Practical Education Problems for the Student - Teacher, Department of Geography, College of Basic Education

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The current research aims at identifying the problems that face student- teacher in the geography department. In the practical education program in the college of basic education – university of Babylon the necessity for putting a suggested view to overcoming the problems that face student- teacher during the practical education. The current search limited to: Fourth-year student teachers in the geography department, college of basic education. A study tool is a survey tool prepared by the researcher. The second section 2017-2018 of the study tool was selected. The current research leads to a set of recommendations that can address some of the problems related to practical education.

Key words: *Student-Teacher, Practical Education, Educational Supervisor.*

Introduction

Education is an important and major role in the lives of peoples alike. Its importance has emerged through the development of these societies and their social, economic and scientific development through increasing the capabilities of their children and revealing their talents and abilities. Education is a factor for building a person and a tool to guide and mature it, because through education people can build thinkers at the national and international levels. (Al-Qa'im, 1995, p. 9) Educational institutions are concerned with preparing the teacher in all its aspects, where the focus is on the teacher's personality, values, attitudes and creating opportunities for success and creativity. Alaa Al-Maleh is the backbone of educational preparation because it is the actual practice of the student - the teacher who has not been absorbed in theory for four years of study so that he can practice the teaching profession. (Abu Namra, 2007). Researchers believe that the success of practical education is related to

the ability of the student teacher to adapt to the new atmosphere and get out of the university atmosphere of the educational institution (the school) and the student - the teacher moves during the period of practical education from the learner site to the role of the teacher gradually under the supervision of the supervisor, which helps him to develop his professional skills And assessing the performance of the teacher during the practical training period in the light of the standards and principles that measure his professional skills. And the extent of its application to the educational principles and theories learned at the university level, and the current research problem is determined by the following question (What are the problems of practical education for the student - teacher in the Department of Geography, Faculty of Basic Education).

Importance of Research

GMT sees the concept of education and the vision of the educational process has been modified as a result of the crystallization of economic, political, cultural, and educational theories. Education no longer means transferring or communicating information to young people by teachers, but it becomes a more comprehensive concept. Karim and others, 2008. (Practical education is the backbone of the teacher preparation program, so interest in it is the cornerstone of the success of these programs, and some call practical education the name of field education or field training, and whatever the name, the concept of practical education is limited to being the field The application that allows the student - teacher to develop the theoretical content of the educational and professional aspect of the subject of actual application and translate it into tangible reality under qualified supervision. Faculty members who have new educational experience. (Ramiz Muhammad Arafat, 2011). The importance of the current research is demonstrated by:

1- Shed light on the reality of the problems encountered by the student - teacher geography department during the actual application phase.
2- He studied the importance of practical education as a field that allows the student-teacher practice of specialization after four years of study dealt with the experience and skills necessary to carry out the application.
3- The benefit of academic supervisors on practical education to determine the strengths and weaknesses in order to avoid deficiencies and establish the necessary treatments.

Research Objective: The current research aims to: Identify the problems of practical education, student - teacher, Department of Geography, College of Basic Education.

Research Limits

1- A sample of students of the fourth stage - Department of Geography, College of Basic Education, University of Babylon, who started the actual application in schools.
2- Academic year (2017-2018), second semester

Defining Terms

1- the problem
2- Practical education
3- The student - teacher

Problem: Al-Zughul (2003) defined it as ((a specific stop that calls for attention and deserves research and investigation))

And Al-Samarrai (2004) defined it as ((the difficulty that turns between the student and his goal)

The researchers know the problem procedurally:
1- A number of obstacles facing the fourth stage students in the actual application stage- Geography Department - College of Basic Education.
2- Practical Education: - Abees (2015) defined it as that organized educational process that aims to provide opportunities for students - teachers to apply most of the concepts ,principles, and theories that are represented in the school in a way that leads to student acquisition - teacher educational competencies (Abees, 2015)

The researchers define practical education procedurally: It is that field that allows the student - teacher to apply what has been learned during the four academic years of theories, concepts and facts and to perform them correctly within the stage of actual application.Procedural definition of the student - the teacherHe is the student who is enrolled in the College of Basic Education, and who is expected to work as a teacher after completing the requirements of the course scheduled in a college, including the practical education program.

Previous studies

1- Saeed Harb's Study 2009
(Practical education problems among the trained students) The study aimed to identify the problems facing the student - the teacher from his point of view, in order to reach a proposal for some solutions to these problems . The study sample consisted of (100) students from all

Palestinian governorates in Gaza, and the two researchers followed the descriptive analytical approach and using a questionnaire to monitor the problems facing the student - The teacher during the field training is made up of (36) paragraphs distributed in three dimensions: (problems caused by the educational supervisor, problems caused by the teacher, and problems resulting from the school). One of the most important findings of this study is that the problems related to the educational supervisor are the highest percentages (71, 75% (Followed by those related to the training school (64.64%) . The study recommended that attention should be paid to the educational methods of education in place and urge universities to set adequate standards for selecting the educational supervisor for field training(.Said Harb, 2009)

2-   Mostafa Khawaldeh and Fathi Mahmoud's Education 2010
(Practical education problems faced by students - teachers in the field of child rearing) The study aims to involve the largest number of qualified teachers in training students- teachers to provide them with specialized educational, cultural and social competencies, as well as reviewing the process of existing educational programs in terms of planning, implementation and the necessity of developing educational pictures of cafes Necessary for the teacher preparation program and following researchers in the descriptive and analytical approach, the study demonstrated that the educational competencies of the principles of education, curricula and psychology, the study showed the need to emphasize these competencies during the preparation period, and the study confirmed It is estimated that (150) credit hours are sufficient for the teacher numbers program to cover the answer (cultural, educational, and specialized). (Mustafa Khawaldah and Fathi Mahmoud 2010) Benefiting from previous studies benefited from previous studies, and this certificate can be determined through

1- Determining the current research problem and its purpose.
2- See the relevant sources for the current research topic.
3- Choose the appropriate statistical means for the current research procedures.
4- Analysis and interpretation of the results of the current study .

Chapter III
Search Procedures

This chapter includes a presentation of the research methodology and procedures, selection of the research sample, and preparation of its tools

First: Research method- :The researchers adopted in this study, the descriptive research methodology because it is commensurate with the nature of the current research, as the descriptive research aims to describe phenomena and specific events and gather information about them.

Second: Research Society: The current research community is represented by the fourth stage students - Geography Department in the actual application stage in their schools and their number was (90) male and female students .

The Research Sample

1- The Exploratory Sample: The two researchers chose (20) male and female students randomly from the fourth stage students, and they formed 22%.
2- The core sample: - The basic sample of (70) male and female students was appointed after excluding the members of the survey sample.

Third: The research tool: - In this study, the two researchers adopted the construction of a questionnaire judged by a group of specialists. The questionnaire is distributed to a sample of students - teachers in the application stage, College of Basic Education, Department of Geography, estimated at (70) male and female students. Tool Validity: - The questionnaire is considered valid if it measures what has already been prepared to measure it. Therefore, the researchers adopted clear honesty that verifies the validity of the tool by displaying the questionnaire paragraphs to a group of arbitrators and by using the box (all paragraphs (k Calculated) have a job at the level of 05% is accepted. **Stability decision**: Consistency is one of the main features that must be fulfilled It is intended to continue in the case of repeated use and to give the same results every time, and this requires the availability of appropriate conditions for application each time (Al-Awda, 2002). Therefore, the researchers used the decision-re-method by distributing the questionnaire twice to a sample of (20) students on 2/23/2017, then the questionnaire was re-applied on 3/3/2017 By requesting the Persu correlation coefficient, it was found that the persistence coefficient was 82%, which means that the persistence is high, and after completing the application of the exploratory questionnaire, the researchers applied their research to the fourth stage students / Department of Geography (sample) during the actual application period of the academic year (7201).

Statistical Means

1. Check the K box to extract the validity of the tool

$T^2 = T[(L-K)^2 / Q]$

T= Total

L= observed frequency

K= expected frequency (Abu Hatla, 2005, p. 30)

Pearson correlation coefficient of tool stability

$R = YXTN-(YT)(XT)/ \sqrt{(NT^2X)^2(TX)(NT^2Y)-(TY)}$

3. Percentage: To find the ratio of the research sample and the ratio of the sample variables to the whole sample.

Ratio = (partial number) / (total number) x 100

(Tawfiq, 2007, p. 42)

4. Weighted mean: The weighted description was adopted to describe each paragraph of the research tool and to know its value and ranking in relation to the other paragraphs.

Weighted mean = (t1 * 3 + t2 * 2 + t3 * 1) / (T mag)

5. Percent Weight: for the overall arrangement of the vertebrae

= (Weighted mean) / (maximum grade) x 100

Chapter Four

Analysis and Interpretation of Results

This chapter includes a presentation of the results of the research according to its goal by revealing the problems facing students of the fourth stage in the stage of actual application

The paragraphs of the questionnaire were explained as follows:

Centenary weight	Weighted mean	Paragraph	Paragraph sequence of the questionnaire	No.
84,66	2,54	The supervisor explains the learning objectives of the student-teacher	7	-1
83,66	2.51	Providing student-teacher training lessons before implementation	8	-2
83,33	2,50	The school administration cooperates with the student-teacher	1	-3
81,61	2,45	Student - teacher gets motivated by supervisor	2	-4
80.66	2,42	The supervisor is concerned with the follow-up of the student - teacher and its continuation	12	-5
80	2.4	The supervisor prepares a student- teacher follow-up card on the course of teaching	10	-6
79,33	2,38	The time allotted for the application was to complete the application requirements	3	-7
79	2,37	The availability of teaching aids	4	-8

78.33	2,35	The school is far from the student's residence	5	-9
77,33	2,32	The student supervisor - teacher helps to use different activities	11	-10
77	2,31	Instructs the student - teacher how to manage time	9	-11
76	2,28	The student- teacher supervisor continuously follows up	6	-12

1- A paragraph ((The supervisor explains the educational goals of the student - the teacher)), ranked first with a weighted average of 2.54 and a weight of 84.66%. The researchers believe that the students have achieved the educational goals and not applying them correctly increases the student's problem - the teacher because he does not have prior knowledge of the goals to facilitate an educational subject.

2- Paragraph ((provides practical lessons for the student-teacher before applying) occupies the second rank with a weighted average of 2.51 and a weight of 83.66 due to the lack of training lessons provided to students and their failure to understand the correct form of the period of practical application, and this makes him face a major problem during the application period.

3- A paragraph ((The school administration cooperates with the student - the teacher)) in the third rank with a weighted average of 2.50, due to the lack of cooperation of the school administration and the complete lack of acceptance of the student's presence - the teacher generates a negative view of the student - the teacher as undesirable.

4- A paragraph ((the student is motivated - the teacher by the supervisor)) occupies the fourth rank with a weighted average of 2.45, and the weight of 81.66, due to the lack of the supervisor's motivation for the student - the teacher and made him reckless towards the application and his little help in overcoming the difficulties that he may face in The beginning of its application.

5- Paragraph ((The supervisor concerned with student follow-up - the teacher and its continuation in a timely manner)) ranked fifth with a weighted average of 2.42 and a weight of 80.66, and the reason for this is that some supervisors may ignore the follow-up of his students and ask him about how he worked and his continuity in time, but they resort to His usual visit.

6- A paragraph ((the supervisor prepares a follow-up card for the student-teacher for the teaching path)) at the sixth rank with a weighted average of 2.4 and a weight of 80 percent, because few supervisors work as a follow-up card for their students during the application period.

7- Paragraph ((the time specified for submitting the application is sufficient to complete the application requirements) ranked seventh with a weighted average of 2.38 and a weight of 79.33%, which means that the period covered by the application is almost insufficient to accommodate the student-teacher and mother in all matters of the actual application.

8- The paragraph ((Availability of teaching aids for teaching) came in the eighth position with a weighted average of 2.37 and a weight of 79%, because some primary schools did not use the teaching aids listed for each subject. The student-teacher can use it daily and its link to the academic topic.

9- A paragraph ((The school is very far from the student's residence)) ranked ninth in the weighted average of 2.35 and a weight of 78.33, this condition may be experienced by some of our students who are away from schools from their areas of residence, which may negatively affect the course of the teaching process.

10- A paragraph ((the supervisor helps the student - the teacher to use various activities)) ranked tenth with a weighted average of 2.32 and a weight of 77.33 percent, due to the weakness of some supervisors in communicating with his students and helping them in how to use various activities in the classroom.

11- A paragraph ((directs the student - the teacher on how to manage time)) won the eleventh rank with a weighted average of 2.31 and a weight of 77 percent, and this means the lack of knowledge of the student - the teacher on how to divide the class and manage the time of the lesson so that it includes all the vocabulary of the lesson's daily plan.

12- received a paragraph ((following the student 's supervisor - the teacher continuously)) , the twelfth rank in central weighted 2,25 weight percentage 76, and this is evidence of a follow - up and that was a few by the supervisor for the students and visit them regularly and see the application tasks.

Conclusions and Recommendations

Conclusions

Based on the results of the current research, the following can be inferred
1- The limited use of educational aids in the classroom.
2- Lack of competencies for the goals provided by the student-teacher.
3- Most students face noticeable difficulty in the application stage due to fear or embarrassment.
4- The lack of a suitable school climate that the student-teacher can live during the application stage.
5- Lack of confidence in students 'abilities to practice the teaching profession.

Recommendations the current research reached a number of recommendations, the most important of which are:

1- Intensive use of classrooms.
2- Encouraging the student - teacher to accept the opinions and suggestions of the supervisor and the manager.
3- The possibility of helping the student - teacher to solve his problems in the classroom.
4- Holding periodic meetings for the student - teacher to determine the most important difficulties encountered during the application period for the purpose of developing appropriate solutions.
5- Student help - teacher how to manage time in class.
6- Intensifying field visits to the school supervisor.
7- Choosing schools near the student's residence.

The Researchers Propose the Following

1- The reality of practical education from the point of view of educational supervisors.
2- The extent of compatibility of quality standards in the stage of practical education.

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APPENDIX

Accessory (1)
University of Babylon
Faculty of Basic Education
S / questionnaire
Dear student - Applied
Dear Student - Applied
Good greeting:
For the purpose of identifying practical education problems for the student - teacher, geography department, college of basic education, so the two researchers hope to answer this questionnaire and determine the extent of the problem of each paragraph, and put a sign (√) in the field that you consider appropriate (a major problem, a secondary problem, not a problem)
Student - teacher questionnaire
Geographical department

No problem	Minor problem	A major problem	Paragraph	No.
			The school administration cooperates with the student-teacher	-1
			Student - teacher gets motivated by supervisor	-2
			The application time is sufficient to complete the application requirements	-3
			The availability of teaching aids	-4
			The school is very far from the student - teacher residence	-5
			The student-teacher supervisor continuously follows up	-6
			The supervisor sets the learning objectives for the student - teacher	-7
			Training lessons are offered to the student - teacher surnamed app	-8
			Instructs the student - teacher	-9

			how to manage time	
			The supervisor prepares a student - teacher follow-up card on the course of teaching	-10
			The student supervisor-teacher helps to use different activities	-11
			The supervisor is concerned with the follow-up to the student and his continuous work	-12