	100 % %

This table shows the distribution of the respondents according to the scientific rank occupied by each individual, where the rank of assistant professor 'A' occupies the largest number of professors with 113 professors, which is 41.24 %, followed by the ranks of assistant professor 'B' and lecturer 'B', where the number of professors is estimated at 47 professors for each of the two ranks, which is 17 %, 15 per cent for each of them, then comes the penultimate rank of Lecturer 'A' and the number of 35 professors with 12.77 %, and the last rank of Professor of Higher Education with 11. The largest number of respondents belong to scientific ranks that have not yet risen to the rank of professor, as we find that 207 professors have the rank of lecturer 'B' and below. From this we can say that the majority of respondents are still in the process of training.

Table 03: Shows the Distribution of Respondents According to the Degree Obtained:

Degree	Frequencies	Percentage
Master	153	55.84 %
PhD	91	33.21 %
University qualification	30	10.95 %
Total	274	100 %

It is clear from table 03, which shows the distribution of the respondents according to the scientific degree obtained, that the majority of the members of our research community are holders of a master's degree, with 153 individuals with a percentage of 55.83, followed by the number of individuals holding a doctoral degree (91 individuals, with an estimated percentage of 33.21 %), and in the third and last place we find the number of individuals with a university qualification degree, which is estimated at 30 individuals, which is 10.94 %. We note that the result of this table matches and confirms the result of the previous table.

Table No. 04: Shows the Distribution of Respondents According to Seniority at Work:

Professional Experience	Frequency	Percentage
Less than 05 years	72	26.27 %

05 to less than 10 years	81	29.57 %
10 to less than 15 years	37	13.50 %
15 to less than 20 years	22	08.02 %
From 20 years and above	62	22.63 %
Total	274	100 %

This table shows the professional experience of the members of the research community, where we find that the largest percentage is the category whose professional experience ranges from 05 to less than 10 years by 29.56 %, followed by the second category whose professional experience is less than 05 years by 26.27 %, then comes the third category whose professional experience ranges from 20 years and above by 22.62 %, followed by the category whose professional experience ranges from 10 to less than 15 years by 13.50 %, and the last rank is the category of professors whose professional experience ranges from 15 to less than 20 years by 08.02 %.

2- The Most Important Modern Teaching Methods and the Degree of their Use in the Teaching Process in the Universities of Guelma and Annaba:

This requirement will address the application of the most important modern teaching methods in the universities of Guelma and Annaba, and their role in building a knowledge society. Which are: The dialogue and discussion method, the research and investigation method, the problem solving method, and the group learning method.

Table N. 05: Adoption of Teaching Methods at the University Based on Dialogue, Discussion and Exchange of Information between the Professor and the Student.

Statement number	Very weak		Weak		Average		Strong		Very Strong		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
01	17	06,20	58	21,16	106	38,70	73	26,64	20	07,30	274	100

The above table shows us the extent to which the teaching method in higher education in Algeria is based on the method of dialogue, discussion and exchange of information between the professor and the student, in which we find the degree ‘average’ represents the

highest percentage of 38.70 %, and whatever it is, it is less than the average, which means that higher education in Algeria tends to the lecture method more than the dialogue and discussion method... Although the opinions of the professors of the four faculties of the two universities indicate that this method is adopted by university professors in Algeria, it is adopted at a very low rate despite the advantages and characteristics that characterise it.

We find that:¹

- It increases the learner's positivity in the educational process and his active participation in obtaining knowledge.

- It develops the learner's social skills by accustoming him to talk with his colleagues and the teacher.

- It develops the learner's self-concept through his sense of his ability to participate, understand, and interact socially.

- It leads to the economy of teaching from workshops and laboratories, as the discussion can be conducted in the traditional classroom.

This does not mean that the application or adoption of this method is completely free from defects and some shortcomings. One of the disadvantages of the dialogue and discussion method is that it 'needs a long time due to the time it takes to discuss some points, which may affect the progress of teaching and delay the implementation of the courses on time, which exposes the teacher to accountability before the authorities to supervise the education process. The discussion may also lead to some disciplinary issues within the classroom, which helps to spread chaos in the class, distracts learners, and weakens the effectiveness of the discussion and its results. It also requires professors with high skills in classroom control, follow-up, attention, formulating and directing questions, and raising motivation' ².

The researchers acknowledge that these disadvantages are not due to the use of discussion as a teaching method but can be attributed to misuse, lack of planning, and lack of experience and skill on the part of teachers.

¹ Kamal Abd Al-Hamid Zitoun, Op. Cit. p. 223.

² Souhila Mohsen Kazem Al-Fatlawi, Op. Cit. p. 125.

This method is in line with the requirements of education and teaching at the present time, in that it focuses on the learner as the centre of the educational process, thus developing his cognitive and affective abilities and giving him positive participation within the classroom, which is what the knowledge society requires to produce a conscious and productive individual in society.

Table No. 06: The Teaching Method in the Algerian University is Based on the Dialogue and Discussion Method of Teaching:

Statement number	Very weak		Weak		Average		Strong		Very Strong		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
02	48	17.51	119	43.45	88	32.11	17	6.20	02	0.73	274	100

The above table shows us the extent to which higher education in Algeria relies on the problem solving method in the teaching process, in which we find that the score 'weak' is the largest with 43.45 %. If we combine the two scores 'weak and very weak', we find that it reaches 60.96 %, which is a very high percentage, indicating that higher education does not rely heavily on the problem solving method.

The steps of problem solving, as referred to by Kamal Zeitoun in his book 'Teaching Models and Skills', are as follows:¹

- Identifying and internalising the problem.
- Recalling concepts related to the issue.
- Proposing or developing a solution plan.
- Implementing the solution plan.

¹ Abd Al-Hamid Hassan and Abd Al-Hamid Shahin: "Advanced Teaching Strategies, Learning Strategies, and Learning Styles," Alexandria University, Damanhour Faculty of Education, 2010/2011. Available on: http://www.mathmaroc.com/2015/10/pdf_24.html,24/10/2016,p4,21:15

- Realising and evaluating the solution.

This method has a number of advantages, mainly as follows:¹

- Focusing on students as the centre of the educational process.
- Focusing on the practical side.
- Developing the ability to innovate, understand and solve problems.
- Getting students used to experimenting and making sure the information is correct before judging the phenomenon.
- Accustoming students to accuracy, practical research and self-learning.

This method also has a set of disadvantages, which are mainly ²: the difficulty of obtaining information from different sources, as well as the need for more time and effort.

Through the advantages of this method, we can say that it is the most appropriate and effective method for training and teaching students, because it contributes to the formation of an individual in line with the characteristics and features of the knowledge society, which requires the application of teaching methods in which the student is the centre of the educational process, encourages him to self and continuous learning, and develops his abilities and skills in innovation, creativity and problem solving.

Table N. 07: Shows that Teaching Methods at the Algerian University are based on the Research and Inquiry Method of Teaching:

Statement number	Very weak		Weak		Average		Strong		Very Strong		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
03	30	11	64	23.44	121	44.32	49	17.94	09	3.30	273	100

¹ Deanship of Academic Development: "Some Modern Teaching Methods," Academic Excellence Series, No. 01, Kingdom of Saudi Arabia, Qassim University, 2009, p. 08.

² Deanship of Academic Development, Op. Cit. p. 08.

This table shows the extent to which higher education in teaching relies on the research and survey method, and we find that one (01) of the total respondents did not answer this statement, so the total number of respondents is: 273 individuals. From the respondents' answers, we find that most of the opinions of the research sample centred on the degree of "average" with the highest percentage of: 44.32 %. This indicates that higher education in Algeria relies moderately on the research and survey method.

We can say that this method is also considered one of the modern methods of teaching, because it also encourages the student to self-learn by searching for and investigating the truth, and it also encourages the individual to continue research in order to find solutions to the issues raised or the issues under research, and thus it also helps to form an individual with scientific and skilled characteristics in line with the requirements of the era or with the requirements of the knowledge society.

Table N. 08: Teaching Methods in Algeria are Based on the Group Teaching Method:

Statement number	Very weak		Weak		Average		Strong		Very Strong		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
04	65	23.90	108	39.70	77	28.30	21	7.72	01	0.38	272	100

This table shows the extent to which higher education in Algeria relies on the group teaching method in the teaching process, which is one of the modern teaching methods. Two (02) of the total respondents did not answer this statement, so the number of respondents is: 272 individuals. The majority of the research sample's opinions about this method were centred on the score 'weak' by 39.70 %, and if we combine the two scores 'weak and very weak', we find that the percentage rises significantly to 63.60 %, which is a rather large percentage. This indicates that higher education in Algeria is not based on the team teaching method.

Despite the importance and effectiveness of this type of education and the most important characteristics and features that characterise it. Among these characteristics, we

find that it depends on important factors, which are mainly represented in the planning that the teacher resorts to when he aims to advance his students in the search for knowledge or when he tries to address a major unit of study, address a problem, or deal with the study of a certain part of the material. In other words, such division is resorted to when the need for deep thinking precedes implementation, and such planning includes determining the following matters:¹

- Setting the objectives.
- Identifying the ways and means that enable us to reach these goals.
- Identifying the ways and means that enable us to measure the success of the final results.
- Evaluating the method and recognising its impact on students.

This method is also characterized by involving both the teacher and the student in organizing the steps of collective teaching, which is considered an important element in this type of learning. The plan outlines the objectives and shows the means by which these objectives can be achieved. It also clarifies the effort exerted to select the workflow and, finally, it illustrates the assessment of the work and how the final goals were reached.

Eighth: Discussion of the study results:

Through this section, we will analyse the results of our study based on the study variables we started with, which are the extent to which modern teaching methods are applied and contribute to the Algerian university and their role in building a knowledge society. These methods include: the dialogue and discussion method, the problem-solving method, the research and inquiry method, and the group teaching method.

1- The Method of Dialogue and Discussion:

Despite the importance, modernity, and effectiveness of this teaching method in universities, we find it being used to a moderate degree according to the opinions of the professors. Although this method considers the learner as the centre of the educational process

¹ Abd Al-Latif Bin Houssein Faraj, Op. Cit. p. 98.
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and relies heavily on them, it does not receive significant engagement and interaction from the students. The majority of our students do not pay much attention to discussing various topics within the study materials, whether among themselves or with the professor.

2- Problem-solving Method:

This method is also considered one of the modern teaching approaches and is no less important than the previous one. However, the study results indicate that the level of usage is weak in both universities, despite the fact that it also focuses on students as the centre of the educational process. It develops their ability to innovate, understand, and solve problems, and trains them in precision, practical research methods, and self-directed learning.

3- The Method of Research and Investigation:

This method is one of the most prominent modern teaching approaches as well, and it focuses on the learner as the centre of the educational process. However, we find its use to be at a moderate level. This usage is reflected in what students do by conducting research during practical classes and discussing it with their peers in the classroom and with the teacher. But this usage is insufficient and weak. Despite the importance of this method and its benefits, as it increases the learner's positivity in the educational process and their active participation in acquiring knowledge, it also develops social skills by getting them accustomed to talking with their peers and the teacher. Additionally, it fosters a sense of self through their feeling of ability to participate, understand, and engage socially.

4- Group Learning Method:

The results of the study revealed that the level of use of this method was centred on a weak and very weak degree. Through discussions and conversations with the teachers, it became clear that most of them are not familiar with this method. Although it is considered one of the modern and effective teaching methods, due to its distinctive characteristics in the teaching process, it relies on both the teacher and the learner to achieve learning objectives. The learner exerts significant effort to attain knowledge and achieve the goal, while the teacher works on selecting and organizing the method that suits the learner's abilities to accomplish the teaching objectives.

Through the previous analyses, we find that the use of modern teaching methods in Algerian universities is still weak and has not reached the required level, which affects the quality of student training and limits their contribution to the development of their society and, consequently, to the building of a knowledge-based community. Modern teaching methods are characterized by a focus on the learner as the centre of the educational process, in contrast to traditional methods (such as the lecture method), which are commonly used in all Algerian universities and across all disciplines. In these traditional methods, the professor is considered the main pillar of the educational process, limiting student participation. However, through various theoretical and field studies on this subject, one of the most important conditions and requirements for higher education to contribute to building a knowledge society, particularly through modern teaching methods, proves that these methods hold significant importance and effectiveness in shaping a competent, trained, and qualified individual who can adapt to the various changes and developments occurring in society. This is achieved through the production, dissemination, and application of knowledge in the community, as well as finding solutions to the various problems and crises faced by society, thus contributing to the construction of a knowledge society.

Conclusion:

Modern teaching methods hold significant scientific importance and benefits, as they develop the student's way of thinking and instill a sense of responsibility in them. They also spark interest, motivate learning, and excite the desire for knowledge. Additionally, these methods foster creativity and innovation, encouraging self-directed, lifelong learning, which in turn leads to creativity and the production of knowledge.

In conclusion, we can say that to stimulate and sustain motivation for university learning among students, it is essential for the instructor to present the subject matter in a teaching style that provokes thought (intellectual stimulation), inquiry, research, exploration, and discovery. Stimulating minds, awakening them, encouraging their development, and nurturing them through inquiry requires effort and a creative approach in university teaching. It also necessitates positive participation in learning and a comprehensive interaction between the educator, the learner, and the curriculum alike. This is essential to achieve the goals of effective teaching on one hand, and the functions of the university on the other, which include

preparing qualified, trained, and skilled human resources across various fields of knowledge. These individuals must be capable of adapting to various cognitive and technological developments and changes, as well as being able to produce, disseminate, and apply knowledge within their community. This is what the new era, or the knowledge age, demands.

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