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## Teaching Strategies And Competency-Based Pedagogy: A Field Study At The Higher School Of Teachers, Constantine, Algeria

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**Received: 05/04/2023**

**Published: 01/04/2024**

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### **Abstract:**

Teaching methods are considered essential elements in the educational process, playing a crucial role in delivering and addressing the subject matter to learners. Between the traditional and modern concepts of teaching methods, these have varied and differed with the approaches followed in the educational system. In the context of competency-based teaching, this applied study aimed to identify the various teaching strategies implemented in the field in primary education. This was done through the perspectives of third-year student teachers - primary education teachers - at the Higher School of Teachers, Constantine, for the academic year 2014-2015, with the purpose of determining these strategies, their characteristics, and the extent of their application differences and the pedagogy of the competency-based approach.

**Keywords:** Educational Action; Training; Competencies; Teaching Strategies.

### **Introduction :**

Teaching strategies according to the competency-based approach adopted in the new educational curricula reflect the distinct evolution of the educational activity in general and the educational process in particular. This evolution is evident in the selection of methods, the use of educational tools, and the nature of evaluation and its tools. Thus, teaching by competencies is considered a learning approach aimed at equipping learners with competencies rather than merely imparting information. It focuses on developing and qualifying learners to engage in reality, equipped with organized knowledge that enables them to act correctly and effectively in various situations they encounter. Therefore, the goal of competency-based teaching is how to acquire, organize, and apply knowledge. It also aims to prepare individuals to adapt to their reality, considering knowledge as a means to overcome the challenges they face. Primary education is a stage for imparting basic

knowledge to students and developing foundational competencies in various activities, expanding their perception of body, space, and time, and enabling students to gradually acquire information essential for successfully continuing their educational journey.

Given the importance of the primary education stage, the study aimed to explore the opinions of student teachers about the implementation of teaching strategies within the competency-based pedagogy in primary education. This was achieved by identifying the strategies included in the educational curricula for primary education: problem-solving strategy, cooperative learning, project execution, and textual approach (used in teaching Arabic language activities).

### **1. Study problem:**

The problem of this study can be formulated in the following main question:

#### **Do the teaching strategies applied in primary education and the pedagogy of the competency-based approach differ?**

The following sub-questions fall under this problem:

- Do problem-solving strategies applied in primary education and competency-based pedagogy differ?
- Do cooperative learning strategies applied in primary education and competency-based pedagogy differ?
- Do project execution strategies applied in primary education and competency-based pedagogy differ?
- Do textual approach strategies applied in primary education and competency-based pedagogy differ?

### **2. Study Importance and objectives:**

- Acquire a conception of the various teaching strategies applied in primary education.
- Identify teaching techniques within the competency-based approach.
- Define the concept of teaching strategy within the framework of competency-based pedagogy.
- Distinguish between teaching strategies and teaching methods.

### **3. Study concepts:**

- **Competency:** The ability to employ a combination of internal and external resources to face complex situations.
- **Primary education:** A fundamental and initial stage of the educational system, comprising five years organized into three phases that consider the requirements of pedagogical work:

✓ **The first phase:** considered as the phase of awakening and initial learning (first and second years).

✓ **The second phase:** deepening of learning (third and fourth years).

✓ **The third phase:** mastery of languages (fifth year).

- **Teaching strategy:** A well-structured and flexibly applied plan that utilizes all available means and resources optimally to achieve efficiency, including interactions between the student, teacher, and subject of knowledge.

- **Teacher:** A key element of the educational process, an individual who possesses knowledge, presents it to learners, and contributes to building a healthy social upbringing.

- **Learner:** The focus of the educational process, an active element in it, possessing qualities such as the desire to learn and the ability to integrate and utilize all resources in their life.

#### **4. Scope and areas of the study:**

- **Human scope:** The research was limited to student teachers in primary education.

- **Temporal scope:** The academic year 2014/2015.

- **Spatial scope:** For conducting the field study, student teachers (trainees) in primary education were chosen, and the study was conducted in primary schools within the Constantine province.

#### **5. Methodological Procedures of the Study:**

##### **5.1 Study Method:**

The task of the method does not stop at collecting data and information about the phenomena in the subjects being addressed, but extends beyond that. Since this is the aim of our research, we used the descriptive research method, especially since the subject of the study revolves around opinion research aimed at obtaining data to be analyzed, determining prevailing opinions, and understanding their nature (Aqil, 1982, p. 129).

##### **5.2 The Sample:**

To obtain a representative sample, the researchers must choose it according to a specific method and criteria, under organized and controlled conditions, ensuring it possesses all the characteristics and specifications of the original population.

The sample size was estimated at 203 out of 227 students – teachers, i.e., 89.4% of the study population. The research sample was taken from student teachers at the Higher School of Teachers (Constantine), and the following table illustrates the sample size and its distribution.

**Table No. (1):** Represents the distribution of the sample individuals by formed categories

Categories	Total of Categories	Percentage	Sample Size	Sample Categories Size
Females	215	94.71	203	191
Males	12	5.28		12
Total	227	100	89.4	203

**Source:** Prepared by the researcher

### **5.3 Study Tool, Description, and Characteristics:**

To collect the data for this study, a questionnaire was designed to verify the formulated hypotheses, in accordance with the descriptive method followed. (Adas & Touq, 1984) states, "Descriptive data are often collected through questionnaires and observation methods" (Adas & Touq, 1984, p. 110).

#### **5.3.1 Observation:**

As is known, observation is one of the first and important steps in any study. It was the first thing we did, allowing us to uncover some situations and behaviors of the subjects, and used it during the field training period in primary application institutions, enabling us to collect essential information for constructing or formulating the questionnaire items presented to the sample individuals.

#### **5.3.2 Questionnaire:**

A useful tool among scientific research tools, widely used to obtain facts, reach realities, recognize conditions and circumstances, study situations, opinions, and attitudes. The questionnaire assists and complements observation, and sometimes it is the only practical means for conducting scientific studies. The questionnaire was designed to explore the opinions of student teachers regarding the application of teaching methods within the competency-based approach in primary education. The questionnaire included 14 dimensions, each containing a set of items, with a total of 78 items.

The questionnaire items were presented in the form of closed questions with three possible answers: Yes, No, sometimes.

#### **A. Validity of the Questionnaire:**

To ensure the accuracy of the questionnaire and that it measures what it was designed to measure, the following was done:

#### **B. Expert Validity:**

The questionnaire, in its initial form, was presented to a group of experts, who were asked to give their opinion on:

- The formulation of the questionnaire questions in terms of clarity and correctness.

- The relevance of the questions set to the study subject.
- The extent to which the questions cover the various aspects of the study subject.

All this was done after clarifying the problem statement and the hypotheses of the study. After the expert review process, some questions were modified, and others added, with modifications limited to wording.

Through the results of the expert review, we observed a high degree of validity of the questionnaire, as evidenced by the experts' comments focused on some wording modifications, which were taken into account to construct the final version of the questionnaire.

#### 5.4 Statistical Methods Used:

In our research, we did not merely focus on collecting qualitative and quantitative data but also proceeded to statistically analyze and interpret them. We processed the information obtained from the questionnaire statistically after placing it in tables and tabulating it in an appropriate manner, resulting in 14 tables accompanied by interpretation and analysis of the figures they contained, in alignment with the dimensions of the study.

As for the statistical methods used in presenting quantitative data, as previously mentioned, we utilized percentages according to the following equation:

$$\text{Percentage} = \frac{\text{Number of occurrences} \times 100}{\text{Total occurrences}}$$

### 6. Presentation, Analysis, and Discussion of Study Results:

#### 6.1 Analysis and Interpretation of the First Sub-hypothesis Results:

First Sub-hypothesis state: The problem-solving strategy applied in primary education and the competency-based pedagogy do not differ

**Table No. (2):** Planning for educational activity

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
The teacher identifies the educational problem to be presented to the students	120	59.11	20	9.85	63	31.03	203	100
The teacher presents problems related to the lesson's topic and objectives	33	16.25	100	49.26	70	34.48	203	100

The teacher presents problems that are at the students' level and match their understanding	80	39.4	63	31.03	60	29.55	203	100
The teacher presents problems related to the reality of the student and their interests	90	44.33	8	21.83	105	51,72	203	100

**F**= Frequency

**Source:** Prepared by the researchers

This table shows that the majority of the participants agreed with the statements regarding the planning of educational activities. This is confirmed by the percentages shown in the table above, where the teacher formulates questions or identifies the educational problems to be presented to the students along with specifying the objectives to be achieved (cognitive, skill-based, or affective) within a certain time. These problems must be related to the lesson's topic and objectives, suitable for the students' level, understandable to them, and relevant to the student's reality and interests, which some teachers may overlook.

**Table No. (3):** Managing the educational activity

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
The teacher prepares the classroom	87	42.85	26	12.8	100	49.26	203	100
The teacher motivates the preparation of the classroom	130	64.03	23	11.33	50	24.63	203	100
The teacher organizes the students' work, whether individual or group work	146	72,92	10	04,92	47	23,15	203	100
The teacher encourages students to present their solutions without fear or embarrassment	160	78,81	3	1,47	40	19,70	203	100

**F**= Frequency

**Source:** Prepared by the researchers

From this table, it is clear that the percentages (42.8%, 64.03%, 72.92%, 78.81%) confirm that the participants agreed with the statements regarding the teacher's management of the educational activity. The teacher prepares the classroom and motivates students by

presenting the problem in an intriguing and stimulating manner, and organizes their work, whether individual or group work, in which students collaborate to solve the problem.

The teacher manages the educational activity by holding discussions about previous learnings with students and providing them with supportive resources such as sources, reviews, and scientific experiments. This aspect was lacking in the problem-solving strategy applied by some teachers. Teachers should encourage students to present their solutions without fear or embarrassment of being wrong, as the teacher's role is to clarify that mistakes in solutions are possible, and the lesson lies in recognizing and correcting the error.

**Table No. (4):** Monitoring and guidance

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
The teacher monitors the students' learning stages in each phase of problem-solving	160	78.81	5	2.46	38	18.71	203	100
Provides students with assistance and guidance	190	93,59	3	1.47	10	4.92	203	100

F= Frequency

**Source:** Prepared by the researchers

The percentages shown in the table confirm that the participants emphasized the importance of monitoring and guidance, where the teacher observes the students' learning stages through checking on them as they go through each stage of problem-solving and offers them help and guidance. It is important not to leave students unattended until the final solution is evaluated, as each stage achieves certain objectives of the lesson.

**Table No. (5):** Evaluating the students' work

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
Reinforces behaviors in students that have proven effective in reaching the final solution	160	78.81	4	1.97	39	19.21	203	100
Helps students to exclude incorrect solutions	94	46.3	38	18.71	71	34.97	203	100
Provides feedback	103	50.73	20	9.85	80	39.4	203	100

F= Frequency

**Source:** Prepared by the researchers

An initial review of the results presented in the table above, regarding the evaluation of students' work, shows that the participants agreed, with percentages (78.81%, 46.30%, 50.73%, 49.26%), that the teacher evaluates the students' work, reinforcing behaviors that proved effective in reaching the final solution and helping them to discard incorrect ones by providing feedback.

**General Results of the First Sub-hypothesis:**

Through our study of the student teachers' opinions on the application of the problem-solving strategy within the competency-based approach in primary education, we arrived at mostly positive results, particularly regarding planning for educational activity, its management, and the evaluation of students' work. This is reflected in the previously shown percentages, confirming the hypothesis. Training teachers in this approach to handling various types of problems is beneficial in several ways. The advantages of this education include developing learners' higher-order thinking skills, enhancing their ability to solve problems and face real-life situations, and encouraging learners to diversify their sources of information and not rely solely on the textbook as the only source of knowledge.

**6.2 Analysis and Interpretation of the Second Sub-hypothesis Results:**

Second Sub-hypothesis state: The cooperative learning strategy applied in primary education and the competency-based pedagogy do not differ.

**Table No. (6):** Decision-making

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
Divides students into small work groups	60	29.55	53	26.1	90	44.33	203	100
Guides and monitors the students' work	130	64.03	13	6.4	60	29.55	203	100
Assigns students to each group according to a goal to be achieved	120	59.11	3	1.47	80	39.4	203	100
Changes the seating arrangement to facilitate group work	70	34.48	50	24.63	83	40.88	203	100
Distributes roles among students in a way that enhances positive interdependence among them	90	44.33	85	41.87	28	13.79	203	100

**F=** Frequency

**Source:** Prepared by the researchers



The table and its data show that a significant portion of the participants agreed on the teacher's role in decision-making. The teacher decides when to use this strategy and defines the educational objectives (such as social skills and academic achievement). The teacher also decides on the groups and the individuals who belong to each group, assigning students to a group with a specific goal in cooperative learning (Hathroubi, 2012, p. 117). The teacher also prepares the classroom by changing the seating arrangement to allow for face-to-face interaction, with seats close and facing each other, fostering a sense of cohesion and facilitating group work. Distributing roles among group members is one of the most challenging decisions for the teacher, as they must assign roles in a way that fosters positive interdependence among students.

**Table No. (7):** Task construction

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
Explains the educational tasks to the students	179	88.17	11	5.41	13	6.4	203	100
Provides the necessary resources for performing the tasks	184	90.64	2	0.98	17	8.37	203	100
Sets success criteria	156	76.84	33	16.25	14	6.89	203	100
Defines the concepts of the new lesson to be learned	195	96.05	3	1.47	5	2.46	203	100
Connects new concepts with previous experiences	188	92.61	2	0.98	13	6.4	203	100

**F=** Frequency

**Source:** Prepared by the researchers

The percentages shown in the table above highlight the importance of task construction in cooperative learning strategy. This is confirmed by the sample through their positive responses. The teacher's role in preparing tasks that serve the lesson's objectives involves explaining the task to students, providing necessary resources, setting success criteria, and linking new lesson concepts with prior experiences.

The teacher should define cooperation operationally by identifying the desired and appropriate behaviors for cooperative learning groups, which may vary from the beginning of the work, during it, and at its end. Initial behaviors include calmness and respect, during work behaviors involve respecting peers, listening, expressing opinions, accepting criticism, and active participation. The behaviors at the end of the work should involve objective evaluation, accepting outcomes, and correcting mistakes.

**Table No. (8):** Monitoring and guidance

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
The teacher checks the students' behaviors during work and moves between groups.	173	85.22	1	0.49	29	14.28	203	100
Provides assistance for task performance.	190	93.56	2	0.98	11	5.41	203	100
Overcomes difficulties faced by group members.	189	93.1	3	1.47	11	5.41	203	100
Presents more effective procedures for conducting the work.	172	84.72	14	6.89	17	8.37	203	100

F= Frequency

**Source:** Prepared by the researchers

The participants agreed positively and with high percentages on the teacher's monitoring of student behaviors during work, moving between groups, observing their behaviors and interactions, offering assistance for task completion, addressing difficulties faced by group members, and suggesting more effective actions.

**Table No. (9):** Evaluation and remediation

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
Holds discussions with students to address mistakes made by some.	83		102		18		203	100
Evaluates the work in light of the lesson's objectives.	34		141		28		203	100
The teacher chooses the project.	181		5		17		203	100

F= Frequency

**Source:** Prepared by the researchers

From our reading of the previous table, it is noted that the sample responded positively to evaluation and remediation. After students complete the cooperative task, the teacher can conduct a test to evaluate the skills used during group work and discuss with the students to address mistakes made by some to ensure correct learning for all group members.

### General Results of the Second Sub-hypothesis:

Through our study of the student teachers' opinions on the application of the cooperative learning strategy within the competency-based approach in primary education, we found mostly positive results concerning task construction, decision-making, monitoring, guidance, evaluation, and remediation, as reflected by the percentages. The hypothesis was thus confirmed. The teacher aims to impart certain skills and knowledge to the students through cooperative learning strategy by dividing them into small work groups to accomplish learning tasks assigned by the teacher (Abdelmajid, 2005, p. 67), playing a crucial role as a guide and monitor of the students' work, and evaluating these tasks in light of the lesson's objectives, thereby defining the teacher's roles in this type of learning.

### 6.3 Analysis and Interpretation of the Third Sub-hypothesis Results:

Third Sub-hypothesis state: The project completion strategy applied in primary education and competency-based pedagogy do not differ.

**Table No. (10):** Preparation

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
The teacher chooses the project.	201	99.01	0	0	2	0.98	203	100
The teacher defines what is required from the project completion.	199	98.02	1	0.49	3	1.47	203	100
Plans the project in terms of time and resources.	163	80.29	2	0.98	38	18.71	203	100
Divides the work among group members.	127	62.57	52	25.61	24	11.82	203	100
Defines the desired outcome.	197	97.04	1	0.49	5	2.46	203	100

F= Frequency

**Source:** Prepared by the researchers

From this table, we find that a large percentage of student teachers responded positively to the statements related to project preparation, where the project is chosen, and its requirements are defined. This involves asking questions like, "What is asked of me? What do I want to achieve?" This leads to identifying resources and possibilities, then the student works on organizing and planning the stages of work, determining the necessary time, and dividing group members. This achievement is not possible unless the project is well-prepared in advance and stems from the students' own desire.

**Table No. (11): Completion**

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
Matches between the work and the outlined standards and objectives.	201	99.01	0	0	2	0.98	203	100
Motivates students to complete the project.	165	81.28	5	2.46	33	16.25	203	100
Values group work.	130	64.03	50	24.63	23	11.33	203	100
Incorporates experimental methods into practice.	127	62.55	43	21.88	33	16.25	203	100

F= Frequency

**Source:** Prepared by the researchers

The results presented in the table show a discrepancy between what is intended to be accomplished in the project and what is actually achieved, as a high percentage of trainees responded negatively regarding project completion. This is due to the absence of some practical conditions for its completion, such as stemming from the student's desire and the latter's choice of the project to be completed as part of group work, leading to decreased motivation and interest, thus making completion difficult. It's essential to ask the following questions: "What are the characteristics of the work I will complete? What is the result? How will I achieve it? What adjustments are needed? Does my work meet the standards and objectives outlined"?

**Table No. (12): Evaluation**

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
Evaluates students' work in light of the targeted competencies.	183	90.14	19	9.35	1	0.49	203	100
Assesses the extent of students' benefit from the project in other learnings.	105	51.72	64	31.52	34	16.74	203	100
Identifies and addresses areas of weakness.	121	59.6	42	20.68	40	19.7	203	100

F= Frequency

**Source:** Prepared by the researchers

An initial review of the results shows that individuals responded positively to the statements about evaluation, as reflected by the percentages shown above. The teacher evaluates the students' work in light of the targeted competencies, using formative assessment to determine the student's benefit from the project in other learnings and identify areas of weakness. The learner's role is to assist and encourage students to undertake the work, through participation in choosing the project, organizing their work, guiding them in information and resource search, and creating situations that stimulate creative thinking.

### General Results of the Third Sub-hypothesis:

Through our study of the student teachers' opinions on the application of the project completion strategy in primary education within the competency-based approach, we arrived at mostly positive results except for project completion. This aspect lacks more attention to the learner and their involvement in the project selection process and considering their desires in it, as reflected by the previously shown percentages. Thus, the hypothesis was confirmed. The goal of project completion is not just to deliver ready-made knowledge content related to a specific subject matter but to create a learning space based on diverse pathways that contribute to developing a set of competencies.

### 6.4 Analysis and Interpretation of the Fourth Sub-hypothesis Results:

Fourth Sub-hypothesis state: The textual approach strategy applied in primary education and the competency-based pedagogy do not differ.

**Table No. (13):** Preparation and Introduction

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
Uses texts in their various forms as a starting point for all language activities.	198	97.53	1	0.49	4	1.97	203	100
The teacher reads the text as a model reading.	129	63.54	65	30.01	9	4.43	203	100
Makes the text the basis for building different competencies.	199	8.02	0	0	4	1.97	203	100

F= Frequency

**Source:** Prepared by the researchers

The table shows the percentage of positive responses from the sample regarding preparation and introduction in the textual approach strategy, where the teacher makes the text the starting point for presenting linguistic activities and the major structure that reveals all

phonetic, syntactic, and semantic levels. Thus, it becomes the axis around which all linguistic activities revolve, and it is fundamental in building various competencies (reading, expressive, writing, and analytical).

**Table No. (14):** Analysis and Achievement

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
Helps the learner to utilize their prior knowledge.	139	68.47	9	4.43	55	27.09	203	100
Varies the types of texts that initiate different activities.	193	95.07	3	1.47	7	3.44	203	100
Encourages the learner to comment orally or in writing when reading or listening.	157	77.33	1	0.49	45	22.16	203	100
Trains the learner on summarizing and condensing speech.	23	11.33	97	47.78	83	40.88	203	100

F= Frequency

**Source:** Prepared by the researchers

The results shown in the table and the positive responses from the student teachers regarding the analysis and achievement indicate this, as reflected by the percentages above, except for dealing with the text in different and varied ways and training the learner to understand and comprehend what is required of them. The textual approach strategy helps learners to employ their prior knowledge and allows for diversifying the forms of expression presented to learners through varying the types of texts that are the starting point for different activities, requiring learners to become accustomed to some methods of dealing with the text, however simple: noting down information when reading and listening, commenting orally or in writing when reading or listening, describing observed objects, etc.

**Table No. (15):** Judgment and Evaluation

Statements	Alternatives							
	Yes		No		Sometimes		Total	
	F	%	F	%	F	%	F	%
Enables the learner to judge their own language abilities and potential in solving problems.	123	60.59	39	19.21	41	20.19	203	100

Allows the learner to discover the meanings and implications of words in their natural context and environment.	67	33	27	13.3	109	53.69	203	100
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F= Frequency

**Source:** Prepared by the researchers

An initial review of the table shows that a high percentage of student teachers responded positively to statements about judgment and evaluation. It is also noted that the textual reading strategy enables learners to judge their linguistic capabilities and potential in solving problems presented by the text (discovering meanings and connotations of words in their natural context and real environment, etc.).

### **General Results of the Fourth Sub-hypothesis:**

Through our study of the student teachers' opinions on the application of the textual approach strategy in primary education within the competency-based approach, we arrived at mostly positive results concerning preparation, evaluation, analysis, achievement, judgment, and evaluation, as reflected by the previously shown percentages. Thus, the hypothesis was confirmed. The textual approach relies on the cohesion between the sentences forming the text and the textual context, making the reading and writing acts based on these rules and in spiral movements.

### **7. Study Results and Discussion:**

From all the results obtained and after analyzing and commenting on the data collected through the questionnaire, we find that the general hypothesis of the research "The teaching strategies applied in primary education and competency-based pedagogy do not differ" has been confirmed. This is due to primary education teachers' conviction of the necessity to apply teaching strategies according to competency-based pedagogy. There have been numerous attempts to classify different teaching strategies based on foundations related to the elements of the educational process (teacher – learner – knowledge), which are of interest in this study. These are the teaching strategies where the learner is the center of the teaching-learning process, especially those that facilitate the transition from the logic of teaching to the logic of learning, enabling the acquisition of various knowledge and skills that embody the spirit of competency-based approach, which has become a methodological choice adopted by the Ministry of National Education in developing curricula for various educational stages<sup>1</sup>.

The strategies included in the curricula for the primary education stage are: problem-solving strategy, cooperative learning strategy, project completion strategy, and the textual

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1- Textbooks for Various Activities in the Primary Education Stage, National Office for School Publications, Ministry of National Education.

approach used in teaching Arabic language activities. The competency-based approach requires moving beyond traditional pedagogical practices centered around knowledge and the teacher, to modern practices focused on the learner, transforming the role of the teacher from a lecturer to a facilitator, guide, and manager, necessitating openness to methods and techniques of facilitation and group dynamics. This study aimed to reveal and provide an initial picture of the various teaching strategies applied in primary education and their compliance with professional practice requirements and competency-based pedagogy.

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