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# Food Additives And Health Safety In The Light Of Legal Texts And Regulations

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## **Abstract:**

The teaching process is an organised activity carried out by the professor, who is entrusted with the achievement of educational objectives resulting from the heritage, philosophy and needs of society, from the knowledge and information formed in him by experience, academic qualification and practice. Therefore, the reform of our society depends on the personality of the professor, the educator, the leader who transmits the information and knowledge in his mind to the students. He can only perform his task perfectly if he has received a cultural education in accordance with his speciality, if he is characterised by morality and responsibility, if he has the ability to perform his profession with a methodical spirit, to control teaching methods and techniques and to apply them correctly, and if he has an understanding of the students' needs. For the educational process to be successful, the rules, information and concepts must be taught using educational and training strategies that place the student at the centre of the educational process. From this point of view, we try to explore the different university pedagogical practices, focusing on the main characteristics, methodological approaches and pedagogical bases, as well as the profession of the university professor.

**Keywords:** Pedagogy, university professorship, education.

## **1- Introduction:**

Like other countries, Algeria is interested in developing scientific research. The Ministry of Higher Education and Scientific Research has set itself the goal of a comprehensive and in-depth reform of higher education, accompanied by the improvement of educational programmes. The aim is to provide quality training for better professional integration of university students, which is a fundamental basis for the importance they represent in achieving educational objectives. On the other hand, we must not forget that the profession of university professor is a highly respected one because of the social status it enjoys. It is also considered a demanding profession because their role does not end with the award of a doctorate, but their real role begins thereafter. They are called upon to make scientific progress and to lay scientific foundations that will help students during and after their academic careers. The university professor has become not only a lecturer, but also a guide to creativity and innovation for their students, a guide to sources of knowledge, a

coordinator of teaching processes and an evaluator of educational outcomes. Their roles have multiplied and they have become professor, educator, counsellor, psychological observer, social pioneer, administrative organiser, technical engineer and scientific researcher. The professor is also required to master and be familiar with all the professional skills and competences on the basis of which the planned and desired goals are achieved. Their tasks also include diagnosing education, motivating students, managing the learning environment and organising learning experiences.

The most effective professor is the one who keeps up with the changes and maintains a positive psychological impact on the learning student, considering the latter as the central axis around which and for whom all axes revolve. The distinguished professor is the one who works to rescue the weak student from his weakness and elevate him to a higher level. In this regard, (Yousef Qatami et al., 2022) point out that the teacher who succeeds in guiding the students and increasing their effectiveness is an indirect teacher because he develops the students' personalities, increases their vitality and activity, and reduces their negativity and harmony. Gp Courseware (1983) as cited in (Yousef Qatami et al., 2022) also explains that the good teacher is the one who adopts the hypothesis of organising the learning situation and providing opportunities for participation, while the authoritarian teacher practices the opposite. In addition, the good teacher is always seeking to learn more and improve his or her teaching skills, which requires continuous work and imagination to make learning situations stimulating for students' experiences and motivations.

The success of the educational process depends not only on the mastery of the cognitive material, but also on the knowledge of the methodology of teaching this cognitive material, which is seen as a continuous activity aimed at stimulating learning and facilitating its achievement. This allows the professor to progress in the field of teaching from a beginner to a distinguished professor. Therefore, in this research paper we must highlight the most important pedagogical and professional educational bases of the university for the training of the professor in order to qualify the student. Accordingly, the problem of the study is to answer the following questions:

1. What is pedagogy?
2. What is didactics?
3. What are the characteristics and methodological approaches of the university professor?
4. What is the meaning of teaching strategies?

## **2- Aims of the study:**

The current study aims to:

- Understand the foundations of university pedagogy and professional education.
- Identify university pedagogical practices (lesson preparation and planning).

- To translate academic knowledge into actual school knowledge.

The importance of this study lies in the fact that it clarifies the profession of the university professor, as it reveals the extent of their ability to practice the pedagogical competences necessary to achieve the desired pedagogical goals.

### **3- Importance of the study:**

The importance of this study also lies in clarifying that providing an efficient professor and improving the level of education will increase the effectiveness of scientific research and the development of the educational process. The professor has become the starting point and cornerstone for any reform or improvement of pedagogical programmes. Therefore, the care for their preparation and the acquisition of pedagogical competences are the fundamental pillars on which the development of scientific research should be based. The provision of the necessary pedagogical competences leads to the success of the professor in achieving the processes of teaching and learning.

### **4- Definition of pedagogy:**

The word “pedagogy” is of Greek origin and originally referred to the slave who accompanied the child in its movements. The use of the word has evolved and now refers to the educator (pédagogue). Pedagogy is the set of educational and learning activities practised by teachers and learners.

In terms of linguistic derivation, the word ‘pedagogy’ is originally composed of two Greek parts: péda, meaning the child, and agogé, meaning leadership, guidance and direction.

In ancient Greece, the pedagogue was the person (the slave) responsible for supervising children and accompanying them during their education or outings, guiding them and ensuring their upbringing without punishment.

In terms of terminology, most contemporary studies distinguish between two related uses of the term pedagogy:

**Theoretical pedagogy:** Aims to analyse education itself and is the field of knowledge concerned with the study of educational phenomena, curricula and techniques in order to improve the efficiency and effectiveness of the pedagogical act.

**Applied Pedagogy:** Is the art of teaching and education based on experimental criteria, where the teacher’s experience plays a fundamental role in his interaction with students and course materials. It is the practical activity represented by the various practices and interactions that take place within the school institution between the teacher and the learners.

Therefore, applied pedagogy aims to establish criteria for monitoring the processes of knowledge transfer, and it is a set of technical methods that, in turn, define the pedagogical techniques and methods of teaching.

Pedagogy, then, is both the practical activities and practices that take place in the classroom and the theorising that aims to rationalise and systematise these activities and practices, that is, the theorising that aims to understand the phenomena and study the methods and techniques in order to arrive at generalisations and practical models that provide the educational activity with guiding ideas and procedures.

- It is the science that specialises in the method of teaching and its techniques, and among these techniques is the application of some theories that focus on the meaning of education and its objectives.

- It is also called the science of teaching, which works to teach the teacher teaching strategies and to perceive what are the needs and educational interests of the students.

- Pedagogy also aims to achieve a sound scientific and intellectual education and upbringing of students.

The teaching process is the process of verbally transferring facts, information and concepts to the learner's mind, which is the traditional concept of teaching. However, the concept of teaching evolves according to the evolution of the philosophy and objectives of society, as well as the evolution of the concept of education. The Algerian education system has witnessed three approaches since independence until today: the content approach, based on indoctrination, as mentioned above; the objective approach, based on the logic of education; and the competence approach, based on the logic of training. The competency-based approach is a method of education and training with its own philosophy and strategy of education and training that the Algerian education and training system has adopted for about two decades, in response to the evolution of educational sciences and psychology in general, and educational sciences in particular. Modern education has adopted a set of rules that place the child or the learner at the centre of educational action and as the main partner in the teaching-learning process. The most important of these rules are (quoted from Khair el-Din Hani, 1999).

1- The child learns through activities that arise from the child's innate motivational forces. Therefore, the educator or teacher must create an environment that is in tune with these tendencies and drives.

2- Children have latent talents, elements and capacities. It is the role of the educator to awaken these by presenting the child with complex, ambiguous and attractive problems to solve, thereby helping the child to discover his or her own abilities.

3- Consideration of individual differences is essential in the whole educational process and particularly in the teaching-learning dynamic.

4- A concerted effort must be made to develop the child's abilities to the full, within the parameters of supportive social conditions that allow teaching methods to be adapted to this social characteristic.

5- Educational and teaching practices should be based on scientific standards derived from research and studies in the fields of psychology and education, which have undergone significant advances.

6- Modern educational curricula, teaching methods and learning strategies should be based on contemporary philosophical and social systems that differ from the foundations of classical education. These include pragmatist and existentialist philosophies, as well as liberal political systems, free market economies, and the scientific and technological nature of knowledge and its globalisation.

7- The contemporary educational curriculum seeks a holistic approach to the development of the child's intellectual, psychological, emotional, physical and behavioural components, taking into account the natural, social, economic and other elements that make up the child's lived world, studying its conditions, problems, deficiencies and diversity.

The role of the teacher has now become one of guiding, facilitating and stimulating the learning process among the students, thereby unleashing the talents and capacities within the youth, which can then be channeled into creative contributions to the cultural advancement of society.

### **5- The function of pedagogy:**

In the time of the Greeks, the educator was the person who accompanied the child on his way to the teachers. The pedagogue was not a teacher, but rather an educator who took care of the child, held his hand and chose the appropriate teacher and type of education for him according to his own ideas. (Ben Issa, 2008). Over time, the pedagogue changed from an educator to a teacher, and thus pedagogy, which was associated with educational values and ethics, evolved into a methodology of teaching and presenting knowledge. In a broader sense, it is the art of teaching, using various methods for education.

Therefore, the term "pedagogy" is derived from the Greek language and its purpose is to facilitate learning through a method that helps the student to participate in activities related to the educational process, through listening, speaking and writing during the lesson. Its basic objectives include modelling and teaching students to find solutions to simple problems, using technology and integrating it into activities to help students find the correct solutions to problems they encounter during the lesson.

Pedagogy is divided into general pedagogy, which applies to everything that is related to the relationship between a teacher and a pupil, with the aim of educating or training the child. Whereas, specific pedagogy describes the learning method according to the subject or school being taught (Jaber Nasruddin, 2009).

### **6- The concept of didactics:**

Researchers are divided in their view of teaching. Some consider it an art in which the teacher refines the personality of the pupils and develops new habits in them. Others see

it as an applied science that follows specific psychological and educational principles, laws and theories. Some see it as both a science and an art, since it is an art because the teacher demonstrates his or her innovative and aesthetic abilities in thinking, speaking, moving and interacting (Ben Brika, 1994). Didactics or the science of teaching is the scientific study of the content, methods and techniques of teaching, as well as the activity of both the teacher and the learners and their interaction in order to achieve the objectives set. On the one hand, it is concerned with the subject matter and the difficulties that may arise in teaching it, in terms of its content, concepts, structure and logic. Secondly, it is concerned with the learner through the construction and organisation of learning situations that provide knowledge, skills, competences, attitudes and values. Thirdly, it is concerned with the teacher and his or her role in managing the learning and achievement process.

According to a group of contemporary researchers in educational science, a distinction can be made in the definition of didactics:

**General didactics:** This approach seeks to generalise the summary of its findings to the whole range of educational subjects. It is concerned with the study of the general laws of teaching and the issues raised by the didactic transfer of scientific knowledge into school knowledge, as well as the issues related to the didactic triangle and the systemic interactions between its three poles, and the basis of the didactic contract or agreement in defining the tasks, roles and functions of both the teacher and the learner.

**Specific didactics:** This approach is concerned with the educational activity in the classroom in relation to the subject of study, that is, thinking about the educational objectives of the subject and building strategies for teaching it, such as the didactics of mathematics, physics, or history (Nawari, 2016).

Didacticians argue that the inclusion of the subject of study in the concerns of didactics stems from the fact that the latter is not merely a simplification and reduction of scientific knowledge, but a new construction that the specialist cannot undertake. The specialist is qualified to classify knowledge and make the necessary adjustments to it, i.e. the selection and organisation of what the student needs to learn in terms of knowledge and historical issues is the responsibility of the specialist in history, what needs to be learned in mathematics is the responsibility of the specialist in that field, and so on.

At the epistemological level, didactics is concerned with the subject matter, in terms of its nature, structure, starting point and methods of study.

At the pedagogical level, didactics studies the methods and techniques of teaching the subject matter and the difficulties encountered in learning it.

### **7-The difference between pedagogy and didactics:**

(Rachid Banani, 1999) “finds it difficult to distinguish between them and to draw the boundaries that distinguish one from the other. And that didactics is an extension of pedagogy and its product and offspring”.

If pedagogy is the field that is interested in studying the various interactions that take place between the teacher and the learner, didactics is particularly concerned with the subject matter, in terms of its nature and structure, as well as its objectives and how to build and organise learning situations.

### **8- Definition of the teaching-learning process:**

A process in which there is an interaction between two parties, a teacher and a learner, each of whom has a role to play in order to achieve educational goals, whether at the cognitive, affective or psychomotor level, and which includes the following stages

1- The preparation and planning stage, in which the objectives, means, methods and techniques are determined.

2- The implementation stage, which includes the implementation of teaching and learning strategies and activities, and the role of both the learner and the teacher in achieving the objectives.

3- The stage of determining the means and tools of measurement.

4- The evaluation stage, and what it involves in terms of interpreting the data that would allow the teacher to know the extent to which the objectives have been achieved, and therefore to propose support and treatment plans.

### **9- Definition of the didactic triangle:**

The didactic triangle represents the educational situation as a system that brings together three unequal poles: student - teacher - knowledge, and the interactions that take place between each pole in relation to the other two.

Didactics is concerned with the study and analysis of the questions and phenomena generated by these interactions.

#### **1- On the axis representing the relationship between student and knowledge (the psychological dimension):**

This axis focuses on the mechanisms by which the student acquires knowledge and the obstacles and difficulties that may hinder this acquisition (how does the student construct his learning?).

#### **2- The axis representing the relationship between teacher and knowledge (the epistemological dimension):**

This axis is the preferred field of didactic research because it focuses on the knowledge to be taught: its concepts, topics, references and the organisation of the teaching process... In other words, how to reconstruct academic knowledge and present it in the form of curricula and programmes (school knowledge), which has contributed to the production of a conceptual apparatus such as didactic transposition.

### **3- The axis representing the relationship between teacher and pupil (the praxeological dimension):**

At this level, the focus is on

- The many complex tasks that the teacher has to control in order to facilitate learning.
- The methods and techniques that the teacher will use to ensure the success of the interaction between the learner and the knowledge (i.e. the effectiveness and success of the didactic action).
- The preparation of didactic situations, the construction of teaching sequences and activities and the construction of assessment situations.

### **10- Definition of didactic transposition:**

According to G. Arsac, didactic transposition is “the set of transformations that a given body of knowledge undergoes in order to make it suitable for teaching”.

### **11- Definition of the didactic contract:**

It is defined as “the set of teacher behaviours related to the construction of knowledge and its acquisition by the learner, and the set of learner behaviours expected by the teacher”.

It is the set of rules that implicitly determine what is expected of each partner in the didactic relationship. (Mohamed Derrij, 1984)

### **12- Characteristics of the student:**

The university student must be physically and mentally healthy, emotionally and affectively balanced, not mentally disturbed, and have a normal behaviour capable of interacting with others.

### **13- The University Professor:**

#### **13-1 Attributes that the University Professor must have:**

Among the qualities that the university professor must have are the following:

- To be a good role model for his/her students
- To be committed and competent in the field of education
- To be able to make the best use of the teaching resources available
- Fairness in dealing with his/her students

The professor must be humble and not arrogant towards his/her students or others.

- The professor must be patient.
- The professor must have a spirit of continuous research and try to develop his/her scientific skills and efficiency by reading and keeping abreast of the latest publications,



whether related to the content of the subject he/she teaches or the way it is presented, by interacting and dealing with other professors and professionals in the same scientific field.

### **13-2 Essential characteristics of a good university teacher:**

#### **13-2-1 Teaching skills:**

Although the training of students in the LMD system (Licence, Master, Doctorate) places the student at the centre of the educational process and aims to transform the student from a mere acquirer of knowledge through memorisation and recall to a practitioner, thinker and creator, this does not mean that the role of the university professor is limited. The professor is called upon to choose the most appropriate teaching methods, curricula, means and tools to suit the activities presented to the students. Therefore, educators emphasise the need to prepare teachers, to provide them with continuous theoretical and scientific training, to monitor their growth within the school and to define the necessary pedagogical competences. Appropriate programmes should be designed to support these competences and use them for the different aspects of the educational and pedagogical process. These competences include:

**1- Lesson planning skills:** The planning process involves the formulation and maintenance of teaching objectives in observable and assessable language. The competent teacher is the one who practises planning and formulation skills according to the students' abilities, preparation and stage of development. In addition, the teacher has the ability to prepare the teaching situation in an organised and precise way, defining the necessary steps and stages and balancing the choice of appropriate means and activities with the objectives set. Lesson planning helps the professor to understand the goals of education and reduces spontaneity in teaching. (Ali Rashed, 2005) pointed out that the professor organises the experiences, situations and the appropriate teaching environment through their organisation and the suitability of the environmental conditions for learning, the organisation of the students' roles in their interactions with the events and situations presented to them during the teaching process, and the organised use of technologies, means and tools.

Then the teacher must be familiar with the curriculum he will be teaching in terms of its philosophy, objectives and content. He must also be familiar with the psychological, social, physical and emotional characteristics of the students, as well as their motivations and abilities.

The importance of lesson planning can be summarised in the following points:

1. Planning provides the teacher with psychological security and reassurance and removes sources of tension.
2. Planning provides the teacher with a pedagogical experience by helping him to start with the most important things and to decide when to move on to the next step.

Planning requires the teacher to carry out the following procedures:

1. Formulate the objectives of the lesson: These are the basic axis of the teaching-learning activities and refer to what the teacher plans to study in terms of goals and the means to achieve them.
2. Defining the teaching methods: Identifying the pedagogical means and determining the teaching strategies.
3. Balanced distribution of topics over time.
4. Taking into account official holidays and national occasions in the plan.
5. Establish a precise timetable of lessons and weeks for the implementation of the required plan.

The daily plan must contain the following elements:

- Formulate the general aim of the lesson.
- Precise formulation of the behavioural objectives of the lesson.
- Identifying the target areas (cognitive or psychomotor).
- Identifying the appropriate teaching resources for the lesson topic or educational situation.
- Determine the appropriate teaching method.
- Planning the evaluation of the lesson (questions and tasks).

**2- Teaching implementation skills:** The role of the teacher as the executor of the curriculum is emphasised, according to (Abdul Salam Moustafa, 2007), as an effective factor in providing the necessary conditions and suitable environmental circumstances for compliance with the curricula and emphasising the course of the curricular processes.

In most cases, the teacher finds it difficult to identify the teaching aids that contribute to stimulating learning motivation, and he does not use all the support materials during learning. He also finds it difficult to carry out integrated teaching activities and he finds it difficult to control the appropriate teaching method for each teaching situation. Sometimes he discusses group work in front of everyone. While he does not find it difficult to organise daily teaching activities, he links the organisation of new information to previous acquisitions and he is able to formulate good teaching questions appropriate to different teaching situations, which may be due to the nature of the LMD (Licence-Master-Doctorate) system, which has become necessary for the teacher to master the concepts, use cognitive resources and learn integration.

The competences for the implementation of the lesson require the teacher to be able to carry out the following teaching tasks

- 1- Prepare the lesson in such a way as to arouse the interest of the students.
- 2- Diversify teaching methods (lecture, didactic dialogue)

- 3- Use teaching aids correctly and at the right time.
- 4- Use a variety of questions to check understanding and take account of individual differences between students.
- 5- Make sure that students understand before moving on.
- 6- Ensure that students discover the information themselves rather than having it given to them.
- 7- Record important observations.

**3- Teaching evaluation competences:** these are the set of procedures that the teacher carries out before, during and after the teaching process, with the aim of obtaining quantitative and qualitative data on the learning outcomes, in order to know the changes that have occurred in the students' behaviour, using a set of tools (oral and written questions, or observation of specific behaviours).

The evaluation competences include the teacher's ability to carry out the following tasks:

- 1- Match the questions to the objectives.
- 2- Diversify the questions asked between oral, written and performance.
- 3- Ensuring that all students have an equal opportunity to respond and not focusing on a particular group.
- 4- Make the questions clear.
- 5- Discuss the main elements of the lesson.

**4- Communication and interaction skills in the classroom:** Most educational studies in the field of pedagogy emphasise that the teacher's success in achieving the processes of teaching and learning depends to a large extent on the nature of the communication between the teacher and his students, and among the students themselves.

Classroom interaction aims to:

- Help the teacher to develop his teaching method.
- To increase the vitality of the students in the educational situation, as it works to free them from the state of negative silence and withdrawal to a state of exploration and discussion.

### **13-2-2 Evaluation:**

Evaluation is inseparable from the teaching and learning process, and therefore the university professor must use the following forms of evaluation according to the stage in which it is applied, before the start of learning, during learning or at the end of learning:

**1- Preliminary evaluation:** This is the evaluation that is usually used before the beginning of the educational programme, in order to know how much information the

students have about the subject they are going to study and to ensure the scientific background of the students.

**2- Formative (continuous) evaluation:** This is the evaluation that takes place during the educational process and its aim is to provide the teacher and the student with feedback to improve teaching and learning and to know the extent of the students' progress.

For this type of evaluation, there are several tools that the teacher can use, such as: homework assignments, evaluative questions posed during class, short research papers and reports, solving exercises and criterion-referenced tests.

This type of assessment helps the learner and follows up the difficulties they are facing, trying to solve them step by step until their performance develops, with the aim of qualifying them and ensuring their mastery of the material they find difficult.

**3- Diagnostic evaluation:** This evaluation is linked to the formative evaluation in order to ensure the continuity of the evaluation. Its aim is to diagnose learning difficulties and to identify strengths and weaknesses in the level of academic achievement, as well as to identify common errors among students in their knowledge, skills or attitudes (Mohamed El-Taher & Ali, 2006).

From this diagnosis, we understand the assessment of the extent to which the students possess the previous basic competencies, and in case of lack of control over them, the teacher prepares remedial and compensatory activities.

**4- Final/Summative Evaluation:** This is a structured evaluation process that takes place at the end of the academic year to determine the success or failure of learners. It aims to assess the extent to which the curriculum has achieved its objectives by evaluating the learner's mastery of the core learning outcomes of a particular course. It also serves to determine the level of achievement of the students as a basis for their promotion to a higher class. (Mohammed bin Yahya and Abbad Massaoud, 2006)

### **13-2-3 Teaching strategies:**

Teaching strategies are the mediating link between the university teacher and the students. They are the basic tools that teachers rely on to convey their knowledge and academic messages. The success of the teaching-learning process depends on the objectivity and accuracy of the teaching methods used.

Teaching strategies and methods are influenced by the educational philosophy of the educational system. They may be traditional, with the teacher at the centre of the educational process, or they may be modern, student-centred approaches. The latter have developed alongside the evolution of educational philosophies and the emergence of contemporary student-centred theories. These have shifted from traditional top-down communication methods based on lectures and direct instruction to modern strategies based on feedback and student-centred approaches. Given the scarcity of information

about modern teaching methods, despite their pedagogical and pedagogical importance for all those involved in the educational process.

### **The concept of strategy:**

Strategy is a set of deliberate and planned actions in the form of steps and activities designed to make the educational process more enjoyable and effective. The term was originally used in the military sphere because of its long-standing association with military victories or failures on the battlefield. Its meaning then evolved to refer to the art of military leadership in the face of difficult circumstances, before being transferred to other social, political, economic and educational domains.

The word “strategy” refers to a pattern of actions and behaviours used to achieve certain results, and these actions and behaviours operate accordingly to achieve undesirable results. In sociology, strategy is defined as “the activity associated with the achievement of goals and objectives, which presupposes that the goals have been clearly defined, such as the universalisation of compulsory education or the eradication of illiteracy or unemployment” (Hamed Amara, 1959). (Hamed Amara, 1959, p. 81).

It is clear from this that strategy is the art of using means to achieve ends, and for the military it involves selecting practical methods to achieve objectives, and then developing and coordinating implementation plans. For educators, strategy is the course of action adopted by a system over a relatively long period of time to achieve its desired goals, solve its fundamental problems and implement its policies.

Teaching strategy refers to a set of steps and practices that the teacher follows in the classroom to achieve the set or prescribed objectives. It includes several elements such as the organisation of the lesson, the introduction of the lesson by stimulating the students’ motivation, the identification of the educational activities and the settings for them, the type of interaction that can take place in the classroom, the teaching method that the teacher uses and the evaluation approach.

The concept of teaching strategy refers to everything related to the teacher’s approach to delivering the content to students in order to achieve a specific goal. It includes all the means the teacher uses to manage and control the classroom, as well as the general atmosphere experienced by the students and the physical arrangements that help to bring the students closer to the desired ideas and concepts.

**Components of teaching strategy** include,:

- Clarity and definition of teaching objectives.
- Teaching based on the connection between experience and subject matter.
- Examples, exercises, problems and a variety of teaching aids in terms of type and method, represented by a variety of teaching methods that take into account individual differences among students in order to achieve the desired goals.

- The educational environment and the organisation of the classroom for teaching, based on an understanding of the nature of the learner, the learning process and its methods.
- The reactions of learners at different levels, resulting from the variables organised and planned by the teacher.

The terms 'teaching method', 'teaching approach' and 'teaching strategy' are sometimes used interchangeably, but a distinction can be made between them. Teaching strategy is broader than teaching method. Teaching strategy includes the planned and organised set of teaching methods, tools, techniques, assessment and evaluation processes. Teaching method, on the other hand, refers to the specific steps and procedures used by the teacher to deliver the lesson. The teaching method is influenced by the approach adopted by the teacher, which may be traditional or modern. However, the teaching style includes the whole set of activities influenced by the personality of the teacher.

### **Conclusion**

In light of the current changes, there is a need to establish a clear vision for education, its strategies and plans, as well as to develop the standards and specifications that education should follow to achieve high quality, contributing to educational and economic reforms to achieve the set goals. This can be achieved by transforming educational institutions into interactive learning environments characterised by creativity, excellence, scientific production and development projects, based on modern and advanced teaching methods and technologies that develop students' innovative thinking skills. This can only be achieved if we focus on the success of the interactive relationship between the teacher and the learner and consider the elements of this interaction, such as teaching methods, curricula, technological and informational resources, development programmes, training courses and working conditions, as intervening variables. Psychologists and human engineers have emphasised that for a person to work comfortably and safely, his work must be adapted to his abilities, interests and working conditions. Therefore, it is necessary to pay attention to the rights and needs of the university professor, who is one of the crucial pillars in achieving the requirements of educational quality and professional development, in order to enable them to perform their duties to the full.

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