

The Degree of Availability of Teaching Competency Standards among Students of the Diploma in Educational Qualification at A'Sharqiyah University from the Point of View of the Teaching Staff

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Abstract

This research aims to measure the degree of availability of standards of teaching competencies among students of the Diploma of Educational Qualification at the Faculty of Education at A'Sharqiyah University from the point of view of the students themselves, and then provide a proposed perception to develop these competencies among students of the Diploma of Educational Qualification in the faculties of Education. The study sample consisted of students of the Diploma of Educational Qualification at A'Sharqiyah University, and the researchers used the descriptive approach (survey study) to answer the questions of this study, using the questionnaire as a tool for their study, and to verify the objectives of this research, a questionnaire was designed for the standards of teaching competencies for students of educational qualification at A'Sharqiyah University, where it included (36) teaching adequacy; (planning, implementation and evaluation), where they were selected in a random manner.

The results of the study also showed that the degree of teaching competencies for students of educational rehabilitation at the Faculty of Education at A'Sharqiyah University (research sample) in the standards of teaching competencies came to a varying degree, as the degree of availability of standards of adequacy of planning, implementation and evaluation among students of the Diploma in Education at A'Sharqiyah University came to a very large degree in the total degree, and the axes ranged between (very large, and large), where the planning axis came in the first rank, the evaluation axis came in the second rank, and the implementation axis came in the third rank. And the last. Directing leaders and education officials to pay attention to teaching competencies, provide them to teachers, and follow up on their use of them during teaching. Continue to provide training courses for teachers on professional development, increase them, follow up their results, and verify the achievement of their goals, and the researchers recommend encouraging cooperation, creativity, change, and teamwork within educational institutions.

Keywords: Teaching Competencies, Students of the Diploma in Educational Qualification, Faculty of Education, A'Sharqiyah University.

Introduction

The current era in which we live imposes a great responsibility on the education sector towards preparing human cadres capable of keeping pace with development and scientific progress and adapting to these changes and rapid developments successfully in all fields, considering that the field of education is the locomotive of progress and societal development that is keen on developing human resources and identifying... Distinct standard levels to achieve the principle of comprehensive quality, reach a clear vision of inputs and outputs, and achieve the desired goals to keep pace with contemporary and future changes.

Therefore, the world today seeks to improve the standards of teaching competencies for teachers and develop them in various fields, because the teacher is now most in need of improving his educational teaching performance, as it requires that his preparation be at a high level of effectiveness, whether that is before or during service, and the identification of skills. Which he should acquire to enable him to perform his work better, whether inside or outside the school, and since the teacher is considered the basic nucleus in building society, he must have the necessary competencies for the teaching process, as it is one of the most important basic pillars and a major factor in any educational reform or development. The competent person is considered one of the basic pillars of the educational system. He is the leader who seeks to achieve his desired goals. He is the one who creates an environment and he is the one who designs the educational situations that make the student participate in the educational process. The goals of education cannot be achieved except by the teacher who is proficient in his subject and possesses the skills and standards for teaching it. The teacher is considered It is one of the most important pillars and requirements of the educational process in educational work, and the role of the teacher is not limited to the process of imparting information and knowledge to the recipients, but rather goes beyond it to be more comprehensive and broader than that as it is the basic foundation of the educational process - effective educational learning (Al-Hashani, 2016).

Hence the importance of preparing and training the teacher to understand the changes of the current era and to adapt to the new role entrusted to him becomes clear. He bears the responsibility of preparing, caring for, training and guiding future generations. The educational process is not of value if its field is devoid of a competent teacher who is able to bear his responsibilities. The teacher's personality, educational competencies and motivation His mastery of his specialty subject, and his method of organizing the appropriate educational environment, make him a

successful educational leader. All of this depends on the training programs and educational rehabilitation programs that the student receives in order to acquire skills related to teaching methods. The role of the teacher in any educational system also depends on a group of overlapping factors that constitute the frame of reference for the concept of the educational process. No matter how different the concepts of the role of the teacher are, it remains a decisive factor in the success or failure of the educational process. This is because the teacher's job is no longer a mechanical process limited to transferring knowledge to learners, but rather the teacher represents the effective tool in developing the learners' mental, social, and physical abilities, and developing their personalities in general" (Salem et al., 2011).

Preparing, training and qualifying educational students in a proper manner represents the first starting point for the success of the educational process, as the teacher's success in performing his task is closely linked to the extent of his abilities and competencies through his possession of the necessary teaching competencies and standards, as it is one of the pillars of teacher formation and preparation. Based on this, teaching competencies and standards have received attention. It has proven its worth and success due to its effective influence in supporting teachers to carry out the tasks of the teaching process with all efficiency, proficiency and competence. Teacher preparation programs are one of the important tools used to develop and improve the performance of pre-service teachers, through scientific methods. A specialist that works to develop their scientific, technical, administrative and personal skills with the aim of improving those skills and providing them with the professional competencies and abilities necessary to carry out their educational duties to the fullest extent. Therefore, when planning these programs, the purpose of developing them must be taken into account and ensuring that they suit the needs of teachers to develop their teaching performance (Ismael,2018).

Preparing educational students has also become a basic condition for work in the field of teaching, so colleges of education have taken an interest in the educational qualification diploma program, as they are the entity entrusted with preparing educational students to become teachers in the future and developing their performance and teaching skills by preparing and qualifying them in a way that achieves their affiliation to the teaching profession to carry out their professional duties in field training. During service, practical education constitutes one of the major turning points in the student teacher's professional life. It is also the only way to verify the suitability of his scientific and theoretical preparation for the courses he has completed successfully. The period of practical education is considered one of the most fertile periods in the lives of students in colleges of education, as it is in it that they are trained on the characteristics of The profession in which they will specialize, and they practically realize that education is a human-to-human relationship, and practical education provides the opportunity for the student teacher to learn about the ethics of the profession, improve his performance, and develop his abilities, as well as learn about the behavior of general education students and the school environment (Al Mahfouz, 2020).

This was confirmed by a study Al-Atiwi (2017) Pre-service teacher preparation plays a major role in raising his competencies, improves his teaching performance, meets his desires and inclinations, and helps him discover his abilities that would not have appeared without the opportunities for education and field training. Pre-service teacher preparation also leads to absorbing everything new in The field of education, improving teaching methods, increasing teacher skills, and raising morale and satisfaction with the teaching profession.

Therefore, the development of any educational system and its advancement towards achieving its goals depends primarily on the teacher's competence, the quality of his performance, and his awareness of his new tasks and roles in light of the changes

that today's world is witnessing in various areas of life, where the teacher's competence and the quality of his teaching performance during service are based on his preparation, qualification and training programs. In colleges of education in light of new specifications and standards imposed by the variables of the era, and the new roles of the teacher in the era of quality require the application of specific standards, as these standards are considered as the touchstone against which the teacher's performance is measured and evidence of avoiding subjectivity in the randomness of this performance, and these standards also give the teacher Motivation to reach the desired ideal image, and based on the impact of this and in accordance with quality standards, there is an urgent need to train student teachers in the educational qualification diploma program to possess the standards of teacher teaching performance. (Issa, 2012).

Accordingly: The educational qualification diploma program takes into account the teaching competencies, values, trends, and all issues, which in turn serve the teacher in order to succeed in the progress of his lofty academic educational career, in order to evaluate his application of his own standards as a teacher, and to maintain the successful conduct of the educational process. Therefore, it has given Most higher education institutions in the Sultanate evaluate the teaching and pedagogical role of the teacher with special attention in order to achieve continuous professional growth for him. For the purpose of improving and developing educational work first, and to know the extent of the success of teacher preparation and training programs second, as the continuous professional growth of the teacher is a necessary necessity necessitated by the nature of his work, as he deals with constantly renewed and changing goals, and academic preparation, no matter how high its level or the variety of its methods, does not eliminate or reduce The urgent need for continuous professional growth for the teacher, whether based on self-effort or on the training programs and appropriate educational opportunities provided by the institution to

meet his current and future training needs. In the Sultanate of Oman, teacher training has increased since the launch of the National Strategy for Teacher Training and Qualification, and the adoption of the Specialized Center for Vocational Training for Teachers, by organizing training programs in which modern teaching methods and modern pedagogical methods are presented that will produce an excellently trained teacher. Certainly, such training programs It will benefit the quality of education and raise the academic level of students, thus increasing their achievement rate, which is the ultimate goal of the Ministry of Education (Specialized Center for Vocational Training for Teachers, 2023).

Therefore, Al-Sharqiya University seeks in educational qualification to provide students with the necessary skills and knowledge to work in the field of education. The objectives of educational qualification at Eastern University include developing the necessary skills for teaching, planning, evaluating and supervising the educational process, in addition to developing the skills necessary for managing schools and educational programmes. Al-Sharqiya University also seeks to provide students with the necessary expertise to deal with their students effectively in accordance with the latest curricula and educational methods. Those in charge of the educational rehabilitation program at Al-Sharqiya University also confirmed that the standards of teaching competencies for educational rehabilitation students is one of the most prominent and important training programs in recent times. Because it reflects a deep illustrative picture of the educational reality and that through this program, the focus will be on producing a creative staff in explaining and interpreting the lessons and the content of the subjects, using and applying various methods such as games, technology, all strategies, modern methods and others in order to convey the information to the student's mind easily and smoothly. Because this stage is sensitive, in which the student's personality and knowledge are built and established (Al-Sharqiya University, 2024).

Therefore, the researchers sought to identify the degree of availability of standards of teaching competencies among students of the educational qualification diploma in the Faculty of Education at A'Sharqiyah University from the point of view of faculty members, since the process of qualifying and preparing the teacher makes him open to any changes, whether in the curriculum or in teaching methods and also works to provide him with many standards and educational competencies and skills that develop their teaching abilities. Based on this and the fact that the researchers are part of the university members, they noticed that some praise the competencies developed by the program, and others do not. Accordingly, the researchers decided to identify the degree of availability of educational qualification students at A'Sharqiyah University for the standards of teaching competencies from the point of view of faculty members.

The Problem of the Study and its Questions

The importance of teacher preparation has increased in recent years in all fields and disciplines, and this importance made the objectives of scientific education emphasize the need to prepare students of the educational qualification diploma according to the principles, standards and competencies studied and able to keep pace with these developments, because these students will be teachers in the future, so the teacher is the main element in the educational process who is able to achieve its desired goals.

Therefore, the researchers have a sense of the problem of study and that such skills should have been focused on in preparing the teacher, so the teacher must prepare a distinguished preparation and acquire the teaching competencies necessary to enable him to practice teaching effectively to be able to develop his skills. The study of (Beljoun 2011; Al-Jili, 2016; Al-Taie, 2019) agreed that despite the tremendous developments, the teacher still suffers from problems, including the weakness of pre-service training programs that focus on theoretical knowledge and neglect the

practical and applied aspects, and that the first steps of development are to raise the level of the teacher and enable him to teach competencies, and that the crisis of academic development of the skills and competencies of teachers in general is due to developmental attempts that do not take into account the reality of the educational reality. Al-Jili (2016) attributed the low academic achievement scores of students to the lack of teaching skills by teachers, and the results of the Babiker study (2016) found that one of the reasons for the low grades of students in the secondary certificate exams is due to the lack of teachers who teach the necessary teaching competency standards.

And because the standards of teaching competencies are the first basis that helps the teacher to practice the tasks of his profession, many previous studies have indicated the importance of paying attention to the subject of standards of teaching competencies necessary for the teacher, such as the study (Youssef et al., 2018 and the study of Akl et al., 2017 and the study of Al-Khamshi, 2017) and all of them pointed to the need to reconsider the training and qualification programs for teachers and prepare them in teacher preparation colleges and interest in developing an evaluation based mainly on standards, competencies and teaching skills needed, So that it is a reference to be used by students and teachers in a scientific manner, provided that the competencies and teaching skills are taken into account when evaluating students during teaching, as well as the need to pay attention to modern training programs in preparing teachers, especially the stage of educational qualification to provide them with knowledge and information and modify their performance in relation to the competencies and various teaching skills for education according to comprehensive quality in addition to modern teaching methods. The problem of the current research is the importance of knowing the degree of availability of standards of teaching competencies among students of the Diploma in

Educational Qualification at the Faculty of Education at A'Sharqiyah University from the point of view of faculty members.

Study Questions

This study tries to answer the following main question:

1- "What is the degree of availability of teaching competency standards among students of the Diploma in Educational Qualification at the Faculty of Education at A'Sharqiyah University from the point of view of faculty members"?

The following questions arise from this question:

- 1- What is the degree of adequacy of planning a lesson for students of the Diploma in Educational Qualification at A'Sharqiyah University?
- 2- What is the degree of availability of adequacy of implementation for a lesson among students of the Diploma in Educational Qualification at A'Sharqiyah University?
- 3- What is the degree of availability of the adequacy of the calendar for a lesson among students of the Diploma in Educational Qualification at A'Sharqiyah University?

The Importance of the Study

This study gained its importance from the importance of the topic it dealt with, which is the subject of the degree of availability of standards of teaching competencies among students of the Diploma in Educational Qualification at the Faculty of Education at the University of A'Sharqiyah from the point of view of the students themselves as one of the main components of the educational process in the future, and this study seeks to identify the extent to which the goals of the educational process have been achieved, by identifying the strengths, and weaknesses in each component of the educational system in order to be treated It also examines the aspect of teaching competencies for students of educational qualification, which represents

an educational reform in the educational system in the Sultanate of Oman, in order to achieve the comprehensive goal of education, which is to prepare the competent individual capable of serving his community.

The importance of the study is divided into two parts:

1- Theoretical (Scientific) Importance:

The theoretical importance of this study emerges through addressing the variable of standards of teaching competencies among educational qualification students, which gives this study great importance. It may also be a useful reference for research that deals with the current variables included and intended to be studied in this study, in addition to its focus on an important aspect that is considered one of the most important. The pillars of the educational process, namely the educational qualification of students who can be considered the pillar of the educational future in society. The importance of the current research also stems from contributing to harnessing and providing information, knowledge and scientific data that would be a reference for specialists to benefit from in developing teaching competencies in conjunction with the rapid scientific progress that It will definitely be a strong, supportive factor that will benefit the educational system. This study may also benefit officials in the Ministry of Education in developing programs and plans that seek to raise the level of acquisition of standards of teaching competencies for teachers. It may also benefit the scientific library with new studies in this field through theoretical literature and previous studies on The topic of standards for teaching competencies among students of the educational qualification diploma. It may also benefit the educational rehabilitation students themselves in increasing their awareness of the importance of educational qualification programs at the work level in the future.

2- Practical Importance (Practical):

Through the results of this study, the researchers hope that the results of this study will help in preparing for training programs, which in turn contribute to the development of the desired teaching competencies and the developments in technological and training programming that provide teachers with new developments in the field. This study can also become a catalyst and reference for studies. The research will address the topic of teaching competencies at multiple and diverse stages and the relationship between this and the various variables among teachers, and the possibility of referring to the results emerging from this study to draw up a strategy and plans related to the teacher for officials and decision-makers.

Study Objectives

The study mainly aims to:

1- Identifying the degree of availability of teaching competency standards among students of the Educational Qualification Diploma in the College of Education at Al-Sharqiya University from the point of view of faculty members.

This requires achieving the following two sub-goals:

- 1- Building a list of the teaching competencies required for educational qualification students at Al-Sharqiya University.
- 2- Identifying the degree of availability of teaching competency standards among educational qualification students.

Limitations of the Study

- Human limits: All students of the Educational Qualification Diploma at Al-Sharqiya University.
- Objectivity border: This research is limited to reviewing and identifying the degree of availability of standards of teaching competencies among students of

the Educational Qualification Diploma in the Faculty of Education at A'Sharqiyah University from the point of view of the teaching staff.

- Temporal limits: This study was conducted in the 2023/2024 academic year.
- Spatial boundaries: Al-Sharqiya University.

Study Terms

Teaching competencies: These are the abilities, skills and capabilities that teachers of the first stage in the basic stage possess in the field of designing, implementing and evaluating the teaching process to achieve more effectiveness (Qassem Khazali, Momani, 2010).

There are some procedural definitions of competencies: They are a set of knowledge and attitudes that can be carried out by a large number of individuals, and this set of attitudes is what will guide the learner's behavior in various cognitive areas, which can be measured according to a set of agreed-upon standards.

Operational definition of competence: It is a group of knowledge and attitudes that can be implemented by a large number of individuals, and this group of attitudes is what will guide the learner's behavior in various cognitive areas, which can be measured according to a set of agreed-upon standards. (Moussa, and Zamoush, 2017).

Theoretical Framework and Previous Studies

The Theoretical Framework

Teaching Competencies

The teacher is the effective human element who bears the greatest burden in the educational process, with the skills and abilities he possesses that enable him to design, develop, use, evaluate, and manage learning resources. The success of the

educational process depends on the presence of a teacher who masters his teaching skills and competencies that help him use the curriculum and employ it in a way that is compatible with the nature of the environment in which he works, the nature of his students, and the individual differences among them (Ali, 2015).

The Concept of Teaching Competencies

There have been many definitions of the concept of teaching competencies, whose names vary, including pedagogical competencies, educational competencies, teaching competencies, professional competencies, as well as effective teaching skills and teaching skills (Ben Moussa and Ben Zamouh, 2017). It can be said that teaching competencies are the sum of the teacher's abilities that he uses in educational interaction. Learning, to achieve the goals of education, whether inside or outside the classroom, and indicates the extent of its ability to bring about a desired change in the ways students think and behave (Al-Rawahi, 2013).

It is defined procedurally as the sum of knowledge, skills and attitudes that a chemistry teacher needs in light of the skills of the twenty-first century and employs them within the classroom to carry out teaching tasks. 2 Components of teaching competencies Teaching competencies consist of three main interconnected elements that were mentioned by (Al-Masa'id, 2018) and agreed upon by (Hantawi, 2015). In the following points:

- **Knowledge:** It includes facts, information, intellectual skills, and cognitive processes that enable the teacher to perform his role in the educational environment with a high degree of effectiveness and efficiency
- **Skills:** This means the ability to perform a specific task that can be evaluated and measured through specific standards. This type of competency emerges from task analysis and teacher-learner interaction analysis.

- Direction: It is linked to the inclinations, trends, values, moral principles, aptitudes, and positive attitudes that are related to the education system and its tasks, and adopting and practicing them within the framework of work leads to professional commitment.

These components help the teacher succeed in performing his role optimally, which helps him adopt a positive attitude towards the teaching profession, which is considered a step towards achieving a competitive advantage in education.

Classification of Teaching Competencies:

Classification of teaching competencies, as stated by (Al-Mutairi, 2022), a classification of teaching competencies in which teaching competencies were classified into:

- Academic competencies: They include the cognitive aspect, the ability to criticize, analyze, relate, and deduce, and the ability to give learners positive attitudes toward the subjects in which they specialize. Professional competencies relate to the performance of the profession, such as preparation, implementation, and evaluation.
- Social competencies: Such as effective communication with learners and colleagues, active participation in extracurricular activities within the school, and the ability to solve social problems and contribute to achieving community demands.

The set of behaviors that a teacher must acquire and appear during his performance in all teaching situations, which enables him to perform educational behavior with a certain level of mastery (Moussa, 2018).

Teaching competencies have received great attention from educators and researchers in the fields of education and psychology. This interest came as a result of the

awareness of those in charge of educational institutions of the importance of the teacher as an essential element in the educational process, as competencies are a set of information, skills and attitudes that enable the teacher to prepare for the educational situation and explain the lessons. Rather, it has become a shadow of the scientific and technological developments introduced in the field of education, as the role of the teacher is no longer limited to transferring knowledge and instructing students, but rather he is the planner, savior, and evaluator of the educational process, and he is the guide and guide for his students in educational situations through the educational and influential educational experiences he provides them with. And effective (Abdel Karim, 2011).

The Importance of Teaching Competencies:

Since the teacher is the planner, implementer, and evaluator of the educational process, all of this only comes about through his possession of the many and varied competencies related to his profession. These competencies have become necessary for any teacher. Without them, the teacher now considers his work a waste of effort, time, and a waste of energy. The teacher is the carrier of the nation's heritage and he is the one who supplies his students. It benefits them and helps them communicate effectively and adapt to their social and professional surroundings later. (Pasha, 2020).

With the development of the teaching profession today, the world today no longer relies much on the certificate, as it means nothing more than a degree in a science, as interest has moved from focusing on the certificate to focusing on performance in various educational situations. With this development, the teacher is faced with a reality that a competent teacher is one who possesses the necessary skills to perform the teaching profession. Therefore, the teacher education movement emerged based on competencies, and it focuses on the fact that the effective teaching process can be analyzed into a set of competencies that, if mastered by the teacher, increases the

likelihood of: the importance of teaching competencies for the teacher, as mentioned by (Al-Ajami, 2020).

Teaching Competencies and Teacher Preparation:

Interest in competency-based teacher preparation programs has increased such that they have begun to be widely used in most programs used in developed countries. Knowing the competencies makes it possible to draw broad outlines for the philosophy of pre-service teacher education in colleges of education and teacher preparation.

The concept of teaching competencies is based on a main axiom that the teaching process can be analyzed into a set of behaviors. The competency-based teacher preparation movement was influenced by the behavioral school, in addition to its organic connection to the program based on procedural behavioral objectives (Al-Sammadi, 2017).

At (Al-Bahrawi, 2015) explains that the factors that led to the emergence of the teacher education movement based on competencies can be limited to relying on competence instead of knowledge, the emergence of the responsibility movement, the movement of granting certificates based on competencies, as well as the education movement based on field work, the individualization of education, and the development of teacher evaluation methods. The idea of teacher preparation based on competencies is based on several principles, including that any teacher can master the various training tasks at a high level, if he is provided with sufficient time to learn and a good quality of training, as individual differences in the level of teacher mastery of teaching tasks must be attributed to errors in The training system, not the characteristics of teachers and the provision of appropriate capabilities, makes teachers very similar in the rate of acquisition of instruction. Likewise, emphasis should be placed on differences in learning more than on differences between

teachers. Because the most important element in the teaching process is the quality of learning experiences that provide knowledge. The teacher's preparation ends when he proves his ability to perform the teaching work, regardless of the duration of training and the criterion of success that depends on the performance of the actual work requirements, as the teacher actually practices teaching activities, so evaluation is linked to performance. The ability to do this is through designing a preparation program based on providing training in realistic conditions that are completely similar to the conditions in which teachers work after they graduate from educational institutions.

Competencies and Teacher Performance Evaluation:

The concept of competencies is considered one of the terms most closely linked to the evaluation of teacher performance, although its origins were originally linked to his preparation, as previously indicated. Competencies are not only for preparation, but extend to the evaluation of teachers, so that the competencies necessary for teacher preparation can be employed in developing a codified mechanism that can be used in evaluating the teacher. He emphasizes Accordingly, (Sukkar and Al-Khazandar, 2005) that competence can be determined by the individual's achievements, which are considered an indicator of obtaining and achieving competence, and at the same time become a criterion for judging him, and one of the justifications that can support the use of competences in evaluating performance. The teaching teacher is to support the classroom observations carried out by educational supervision to evaluate the teacher's performance with objective standards based on testing the teachers' acquired competencies, and linking the training programs for teachers provided by the Ministry and the education sectors with a scientific identification of their training needs, as they are standards for good teaching practice that the teacher can refer to evaluate his performance. Self, by revealing the

availability of conditions for good performance and working to develop his skills, thus enhancing the positive aspects and modifying the negative aspects.

Educational literature identifies many of the characteristics that must be characterized by competency-based assessment, which are mentioned by (Zaytoun, 2005) in defining competencies, and then measuring them, as they must be in the form of behavioral groups, because teaching behaviors within the classroom do not appear as disjointed behavioral vocabulary, but rather as a group of sequential and interconnected behaviors, and the competencies that the teacher performs must be derived in light of the multiple roles of the teacher. The teacher must be aware of the competencies on the basis of which he will perform, and the procedural method for using them in his evaluation.

The field of vocational education is considered one of the main topics that constitute an important basic basis for discovering students' vocational inclinations and abilities and developing them in the basic education stage in a way that qualifies them to be able to choose a future profession in a way that matches the goals of vocational education that originally emanate from the general goals of education and education. Accordingly, the vocational education study has a role. It is important and effective in creating a generation that respects professional work and respects and appreciates workers, thus developing the student's sense of responsibility towards the local environment and society (Hosseini & Amin, 2023).

Vocational education is characterized by a set of characteristics, including reliance on teaching information about applied experiences in professional fields. It contributes to training students to apply a set of practical experiments, such as: experimenting with growing many types of agricultural crops. It helps students develop their personal skills appropriate to their stage of study. Objectives of vocational education: Vocational education aims to achieve a number of objectives, including providing communities with the appropriate labor force to apply many

types of professions, supporting economic and social growth as a factor that contributes to developing the societal structure and enhancing the positive outlook towards professions, the necessity of applying vocational education, and defining Individuals with its benefits, and its role in strengthening, developing and developing society (Khader, 2016).

Previous Studies

There are many opinions and viewpoints about the importance of previous research and studies that dealt with the topic of teaching competencies, the subject of the current study, whether directly or indirectly. Here we review some studies that dealt with the topic of teaching competencies.

It is clear from the study of Al-Shamiri (2023) that the research aimed to identify the teaching skills possessed by student teachers from the point of view of educational supervisors. To achieve this, the researchers used the descriptive analytical method in conducting this research, where the research community was determined, which was determined by all the teachers of the Basic Education Department at the College of Education, Sana'a University, for the year University 2020 AD, and then the researchers selected a random sample of educational supervisors for students applied in schools in the Sana'a capital secretariat. The sample consisted of (37) educational supervisors in the basic education department. They also designed a questionnaire consisting of (36) items distributed over four axes, The research reached many results, the most prominent of which is that the student teacher possessed the following skills: uses appropriate assessment tools, uses specific foundations and criteria to evaluate student learning, takes into account the evaluation of all aspects of students' learning, cognitive, skillful, and emotional, takes into account the continuity of evaluation of student learning, and provides appropriate feedback to students. In light of the evaluation results.

The Study of Al-Hassan Othman (2021) aimed to identify the extent to which classroom teachers at the University of Sudan possess and practice teaching competencies, cognitive and technological skills. The researchers used the descriptive analytical method. The research community consisted of 120 teachers and 6 supervisors. The researchers used two tools to collect information, namely the closed questionnaire and the observation form. The results of the study indicated that the degree to which classroom teachers at the University of Sudan possessed cognitive and skill competencies was high, while the degree to which chemistry teachers possessed technological competencies was moderate, and the results of classroom teachers' practice of teaching competencies were high.

While Al-Shuwaili's study (2021) indicates that the teaching competencies necessary for primary school teachers in light of self-regulated learning, the research also aimed to know "the teaching competencies necessary for primary school teachers in light of self-regulated learning." To achieve this, the researcher relied on the descriptive and analytical approach, the research tool, which is the questionnaire, was built and consisted of (58) items. Three alternatives were placed in front of each item, namely (available, available to some extent, not available). The researcher made sure of the tool's validity, reliability, and discriminatory power. The researcher applied his research tool to a sample of high school teachers. The number of primary school teachers in Dhi Qar Governorate, Al-Rifai Education Department, reached (600) teachers, and after applying the tool, translating the data, analyzing it, and processing it statistically using the statistical packages program for the social sciences.(SPSS) The researcher reached a number of results, the most important of which were: The level of availability of the teaching competencies needed for primary school teachers in light of self-regulated learning was negative in general, and there were no statistically significant differences at the significance level (0005) in the teaching competencies needed for elementary school teachers. Primary school

in light of self-regulated learning according to the variable of specialization (scientific, humanities).

It is clear from the Novita study (2021) that this thesis aims to determine the level of pedagogical competence of Arabic language teachers in secondary schools in Banda Aceh and the differences in the pedagogical competence of the teacher in government secondary schools and private secondary schools. In this thesis, the researcher used quantitative research, while the research method used is the survey research method. The research instrument used was a questionnaire distributed to 21 Arabic language teachers in secondary schools in Banda Aceh. The method of analyzing the data in this study is descriptive statistics analysis (total, percentage, standard deviation, and frequency) and inferential analysis (t-test). The researcher obtained results of the educational competence of Arabic language teachers in secondary schools in Banda Aceh, which indicate high, and there are no differences in educational competence between Arabic language teachers in government secondary schools and private secondary schools. This study indicates that the pedagogical competence of a teacher is very good in teaching the Arabic language.

Basha study (2020), the study aimed to identify the extent of the availability of teaching competencies among mathematics teachers in the basic education stage and their relationship to the academic achievement of students in the Republic of Yemen. The researcher used the descriptive approach to determine the teaching competencies of the research sample. The research sample consisted of 77 male and female mathematics teachers in basic education in Aden Governorate, representing 11% of the population. The research community was chosen randomly, and for the purpose of collecting data and information to answer the study's questions, a list of the necessary competencies for mathematics teachers was prepared and then converted into a questionnaire. Among the most important results reached by this study are the following competencies: planning for teaching, implementing the lesson, the

teacher's knowledge of his scientific field, and classroom management. Teacher personal traits, teacher professional development, human relations, and evaluation among mathematics teachers in the basic education stage. There is also a relationship between these teaching competencies of mathematics teachers and students' academic achievement.

It was clear from the study of Abdul Rahman Sana (2019), that the teaching competencies of the teachers of the basic stage from the point of view of supervisors and school principals, this study aimed to identify the teaching competencies in terms of the following aspects: scientific, professional, personal, and social competencies of the teachers of the basic stage, and the researcher used the descriptive analytical approach, and the questionnaire as a tool to collect data. It reached a number of results, including, the scientific competencies of the teachers of the basic stage in the locality of the martyrs, Jabra sector above the middle, the professional competencies of the teachers of the basic stage in the study area according to the required level (high), the distinctive feature of the personal competencies of teachers in the study area is high, the social competencies of the teachers of the basic stage in the study area are high. The researcher recommended the following, that the in-service training be based on competencies to shorten time and effort, conduct more studies and research in the field of teacher adequacy on the teachers of the basic stage, the attention of the orientation tours of schools to mention the positives and urge them with a focus on weaknesses and how to treat them.

Arishi's study (2018), the study aimed to present a set of necessary competencies that must be taken into account in preparing science teachers in light of the cognitive revolution. The study used the descriptive and analytical approach, and the results of the research showed the necessity of adopting the necessary competencies to prepare science teachers, which they must possess in light of the multiple challenges experienced by educational systems.

Study Ismail (2018), this study aimed to identify the degree of teaching competencies among science teachers in the light of creative thinking skills and the researcher used the descriptive approach, and to achieve the goal of the research, the researcher designed a note card and divided the card into two axes (performance competencies, and personal competencies, and the research sample consisted of 33 teachers and teachers from 3 schools in the city of Latakia, and the results showed the availability of competencies (asking classroom questions, personal appearances and dealing with students to a very high degree, followed by competencies (lesson planning, classroom management and openness). The community, lesson evaluation, lesson implementation and learning promotion (to a high degree), while the competencies of designing educational activities (using teaching aids and teaching methods) were available to a moderate degree. The results did not show differences due to the gender variable and educational qualification, while differences were found due to the grade variable and the years of experience variable.

Al-Masa'id's study (2018) also seeks to identify the teaching competencies needed for lower basic stage teachers from the point of view of the teachers themselves and school principals. This study aimed to identify the teaching competencies needed for lower basic stage teachers from the teachers' point of view. themselves, and from the point of view of school principals. It also aimed to identify differences between the responses of the sample members according to variables, as the researcher used the descriptive analytical method. The study sample consisted of teachers of the lower basic education stage, and school principals in the Directorate of Education for the Northeastern Badia, where the sample amounted to (216), including male and female teachers, (70) male and female school principals, and a questionnaire consisting of (35) items, distributed into (4) areas: general competencies, planning, presentation and implementation, and evaluation. The results of the study showed that the field of general competencies came in first place with the highest arithmetic average of

(4.24), while evaluation competencies came in last place with a arithmetic average of (3.79). The results also showed that there were no statistically significant differences due to job title between teachers and principals.

Al-Huwaiti's study (2018) seeks to identify the teaching competencies necessary for Arabic language teachers in the city of Tabuk from the point of view of educational supervisors and school principals. The study aimed to identify the teaching competencies necessary for Arabic language teachers at the primary stage in the city of Tabuk from the point of view of educational supervisors and school principals, and the study community consisted of 10 educational supervisors and 75 school principals, using a questionnaire prepared by the researcher for that, and the researcher reached a number of results, including the estimates of Arabic language teachers of the necessary competencies high in the field of planning and preparation for the school, the implementation of the lesson and classroom management.

Al-Jili's study (2016) indicates that the study aimed to identify the extent of possessing the necessary competencies to teach chemistry at the secondary stage. In this research, the researcher used the descriptive approach based on analysis for its suitability to this study. The research community represents chemistry instructors at the secondary stage in Khartoum State, who number (26) male and female mentors. The researcher used the questionnaire tool, and the research sample was a purposive sample that included the entire community, numbering (26) male and female mentors. The researcher was able to obtain a response from (20) male and female mentors from the sample. The research reached a number of results, the most important of which are: The chemistry teacher possesses competency The planning skill is moderate. The chemistry teacher possesses a moderate degree of implementation skill. The chemistry teacher possesses a high degree of evaluation skill.

It is clear from the study of Al-Farihat (2013), which aimed to know the extent to which practical education contributed to providing female students majoring in child education at Ajloun University College with teaching competencies from their point of view. The study sample consisted of (200) male and female students. The results of the study indicated that practical education contributed to the study sample's acquisition of teaching competencies, as The order of these competencies was as follows: personal qualities, management of the educational situation, planning and educational objectives, and use of educational materials.

Also, Sultan's study (2011) indicates the importance of evaluating the teaching performance of mathematics teachers in the intermediate stage in Al-Ahsa Governorate in light of comprehensive quality standards. The study aimed to identify the comprehensive quality standards that must be met by mathematics teachers in the intermediate stage, and then determine the level of teaching performance of mathematics teachers in the intermediate stage in Al-Ahsa Governorate in light of the quality standards. Overall, the researcher used the descriptive survey method. The researcher prepared a note card, where the sample consisted of (20) male and female teachers in the mathematics major, and were selected in a cluster-random manner. The study concluded that it is necessary to conduct appropriate statistical analyzes to reach the adequacy of teaching methods, the rate of which was (73%), ahead of the adequacy of implementation, which was a rate of (71), with a significant degree for each of them.

The study of Abdel-Baqi et al. (2011) shows the educational competencies of male and female physical education teachers in the governorates of the Middle Euphrates. The study aimed to determine the relative importance of each of them. The researchers used the descriptive approach using the survey method. The sample consisted of (120) male and female physical education teachers. The researchers built a questionnaire that contained (50) paragraphs distributed over several areas. This

study reached the following results: The basic educational competencies are necessary for male and female physical education teachers, which must be used as a standard for the professional teacher, as they were limited to (5) areas: (physical education lesson objectives competencies, organization competencies, and implementation competencies. Teaching methods competencies, evaluation competencies.

Comment on Previous Studies

By presenting previous studies conducted on this topic, the researchers reviewed a number of studies, although these studies were conducted in different environments and educational systems, some of them are similar and others are close to the society studied by the researchers, and through analyzing previous studies, then monitoring the similarities and differences between the research The current research, previous studies, and the ways in which the current research benefits from previous studies, which had an impact on building the current research.

The current research is distinguished from previous studies in terms of the research environment and through the survey and collection of information from the community of educational rehabilitation students at Al-Sharqiya University.

The current study differed from previous studies in choosing the study population, as the current study population is students of the Educational Qualification Diploma at Al-Sharqiya University, unlike the study of Abdul Rahman Sanaa (2019), the study of Al-Fraihat (2013), the study of Sanaa Al-Amin, (2019) and the study of Al-Masa'id (2019). 2018), the study of Basha (2020), and the study of Al-Shuwaili, Haider (2021), and Othman (2021), who were teachers of the basic stage, and Al-Huwaiti's study (2018) was different from the current research and other research in the research community, whose sample was from educational inspectors, As for the study of Novita (2021), the study of Novita, 2021, and the study of Sultan (2011),

the population of those studies was teachers for the secondary stage, while the population of the current study was students of the educational qualification diploma at Al-Sharqiya University, and thus it agrees with the study of Al-Shamiri (2023).

The current research agreed with most previous studies in their entirety in the method used, which is the descriptive survey method, which is concerned with studying a phenomenon, collecting data about it, and determining and reporting its status at the present time. The current research differed with the study (Sanaa and Al-Amin, 2019), which used the descriptive analytical method, which relies The content is not directly related to the research community, but rather it depends on documents related to the subject of research and study, including records, sources and references that contain information about the subject to be researched.

The current research is also distinguished from previous studies in that it is unique in measuring the degree of availability of teaching competency standards among educational rehabilitation students at the University of Sharqia from the point of view of the students themselves, as it focused on the most important elements of the educational process, namely educational rehabilitation students, studying their competencies and teaching abilities, identifying them, and knowing their strengths and weaknesses from During them, which increased the importance and strength of this study over previous studies on this topic. The current study is also distinguished from previous studies in that it may be an extension of previous studies that dealt with the topic in general, but from another angle and in the difference of this study in the temporal, spatial and human boundaries, which distinguishes it from Other previous studies.

Study Methodology and Procedures

Study Approach

The study methodology was based on the descriptive approach (Survey study) It is suitable for this research and answers its questions. This approach requires describing the current situation of the phenomenon in a detailed and accurate manner. It is usually applied on a large or small geographical scale. It may be a comprehensive survey or a sample method. In most cases, large samples are used in order to help the researcher obtain accurate results with low error rates and thus enable him to generalize the results. On the study community (Alayan and Ghoneim,2000).

The researcher seeks that to collect and analyze data to arrive at results to determine Availability degree Availability of standards for the adequacy of planning, implementation and evaluation among students of the Educational Qualification Diploma at Al-Sharqiya University.

Study Population

The study population consisted of all Students of the Educational Qualification Diploma at Al-Sharqiya University.

The Study Sample

Due to the limited study population, the researchers applied to the entire study population, and therefore the sample is intentional, including all students for the academic year 2023-2024.

Table (1): Distribution of Study Sample by Demographic Variables

Percentage	Sample Number	Variables	
% 42.42	14	less than5 years	Years of Experience
% 51.52	17	from5- 10 years	
6.06	2	10 years and more	
% 15.15	5	Bachelor's	Qualification
% 81.82	27	Bachelor's degree with a diploma in education	
% 3.03	1	Master's	
% 100	33	The Total	

It is clear from the table (1) The study sample was randomly distributed according to demographic variables (years of service, qualification).

The Study Tool

Despite the multiplicity of tools that contribute to the collection of data and information accurately and adequately, the researchers saw that the questionnaire tool is appropriate for their research because it is one of the most common tools used in descriptive studies, and based on the study methodology followed, the researchers used the questionnaire as a tool to collect data and information from the study sample in order to know the degree of availability of standards of teaching competencies for students of the Diploma in Educational Qualification at A'Sharqiyah University, and the researchers prepared the questionnaire according to the following steps:

Determine the general objective of the questionnaire: This questionnaire aimed to identify the degree of availability of teaching competency standards among students of educational qualification at A'Sharqiyah University from the point of view of the students themselves.

Considerations for Choosing a Research Tool

- This type of questionnaire achieves the objective of the research, which is to identify the standards of teaching competencies and the degree of their practice among students of educational qualification at A'Sharqiyah University from the point of view of the students themselves.
- This type of questionnaire allows marking the competencies prepared immediately after the sufficiency is carried out, while determining the degree of practice of each competence without paying attention to the repetition of these competencies.

Steps to Build the Questionnaire

When building the form for this study, the researchers prepared a special list of teaching competencies necessary for students of educational qualification at A'Sharqiyah University.

- Review some literature and some previous studies related to the subject of research and the findings of the competencies necessary for teachers and knowledge.
- Taking the opinions and suggestions of the arbitrators through the distribution of an initial questionnaire to take their opinions on the competencies they deem necessary for students of the educational qualification diploma.

Table (2): Teaching competencies for students of the educational qualification diploma

Number of paragraphs	The interviewer
It included (10) paragraphs.	lesson planning
It included (16) paragraphs.	implementation of the lesson
It included (10) paragraphs.	evaluation of the lesson
(36) paragraph.	total summation

Psychometric Research Characteristics:

- Honesty of arbitrators: To verify the validity of the tool, the questionnaire will be presented to a group of arbitrators with competence in various universities, and their number reached (7) arbitrators, and all their opinions, suggestions and amendments were taken.
- Honesty of internal consistency: The study tool will be applied to a simple random sample from outside the basic study sample, and the sample consisted of (66) faculty members, and the Pearson correlation coefficient will be extracted between each statement of the scale with the total scale score.
- Stability of the resolution: To test the availability of stability and internal consistency between the answers to the questions, the credibility coefficient of Cronbach alpha was calculated.

The statistically acceptable value of the alpha cro-nabach coefficient (60%) The stability of the research tool means the extent of compatibility or consistency in the results of the questionnaire if the tool is applied more than once in similar circumstances, and there are many tests, and statistical measures that can be used in that, and perhaps the most used is the alpha cro nabach coefficient, which is based on the smallest acceptable value when it is between (0.7, 0.9).

Table (3): Stability of the resolution by alpha crew method n = (30)

Stability coefficient	Dimensions	N
0.84	Planning	the first
0.91	Implementation	the second
0.92	Evaluation	the third
0.89	The total score of the questionnaire	

It is clear that the stability coefficient of the axes exceeded (84.0), and the stability of the total degree exceeded (80.0) as well, which is a high stability coefficient that calls for confidence in the results of the questionnaire.

Standard Relative Weight:

The relative weight was used according to the Likert five-way scale, where the answers were given grades (5-4-3-2-1), and to determine the relative weight, the range was calculated ($5-1 = 4$), and divided into the levels of the scale, meaning ($4/5 = 80.0$), and then added this value to the lowest value in the scale, which is (1), and so the evaluation became based on the average relative weight, as shown in the following table (3):

Schedule (4): Evaluation based on average relative weight

The value given to the rating levels		Degree of availability	the number
Relative weight of averages	When entering data		
from(1)to(80.1)	1	very Weak	1
from(81.1)to(60.2)	2	Weak	2
from(61.2)to(40.3)	3	Medium	3
from(41.3)to(20.4)	4	big	4
from(21.4)to(5)	5	Very Big	5

Statistical methods for research

Depending on the nature of the study and the goals it seeks to achieve, the researcher used that The following statistical methods:

1. Averages to illustrate the responses of members of the research community.
2. Iterations to clarify the characteristics of members of the research community.
3. Percentages to illustrate the responses of members of the research community.

4. Pearson correlation coefficient to calculate the internal consistency coefficient.
5. Cronbach's alpha coefficient to calculate reliability.

Presenting and Discussing the Results of the Study

The Results Related to the First Question:

"What is the degree of availability of teaching competencies standards among students of the Diploma in Educational Qualification at the Faculty of Education at A'Sharqiyah University from the point of view of faculty members?"

To answer this question, the researchers identified the teaching competencies necessary to be provided by students of the Diploma in Educational Qualification at the Faculty of Education at A'Sharqiyah University, through the theoretical framework of the study, previous studies and research related to the subject of study, basic teaching objectives, and literature related to teaching competencies in general, and the competencies of teaching students of the Diploma in Educational Qualification at the Faculty of Education at A'Sharqiyah University in particular, and these competencies were placed in a list, and were presented in the form of a questionnaire to a group of arbitrators, and were modified in the light of their opinions. and their observations to get it to its final form.

The study adopted three competencies:

1. Planning (8 phrases).
2. Implementation (12 paragraphs).
3. Calendar (10 phrases).

The results related to the second question:

"What is the degree of availability of standards of adequacy of planning, implementation and evaluation among students of the Diploma in Education at A'Sharqiyah University?"

In order to answer this question and identify the degree of availability of standards of adequacy of planning, implementation and evaluation among students of the Diploma in Education at A'Sharqiyah University, the arithmetic averages, standard deviations, arrangement and degree of availability of the responses of the sample members were extracted, which are shown in the following table:

Table (5): Averages, standard deviations, arrangement, and the degree of availability of responses of sample members about the degree of availability of adequacy standards of planning, implementation and evaluation among students of the Diploma in Education at A'Sharqiyah University

Degree Availability	Rank	Standard deviations	Averages	Dimensions	N
Big	3	0.94	4.14	The second axis: implementation	2
Big	1	0.89	4.18	The first axis: Planning	1
Big	2	0.92	4.15	The third axis: calendar	3
Very Big	-	0.92	4.15	The total score of the questionnaire	

It is clear from the previous table that the degree of availability of standards of adequacy of planning, implementation and evaluation among students of the Diploma of Educational Rehabilitation at A'Sharqiyah University came to a very large degree in the total degree with an arithmetic average (15.4), and a standard deviation (92.0), and the axes ranged between (very large, and large), where the planning axis came in the first rank, with an average of (18.4), and a deviation (885.0), and the evaluation axis came in the second rank, with an average of (4.148),

and a deviation of (920.0), and the implementation axis came in the third and last rank, with an average of (4.144), deviation (941.0).

The First Axis: Planning:

The arithmetic averages, standard deviations, arrangement, and the degree of availability or possession of the responses of the sample members were extracted about the degree of availability of standards of adequacy of planning, implementation and evaluation among students of the Diploma in Education at A'Sharqiyah University in the planning dimension, which is shown in the following table:

Table (6): Averages, standard deviations, ranking and degree of importance for the responses of the sample members about the availability of the degree of availability of planning adequacy standards among students of the Diploma of Education at A'Sharqiyah University

Degree of availability	Rank	Ferries	Average	term	M
Very Big	1	0.86	4.54	I plan to teach lessons using modern technology.	6
Very Big	2	0.64	4.33	I plan to distribute the topics throughout the academic year in cooperation with colleagues.	2
Very Big	3	0.81	4.21	I put behavioral objectives in the lesson plan related to developing cooperative skills among students.	5
Big	4	0.85	4.12	I plan to confront emergency situations in an innovative way.	1
Big	5	0.99	4.12	I plan to teach using electronic models.	7
Big	6	0.94	4.09	I put behavioral objectives in the lesson plan related to developing critical thinking skills.	4
Big	7	0.98	4.03	Analyze the study units when building the study plan Critical analysis.	8
Big	8	0.96	4	I put behavioral objectives in the lesson plan related to developing thinking skills (Fluency, flexibility and originality).	3
Big	the first	0.88	4.18	The total score for the first axis	

It is clear from the previous table that the degree of availability in the planning dimension came to a large degree, with an arithmetic average (.4), and a standard deviation (88.0), and the arithmetic averages ranged between (54.4-4), and the phrase "I plan to teach lessons using modern technology" came in the first rank, with a very large degree of possession, with an arithmetic average (54.4), and then came the phrase "I plan to distribute the topics to the academic year in cooperation with colleagues" with a very large availability as well, and an arithmetic average (33.4), and the phrase "I put in a plan The lesson is a behavioral objective related to the development of innovative thinking skills (fluency, flexibility and originality)" ranked last, with an average of (4), a standard deviation of (96.0), and a high degree of availability.

The results of Gedo for (4) indicated that the degree of availability of planning adequacy standards among students of the Diploma in Education at A'Sharqiyah University in the planning dimension came to a large degree, and that the phrases ranged between large and very large, and this may be due to the fact that students of educational qualification at A'Sharqiyah University plan to teach lessons using modern technology, where they plan to integrate modern technology into teaching, and they also plan to distribute topics to the academic year, and plan to develop cooperative skills among their students, and they also plan to develop thinking skills Their students have multiple skills, including critical thinking skills, creative thinking skills, analytical, deductive, and deductive thinking, and they are interested in analyzing study units when preparing lesson plans.

Students of educational rehabilitation have acquired the skill of planning through professional preparation in teacher training colleges, before joining the work (field training), and then these competencies have grown through the courses and workshops they receive during the profession, as well as from continuous follow-up, whether from their managers, or from educational supervision.

Also, the involvement of leaders and teachers of educational rehabilitation students in the planning processes at the school level, may have earned them the ability to plan at the level of teaching the subject they teach, as well as they earn it for their students, as the success of the teacher in performing his profession depends on his ability to plan, and planning makes the teacher invest time, make him arrange priorities, help him to learn effectively, and help him acquire good teaching skills.

The Second Dimension: Implementation:

The arithmetic averages, standard deviations, ranking and degree of availability of responses of the sample members were extracted about the degree of availability of implementation adequacy standards, which are shown in the following table:

Table (7): Averages, standard deviations, ranking and degree of importance for the responses of the sample members on the degree of availability of implementation adequacy standards among students of the Diploma of Education at A'Sharqiyah University

Degree of availability	Rank	standard deviations	Average	term	M
Very Big	1	0.66	4.54	I encourage students to practice critical thinking in making connections between their knowledge Students and the new information I provide them with.	11
Very Big	2	0.93	4.45	I teach students topics flexibly.	12
Very Big	3	0.80	4.30	I strive to develop students' creative thinking skills when teaching topics.	1
Very Big	4	0.86	4.24	I ask students questions at the beginning of the class that develop their critical thinking skills.	3
Very Big	5	0.73	4.21	I employ activities that encourage students to think critically and brainstorm.	13

Big	6	0.93	4.15	Use modern strategies while teaching the Tutorials that Develops students' ability to solve problems.	5
Big	7	0.86	4.06	Use classroom applications that develop students' collaborative skills the teaching.	2
Big	8	0.89	4.06	I encourage students to learn cooperatively and learn in groups during the teaching.	8
Big	9	0.96	4.06	Use the periodic calendar during the Teaching in a way that develops their thinking skills Creative (fluency, flexibility and originality).).	4
Big	10	1.11	4	I use electronic models to stimulate students' motivation towards learning chemistry.	10
Big	11	1.14	4	Link goals the Course and objectives of other academic subjects to develop students' ability to love the You will find out.	6
Big	12	1.13	3.96	I use technological devices to summarize ideas at the end of each session.	9
Big	13	1.15	3.81	I make sure to manage the class and control it creatively during implementation theTutorials.	7
Big	the third	0.94	4.144	The total score for the second axis	

It is clear from the previous table that the degree of availability of implementation adequacy standards came to a large degree, with an arithmetic mean (14.4), a standard deviation (94.0), and a chord and an arithmetic mean between (54.4-81.3), and the phrase "I encourage students to practice critical thinking in linking their knowledge students with what I provide them with new information in" came in the first rank, with a very large degree of possession, with an arithmetic average (54.4), and then came the phrase "teach students topics flexibly" with a very large degree of availability as well, and an average of My account (45.4), and the phrase "I make

sure to manage and control the class creatively during the implementation of lessons" came in last place, with an average (81.3), a standard deviation (15.1), and a high degree of availability.

Perhaps the students of educational rehabilitation at A'Sharqiyah University have acquired those competencies for the implementation of lessons through successive courses held by the ministry, and for the professional growth of teachers in general, students of educational rehabilitation in particular, as well as through the imposition of the school administration on teachers of the need for cooperation, participation and exchange of experiences with teachers of different specialties, as well as with those with one specialization inside and outside the school, and through the participation of teachers in the administrative work of the school.

The knowledge of students of educational rehabilitation in the subject of specialization, and their ability to do so, and follow up on everything new in the specialization, and familiarity with the educational materials necessary for the teaching process, modern teaching strategies, and their effective methods, and the ability to choose the appropriate method to implement the lesson, so that it raises students' motivation, proficiency in delivery, clarity of voice, with the integrity of the language, and taking into account the individual differences between learners all of this has an effective impact on the effective implementation of the lesson, and has a reflection on the teacher's ability to implement the lesson fluently, and positively.

This result is consistent with what was shown by the study of Ismail (2018) of the availability of competencies for implementing the lesson to a high degree, and the study of Basha (2020), which indicated the availability of competencies for implementing the lesson to a high degree, and differs from the result of the study of Al-Jili (2016), which showed the availability of the adequacy of the implementation skill to a medium degree.

The third dimension: evaluation:

The arithmetic averages, standard deviations, arrangement and degree of availability of responses of the sample members were extracted about the availability of evaluation adequacy standards among students of the Diploma in Education at A'Sharqiyah University, which is shown in the following table:

Table (8): Averages, standard deviations, ranking and degree of importance for the responses of the sample members about the availability of evaluation adequacy standards among students of the Diploma in Education at A'Sharqiyah University

Availability	Rank	standard deviations	Average	term	N
Very Big	1	0.74	4.39	Ensure that all students participate in the classroom calendar in accordance with cooperative learning skills.	4
Very Big	1	0.70	4.39	I make sure to ask students a variety of class questions during the explanation, which will stimulate their brainstorming skills.	7
Very Big	2	0.73	4.33	Types of school assignments to develop students' flexibility skills.	10
Very Big	3	0.91	4.30	Use evaluation methods the Variety develops students' critical thinking.	1
Big	4	0.91	4.18	Use multiple questions that stimulate students' thinking processes.	2
Big	5	0.94	4.09	Use modern technological devices to evaluate student learning.	6
Big	6	1.06	4	I benefit from the assessment results to provide feedback to students in a creative way.	8
Big	7	0.91	3.96	Use appropriate problem-based assessment methods as And how With diverse student levels.	3
Big	8	1.11	3.93	I direct students to conduct some activities electronically.	5
Big	9	1.13	3.87	Use continuous problem-based assessment(Primitive, cyclic, terminal) in the to learn.	9
Big	the second	0.92	4.148	The total score for the third axis	

It is clear from the previous table that the degree of availability of evaluation adequacy standards among students of the Diploma in Education at A'Sharqiyah University came to a large degree, with an arithmetic average (148.4), and a standard deviation (92.0), and the arithmetic averages ranged between (39.4-87.3), and the two phrases came "Make sure that all students participate in the classroom calendar in line with cooperative learning skills, I am keen to ask various classroom questions to students during the explanation that activate their brainstorming skill" in the first rank, with a very large degree of availability, with an arithmetic average (39.4), followed by the phrase "the most common homework to develop the skill of flexibility among students" with a very large degree of availability as well, and an arithmetic average (33.4), and the phrase "use continuous problem-based assessment (primitive, periodic, conclusion) in learning" came in third place, with an average of (87.3), a standard deviation (13.1), and a high degree of availability.

Due to the nature of each stage of the stage, and what it requires from the knowledge of their teachers with special competencies and skills, it is indeed keen these students to learn about everything new in the field of evaluation, and how to implement it, and employ its results in treating weaknesses, and strengthening strengths.

The fact that teachers are characterized by high degrees of evaluation competencies is due to the interest in preparing teachers, especially in the recent period, as teacher preparation has become one of the most prominent modern trends that have prevailed in teacher preparation and training programs during the past three decades. Many educators have relied on competence instead of knowledge in teacher education programs. The evaluation axis was one of the main axes relied upon in teacher preparation, and this view is consistent with what he pointed out (Holi, essence and cover,2007) Preparing teachers on the basis of competencies is one of the modern trends, and this idea is based on the fact that a competent teacher is one who possesses a set of competencies, the most important of which is evaluation, which makes him

able to carry out the tasks related to his various roles, and perform them with a certain level of mastery in performance.

This result is consistent with the results of the study of Al-Jeely (2016) and Ismail (2018), which showed that the degree of teaching competencies in the field of lesson evaluation was high. This result differs from the result of Ibn Auf's (2008) study, which showed that subject teachers in East Nile locality do not practice and do not possess the concept of self-evaluation of their teaching practices.

Recommendations and Suggestions

Based on the results of the study, the researchers recommend and suggest the following:

1. Directing leaders and those responsible for education to pay attention to competencies Teaching Giving it to teachers, and monitoring their use of it during teaching.
2. Continuing to provide training courses for teachers related to professional development, increasing them, following up on their results, and verifying the achievement of their goals.
3. Encouraging cooperation, creativity, change, and teamwork within educational institutions.
4. Providing clear and well-known communication tools for everyone within schools, taking advantage of modern technology, and training teachers and principals to use them.

The researchers also suggest conducting the following research in the future:

- Conduct a similar study from the point of view of supervisors and school principals.

- Training needs for educational rehabilitation students by stage different In light of twenty-first century skills.

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