

## **The importance of practical education in developing the student teacher's competence (trainee) in the physical and sports education class**

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### **Abstract:**

Practical education in physical and sports education is a prominent field in the preparation of teachers, as it constitutes the basic dimension in preparing and qualifying them during their studies at the university and before their graduation from it. In the receiving educational institution, practical education - field training - serves as a link between faculties and institutes of physical and sports education in terms of rehabilitating academic training and educational institutions and their applied work towards mastering teaching skills in a scientific and accurate manner, by linking between theoretical gains and between field training and its applied gains. In order to employ and integrate knowledge in order to gain greater efficiency in the field of teaching, as well as to control professional subjects, especially education and psychology, to control general education knowledge and invest it in various supervisory positions, to be able to evaluate the evaluation process and its fields, means and types.

**Keywords:** General education, practical education, physical and sports education, student teacher (trainee), teaching.

### **Introduction:**

The teaching profession and the preparation of young people are among the most important occupations and their names since the age of the day, because they play a fundamental role in the preparation of tomorrow's generation and give it the most valuable values and knowledge that benefit itself and his community. as well as arming him with the most important knowledge, experience and laws that build his personality, help him to discover himself and make him an effective individual within his environment, It contributes to the building and prosperity of his homeland. In order for the teaching profession to deliver its aims, effective programmes and curricula must be developed in line with the evolution and keeping pace. The teachers' composition, well-prepared and equipped with the necessary expertise and knowledge for the transfer and refinement of learners overseeing their teaching.

The preparation of teachers and their preparation for the demands of the profession and the requirements of the times are matters of constant interest in all educational systems. It has become a recognized rule that quality education is the basis of the advanced society. Quality education is provided only by a teacher who believes in his or her profession. Whatever the educational process is used in the development of educational technologies and techniques, the need for a competent teacher who can deal with the elements of this process in an effective manner that helps to achieve the desired goals. For a teacher to perform his or her multiple roles, he or she needs to have a set of competencies that he or she can only acquire through a special programme known as practical education.

As practical education or so-called field education is an important focus of the future professor's serious preparation programme, it represents the fundamental and important aspect of the physical and sports education programme. which provides every student with the real opportunity to pair his previous theoretical studies and what he finds and applies on the ground, With a competent and experienced professor in the field, his advice and guidance will contribute to his composition well. As a result, it is the crucible in which the knowledge, concepts and theories acquired by the trainee student are fused with the realities of the teaching profession, which is carried out with vitality and interaction between the professor of the future and his pupils and the most active subject, namely physical and sports education.

### **1. Concept of practical education:**

A series of activities undertaken by students of education colleges and teachers' training institutes through direct contact with pupils in schools of their choice, where they are trained; To acquire the skills needed for the teaching profession (1). Scientific training programme offered by physical education colleges (teacher training) Over a specified period of time and under its supervision, this program aims to provide teachers with

the opportunity to apply the information, ideas and concepts they have learned. Practical application while performing actual teaching assignments at school human and material elements of the educational process, on the one hand, It also endeavours to provide them with various educational experiences, including skills and effectiveness (2). Practical education is also the student's real opportunity to teach; To gain teaching experience under the supervision and guidance of a specialized supervisor and use the latest scientific tools and methods to observe teaching and modify the student's teacher behavior (3)

Hassan Sa 'ad also knows that it is the whole range of practical activities and expertise organized within the framework of teacher training and qualification programmes aimed at acquiring the student with the necessary skill skills needed in the performance of his educational tasks. (4)

It is also defined by both Fathi Kurdani and Mustafa Sayeh as a period of oriented teaching in which the student educates to the applied field in a school of general education during which he trains in the subject of sports education and all related supervisory and administrative functions. This is done under the supervision of a faculty member and a sports education instructor. (5)

We note, in turn, that practical education is the actual application of theoretical and adaptable tribal gains to the working conditions in which a teacher's student is present, including sports facilities, pedagogical means and the actual level of pupils within the time period prescribed by the Faculty of Physical and Sports Education.

**1.1 General education:** It is the preparation and guidance of man in order to live a balanced life, interact with his environment and coexist with others.

**1.2 Teaching:** It is the process of transferring knowledge, information, experiences and skills from the teacher to the learner.

**2. Aims of practical education:** Practical education aims primarily at preparing the student's teacher and qualifying him to serve as a teacher, as well as at providing an opportunity to achieve the general objectives in the following three aspects:

### **2.1 Cognitive Objectives:**

- Teachers' acquisition of knowledge of the dimensions of the teaching process and of the classroom and extra-curricular activities that they can practically practise with their pupils thereafter.
- Identification of the characteristics, tendencies and trends of students at the educational level, which will be carried out in the light of the theoretical study I have completed in the college.
- Acquire information about the nature of the school environment, its working rules, the problems expected to occur and how to deal with them.
- Teachers' students acquire information about successful class management and school management in the field reality.
- Recognize the roles of the teacher, the head teacher, professionals and employees, and their respective responsibilities in the schools of application.
- Identification of the content of the education planned for pupils at the next stage; To familiarize itself with the planned topics and to be able to view, research and explore them.
- Identify the educational means, tools and devices available in schools and the extent to which means can be produced in the school's workshop.
- Acquire information about the school schedule, distribute classes and distribute the course's subjects throughout the semester.
- To know the teacher's rights and duties, the limits of the relationship between the teacher and his or her pupils, the teacher, the head teacher, his or her colleagues and school staff.
- Identification of teaching methods and methods prevailing in schools, refurbishment and development, suitability and readiness to implement them.

### **2.2 Skilled Objectives:**

Skills objectives include three aspects of skills:

#### **2.2.1 Mental skills such as:**

- Develop students' careful observation skills for the school environment and classroom environment.
- Develop students' prescribing skills for what is observed.
- Develop the skill of distinguishing attitudes from classroom interactions.
- Developing teaching skills.

#### **2.2.2 Motor skills such as:**

- Use the school's educational means.
- Addressing objects and tools in correct ways.
- Good talking and listening in classes.

- Dealing with school records and pupils' statements and certificates and keeping them in private records.

### **2.2.3 Social skills such as:**

- Cooperation and social participation.
- Obligation and respect for order.
- Dealing with others and helping them.

### **2.3 Sentimental objectives:**

- Developing positive trends towards the teaching profession.
- Strengthening the sense of belonging to the teaching profession.
- Developing the ethics of the teaching profession and attention to the general behaviour and external appearance of the student teachers.
- Accepts criticism and recommendations from other experienced persons, such as: supervisor and head of school.
- The formation of scientific trends among teacher students, such as accuracy of speech and deed, love of survey, objectivity, judgement, flexibility and humility. (6)

### **3.The importance of practical education**

The importance of practical education as a cornerstone of teachers' training programmes is reflected in the following points:

- Identifying the nature of the educational process and forming specific directions towards it.
- Enabling the student's teacher to acquire a set of information, skills and trends; in order to benefit from it in the future in the teaching profession and to make it a guide to it in its difficulties in different educational situations.
- Provides immediate practical opportunities for the student teacher to apply the educational principles and concepts he or she has learned through his or her career preparation at the college or institute, thus being able to link skills, trends and information to the application process, which is the first direct encounter of the student teacher with practical field reality through the actual practice of schooling.
- It creates direct realistic opportunities for the student teacher to learn the truth about him psychologically, behaviorally and educationally.
- Knowledge of the ethical values associated with the education profession and its practice.
- The student's teacher is trained to assume responsibility for school organization and to participate in educational and social activities, but his role is limited to teaching only. (7)
- They bring about changes in the personal characteristics of the student teacher, as within a short period of the student's role it becomes the role of teacher and leader in charge.
- It prepares the student teacher to face the fundamental challenge of acquiring, under the supervisor's guidance, a broad and deep understanding of the learning process and also knowledge of the real problems of education. (8)

### **4. Principles of Practical Education**

Practical education is based on a set of foundations and principles; In order to achieve its objectives, the most important of these principles are:

- To consider practical education as an essential part of the training programmes for a teacher, whose aim is to allow the student teacher to know the reality of the educational process, to test his teaching abilities and to fulfil various teacher roles.
- Effective advance planning of practical education by officials and supervisors, and selection of cooperating and understanding schools for the role of practical education in the preparation of teachers.
- The inclusiveness of the practical education programme for the development of all aspects and skills of the student teacher, whether in the classroom of training skills or in the school in its interaction with the school's activities and its responsiveness to the school administration, is the basis for the success of the programme and the achievement of its objectives.
- Provide human and material possibilities such as: specialized supervisor and collaborating teacher, officials at the college and training school, and appropriate material rewards are necessary for the success of practical education and the achievement of its desired goals.
- Continuous fruitful cooperation between planners and executors and supervision of practical education is necessary to achieve its desired objectives.
- Clarification of the objectives of practical education among all officials, supervisors and teacher students is a necessary condition for achieving these objectives.
- To prepare a student who is mentally and psychologically taught by his or her supervisor before entering the practical education experience is essential for the student's success in this experience. The student knows from

his or her supervisor the importance, objectives and stages of practical education and how to succeed in this experience.

- Conscious viewing and observation is a fundamental pillar of the practical education programme, which includes the objectives of developing the ability to view with purpose and the student's intelligent conscious observation.

- The Supervisor of Practical Education shall take into account the individual differences between them, whether in the field of teaching skills, dealing with the school body or supervising school activities, as one of the principles and foundations for the success of practical education.

- The Teacher Student Assessment process is a fundamental pillar of practical education, so that it includes everything the teacher student does within the host school's walls, so that he or she can learn about his or her strengths and weaknesses in improving his or her performance in the following situations. (9)

### **5. Practical Education Skills:**

Practical education skills - teaching skills - are multiplied by their respective objectives teaching skills for the teacher's theoretical planning performance before entering the classroom, There are performance teaching skills, through which the teacher's behaviours are evident during teaching, There are evaluation skills through which the teacher self-evaluates his past performance and to identify its shortcomings and develop appropriate plans to overcome them in new situations (10)

**5.1 Planning skills:** One of the skills to be trained to enable teaching planning skill is:

- Determine pupils' past experiences and level of mental development.
- Identification of teaching materials and means available for teaching.
- Analyze the content of the scientific material of the study and determine the content of the learning.
- Formulation of learning objectives.
- Designing a strategy to achieve learning goals.
- Selection and design of methods for evaluating learning outcomes.

**5.2 Implementation skills:** The use of teaching methods and methods, including:

- Preface.
- Use of questions.
- Use of educational materials and methods.
- Use of Arabic.
- Enhancement.
- Diversification of movement and sound.
- Adherence to the time plan.
- Coordination of teaching implementation procedures (11)

**5.3 Evaluation skills:** Calendar skills include:

- Design and preparation of different calendar tools and all data about learners.
- Diagnosis of deficiencies and strengths in the educational process (12).

### **6. Phases of practical education:**

Practical education consists of several stages, the most important of which are:

**6.1 Viewing phase:** Targeted viewing, planned and aware of the system, hygiene, entry and exit, teaching staff meetings, teacher behaviour in organizing learning, steps, activities, learning resources, educational objectives, content, psychological and logical organization, calendar types, feedback, enhancement, classroom management and non-classroom sightings.

Preferably linked to the mobilization of lists and monitoring or the writing of an open, paragraph-specific or point-based establishment report.

**6.2 Participation phase:** Participation shall be partial either independently or under the supervision and assistance of the host teacher, such as teaching staff meetings, school committees, alternates, class education and the preparation of educational means.

**6.3 Phase of practice:** It is the stage of full practical application performed by the student teacher alone and without direct supervision of teacher A., The Director is a full educational process lasting for a month or less that allows him to diagnose and remedy weaknesses and earn him self-confidence in decision-making and develop his positive direction towards the educational process, educational values and necessary performance skills. The student teacher must become accustomed to planning what he or she will do or practise and randomness at this stage is unacceptable.

On the other hand, specialists agreed on the importance of the student's teacher going through the stage of practical education at the following stages:

- The cognitive preparation phase of the teacher student.
- Actual viewing stage.
- Micro-teaching stage.
- The stage of observations within the training school.
- The stage of effective participation in teaching with the classroom teacher.
- The actual teaching stage.
- The stage of evaluation and constructive criticism of teaching.

**First: The cognitive preparation phase of the teacher student:** The supervisor meets with student teachers to familiarize them with the nature, aims and importance of practical education and to identify the tasks to be performed by both the student, the classroom teacher and the institution's director.

The supervisor must also instruct the student's teacher on how to deal with all those who contact him in the field of practical education.

**Second: Viewing Phase:** At this stage, modern technology is used. This has led to the emergence of many teaching models that have offered the student teacher varied teaching experiences through which he can choose what suits him.

**Third: The micro-teaching phase:** The student confronts a small group of pupils and teaches a specific part of the lesson any skill of teaching skills for a short period of time ranging from 5 to 15 minutes.

**Fourth: The viewing stage within the training school:** Live viewing within the training school is done according to a certain plan using rated note cards and includes the practical experiences gained by the student teacher from observing school life and educational experiences that take place in a variety of educational situations. The student instructs the teacher to fill these cards through his/her observations and observations.

**Fifth: The stage of co-teaching with the basic classroom teacher:** Before the student begins teaching the actual pupils and assumes his educational responsibilities for a full lesson, the student can entrust the teacher to carry out some of these tasks with the participation of the basic teacher, making him less nervous so that he becomes accustomed to the responsibilities of preparing and directing the lessons.

**Sixth: Actual teaching phase:** This is one of the most important stages where a student becomes fully responsible for the implementation of all the tasks entrusted to him or her where he or she has the experience, skills and teaching skills that assign him or her to carry out the actual teaching of the pupils individually and without the assistance of anyone.

**Seventh:** The stage of evaluation and constructive criticism of teaching:

After the student's actual teaching, the supervisor evaluates the student and one of the most important aspects of the evaluation:

- Personal characteristics of the student teacher (general appearance - sound - self-confidence).
- The complementarity of the elements of preparation of the lesson.
- Good use of the stadium and good planning.
- Enabling scientific material on the subject of the study.
- Selection and good use of educational methods.
- Good choice of teaching methods and methods.
- Skill in the management of the lesson and the proper treatment of pupils. (13)

**7. Elements of practical education:** Practical education Five elements are student, university supervisor, collaborating teacher, collaborating director, cooperating school. Each of these elements has a distinctive role in activating the practical education programme and achieving its objectives (14)

### **7.1 Student Teacher:**

#### **Student Teacher's Duties in Practical Education:**

- Be respectful in his appearance, and an example of high morality in his actions.
- To attend school on time, enter and exit his classes in a timely manner.
- Respect the school's laws and regulations and respond to the directives of its administration and supervisors.
- Respond to the collaborating teacher and respond to his suggestions and opinions within the limits of decency.
- Cooperation with other colleagues in the school's collective activities.
- Students in the classroom should be treated with humanity and respond to their needs with science and objectivity. (15)

### **7.2 University Supervisor:**

#### **The supervisor in practical education performs the following tasks:**

- A meeting was held with his students' teachers to provide guidance and guidance before attending school.

- To go with the students teachers to the cooperating school on the day set for the commencement of practical education.
- The student's definition of the teacher and the regulations of the cooperating school before his or her arrival at the school.
- The student's knowledge of the objectives of practical education and the problems encountered during the period of practical education.
- Participation of the cooperating teacher and the student teacher in the order and distribution of the school schedule.
- Familiarize the teacher student with the school's principal and collaborating teachers.
- Discuss the reports written by the student teacher about his impressions and his viewing of the lessons offered weekly.
- Help the student teacher to apply theoretical pedagogical concepts to concrete realities during the period of practical education.
- The student's participation in discussing practical education problems encountered during that period.
- Holding individual meetings after each teacher's visit to provide constructive criticism and guidance on the lessons taught by the teacher student.
- Holding group meetings after each visit if all teachers' students in the school need guidance.
- Discuss the student teacher after each visit in all the items of the calendar card; To identify strengths and weaknesses during the training period.
- The concept of human relations with the student's teacher should be exercised during the period of practical education.
- To warn the student's teacher if he fails to perform his duties during the period of practical education.
- The student must feel the progress or backwardness of the teacher every period to be aware of the student's level of training.
- The student should inform the teacher of the methods followed in his calendar.
- To benefit from the final calendar of practical education. (16)

### **7.3 Collaborating Teacher:**

#### **A cooperating teacher in practical education carries out the following tasks:**

- Familiarize the student with the school environment and its possibilities, and familiarize him with the daily school system and school work, thus making the student's teacher adapt to the school environment faster and better.
- Help the student to psychologically adapt to his new situation and his new environment and feel reassured and acceptable is important to the speed of such adaptation. This is done through the establishment of intimate human relationships between the student teacher and the collaborating teacher characterized by trust, friendship and warmth of emotions. The student teacher answers any questions and inquiries without shame.
- To introduce the student's teacher to the pupils to whom he will teach, in terms of their general interests, needs and characteristics.
- Familiarize pupils with the student's arrival and the nature of his/her assignment and responsibilities, and prepare them to receive and adapt to him/her.
- Assist the student teacher in knowing the content of the school curriculum in force and the content of the subject that he will study.
- Attend some lessons for the teacher student and record the most important notes and strengths and weaknesses of the lesson.
- Follow-up the growth in the student's personality and teaching skills, and keep the supervisor informed of this growth.
- Monitoring and supervising students' compliance with school regulations and regulations, responsiveness and participation in certain school activities.
- Participation with the Supervisor of Practical Education and the Head of School in the final evaluation of each of these student's teacher performance. (17)

### **7.4 Head of Cooperating School:**

#### **The principal's role in practical education is as follows:**

- contributes to the recruitment of students as teachers in his school, which gives approval for the allocation of each of them to the appropriate cooperating teacher, and gives sufficient time to meet with and deliberate with educational supervisors.

- Selecting the most efficient teachers to be collaborative teachers, consulting with them about the teachers' students, and helping them to provide effective learning attitudes to their pupils during practical application.
- Welcomes students' teachers at a first meeting and speaks to them about the school, its philosophy, its community and its public functions.

In the researcher's view, these five elements must work in a holistic manner rather than individually in order to improve the performance of students' teacher skills and to increase their efficiency and make them able to engage in society (18).

Teacher training programmes in the majority of the world's educational systems consist of three main aspects:

- The Akaymi side (specialist).
- cultural aspect.
- Professional (educational) aspect.

Each aspect includes theoretical and scientific courses aimed at the overall enumeration of the competent teacher. As is known, the teacher's professional or educational preparation is a set of courses that include the foundations and theories of learning and education, often ending in practical education. (field) student teaching or field training for future teachers Scientific education is therefore the cornerstone of any teacher's preparation. It is the real test of the actual and objective judgement of the learning aspects acquired by the student teachers during their preparation, whether academic, cultural or professional, By providing these students with the opportunity to apply the academic and educational information they have studied during the period of practical education (19)

### **8. student Teacher Rights:**

A teacher's student has rights that can be defined by:

- Provide the student teacher with the opportunity to have the training school close to the student's place of residence.
- Amend its schedule to achieve the objectives of field education.
- Contact the Physical Education Department or the collaborating teacher whenever needed.
- Contribute to the school's extra-curricular activities in coordination with the collaborating teacher.
- Familiarize him with the calendar and have the right to discuss its paragraphs with the supervisor and provide any observations thereon to the Department of Physical Education and Sports. (20)

### **9.Student Teacher Duties:**

There are many duties and responsibilities that the student teacher must adhere to during the period of practical education which can be summarized as follows:

- Complying with the school's regulations, regulations and laws.
- Preserve the reputation of the school and its staff.
- Comply with the supervisor's directives agreed upon.
- Show respect and good human relations for the supervisor and school staff, cooperate with them and do not offend them.
- Accept criticism from the supervisor in different aspects of the learning process.
- Preserve the reputation of the college with which he teaches.
- Treat pupils with respect and respect for their needs, characteristics, tendencies and attitudes.
- Accepts feedback from the collaborating teacher and school principal.
- Taking care of the exterior and adhering to the full moral appearance inside and outside the school.
- Respecting pupils' parents and expressing interest in any feedback received from them.
- Avoid inflicting any physical or psychological punishment on pupils.
- Respecting pupils' opinions and accepting their thoughts.
- Dealing with pupils on the basis of justice and equality without prejudice.
- Keep confidential information consisting of his pupils and do not talk about this information in his own boards.

### **10.Tips and guidance for student teacher:**

- He showed positive trends and good convictions about the teaching profession.
- Do not ignore pupils' misconduct, which is an acknowledgement and testimony of vulnerability.
- Do not lose control of your actions. This is a place of joy and pleasure for pupils.
- Do not underestimate pupils and do not allow disregard. This is a way to disregard you.
- There is no penalty for pupils.
- Don't raise your voice or shout that's a manifestation of loss of control.
- Do not address the pupil other than his name and if so, be in love with her.

- Tackle bad behavior at the beginning, not at the end.
- Love pupils with your material and do not make it a means of punishment.
- Adapt to the different situations that confront you and not be rigid.
- Don't make the pupil a laugh to his colleagues.
- Stick to what you pledged to your pupils and don't lie to them.
- Accept the reality of individual differences between pupils and that they will not be at a single academic level.
- No pupil feels like you don't love him.
- Knowing your pupils' names contributes to strengthening links with them.
- Be fair in dealing with pupils without prejudice.
- Make yourself your leader in class management. (21)

#### **11. Problems in which prolonged teachers can fall:**

Some of the problems in which the student teacher may fall during the period of school field application are:

- Conduct field training in an unsafe manner.
- Not following pedagogical methods in the treatment of pupils.
- Neglect in preparation and where to carry out the lesson.
- Teaching in a random manner where teaching methods are not used appropriately.
- Inability to self-control.
- Lack of interest in public appearance. (22)

#### **12. Correct start of practical education:**

Practical education of the student represents the teacher in the faculties of sports education with their experiences and activities and the environment in which relatively new things happen to the students teachers. We see some who have been perceived by fear and psychological anxiety due to the uncertainty of the actual training process. This fear often occurs for third-grade students who for the first time go into the practical application environment.

Practical education itself did not exist as a college course for students' suffering, torture or continued psychological anxiety, but rather for rewarding them by establishing confidence in themselves and raising their competence as future teachers capable of educating and leading the nation to the best by providing practical and realistic opportunities to verify the validity of their university preparation principles and experiences. and thus to focus these experiences and principles on each other and integrate them into their personalities in the form of effective and productive individual teaching methods education ", and so that students get rid of the fears and hesitation they have at the beginning of practical education, and so that their opportunities and experiences are constructive and rich. (23)

#### **Conclusion :**

The aim of practical education is not to make the final judgement on the student teacher to enable him or her for the teaching profession But taking this student's hand from birth and love to movement and activity and being able to speak and act in the context of the profession so as to reach the level we want for the future teacher, Practical education in physical and sports education is a prominent area in the preparation of teachers as it constitutes the fundamental dimension of their preparation and qualification. It serves as a real opportunity for the student teacher to gain teaching experience under the supervision of a qualified professor in the receiving educational institution and practical education - Field training. It serves as a link between physical and sports education colleges and institutes in terms of qualifying academic composition and educational institutions and their applied work towards mastering teaching skills in a scientific and accurate manner.

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