

Introduction:

Education is considered the fundamental cultural movement for each nation seeking luxury, development, and progress. Education success depends, first and foremost on the preparation of the qualified teacher, believes in his capabilities and capable of applying his plan. The teacher is the primary focus of the educational process, as he is the active factor in the success of the pedagogical methods, additionally, education will remain based on the teachers' capabilities and experiences in educating and upbringing the young people, regardless of the technology developed. In spite of the developments which have taken place by the beginning of the third millennium in the teacher preparation methods, this preparation still suffering from so many insufficiencies, particularly in the Arab countries. Teacher preparation programs do not fit easily with the texts based on skills and self learning, which are used widely in the domain, hence, teacher preparation process, should be reconstructed.

This means that teacher preparation became a prerequisite necessity, even for the talented individuals, plus, preparation and training teachers is a vital demand to confront the contemporary and futuristic challenges in the diversified fields. Thus, the interest in the teacher preparation and training, working on solving his problems and promoting his position, are the basic pillars which the educational system reform should base on, which requires the reconstruction of the teacher preparation systems, so that he could keep abreast of the developments and challenges facing our contemporary world, especially the developing countries, including Egypt, in a way that the reconstruction of these systems, arises from the pedagogical objectives.

The advanced approaches, such as the electronic education approach, and the active education approach, are the most important scientific and

practical developments, which emerged by the beginning of the twenty one century, especially in the domain of the educational process quality, as it works on finding a new thinking method, and thus is a radical change for the development and getting rid of the old methods and seeking new methods to achieve breakthroughs in the performance levels. Redesign means the radical change, not merely superficial change or additions to the virtual status quo; it means innovation, which is an earmark of the former two approaches.

Since then, the serious scientific attempts emerged and handled the electronic learning, in addition to the active learning in the pedagogical domain, as the traditional methods are no longer commensurate with the change and development requirements experienced by the contemporary institutions, and these attempts ended with applying the modern approaches in the human resources training domain, and teacher preparation, and thus the educational system achieves its objectives.

From the aforementioned preface we can conclude that the electronic education approach, focused on the access to the pivotal improvements' in the educational system processes to achieves the increasing demands of students, and the country demands related to quality, innovation, diversity, services and renewal, which made many institutions around the worlds, seek to apply the two approaches and taking advantage of them, hence, prompted the current study to use them in order to identify its uses in the education domain, generally, and the field of activating the teacher preparation system particularly.

Research Problem:

Our Egyptian society is suffering in the meantime from different failures when prosecuting the most important developments in the teacher preparation systems in the different universities. Teacher formation

process, suffers from the absence of the integrated system in philosophy, objectives, and planning, then, so many preparation institutions emerged as a result, programs still unable to configure the teacher in the light of the new roles in the technological and scientific era, then it is imperative to reconsider the preparation of the futuristic teachers.

Thus, the starting point of the current study, recommended by many previous studies and the conferences which made clear that the teacher preparation system, suffers from some shortcomings, either in the preparation system and its related objectives, or in the admission systems, some of these shortcomings could be presented as follows:

- The current admission system lacks the objective criteria necessary for the teacher and student, as the admission is done via the total scores obtained in the secondary school.
- The predominance of the attention paid to the quantity, instead of quality, making the institutions not interested in absorbing the distinctive excellent qualities.
- The preparation system in the education faculty is unable to cope with the modern trends, both in form and content.
- The insufficiencies of the practical training, whereby student-teachers, get trained on the teaching skills.
- Lack of manpower to oversee, monitor and direct, and the low level of the teaching performance for the graduates of the preparation institutions, as a result of the predominance of the theoretical aspects, over the practical aspects in preparation.

This impose a heavy responsibility over the shoulders of the individuals responsible of teacher preparation institutions in Egypt in the meantime, represented in thinking about offering a new method, whereby we could activate the teacher preparation systems, and this is mainly considered a motivation for our study, which targets at using the

electronic education approach and the active education approach, as both represent an effective step towards finding more effective ways to address the virtual dilemmas facing teacher preparation systems, in addition to freeing the student of the traditional method, and moving him towards the objective co-operative method, where the student could become-via either methods- seeker of information, interactive in the classroom, a complementary factor to the teacher, and eventually, the targeted quality is achieved.

The electronic education approach is considered one of the developed approaches focusing on the co-operation between student and teacher, in promoting the educational process via the investment of the current technology, as well as the active learning approach, which focuses on the development of the learner skills via interesting in thinking, participating in activities, discovering trends and tendencies, computer simulation, using the internet, discussion via internet in the classroom, and deep focus on studies and independent researches.

Based on the aforementioned, the developed approaches- e-learning and active learning- are a general framework, the student moves through, making him a partner in the education process, as a researcher and thinker, while teacher is a director, reference, and source of information, in addition to being a motivator to the students' minds. Thus, study problem could be formulated in the following main question:

How to activate systems preparing the teacher of general secondary education in Egypt by using some advanced approaches?

The main question is divided to the following sub-questions:

- What is the current state of the secondary schools in Egypt? And what is their nature?

- What are the challenges facing the secondary education in Egypt in the meantime?
- What is the current state of the preparation systems related secondary education teachers in Egypt, in the light of the contemporary pedagogical thought?
- What are the most important advanced approaches in the field of preparing the secondary education teacher?
- How to benefit from these approaches in the preparation of the secondary education teacher in Egypt?
- What is the virtual nature of preparing general secondary education teacher in Egypt, in the light of the standards of the national authority of assuring education quality and accreditation?
- What are the main features of the proposed concept for the preparation systems of the secondary education teacher in Egypt, in the light of lessons learned from the advanced approaches in this domain?.

Research Objectives:

- Identifying the current reality of the secondary education in Egypt, and its related nature, and the most important hindrances preventing it from achieving its objectives.
 - Identifying the most important challenges facing the secondary education in Egypt in the present time.
 - Identifying the reality of the preparation systems of secondary education teachers in Egypt, in the light of the contemporary pedagogical thinking.
 - Identifying the most important advanced approaches in the field of preparing the secondary education teacher, and how to benefit from them.
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- Identifying the nature of preparing the secondary education teacher in Egypt, in the light of the standards of the national authority of education quality assuring and accreditation.
- Detection of the most important lessons learned from these approaches, in the preparation of teachers of the secondary education in Egypt.
- Attempting to set the basic features for the proposed perception of the preparation systems of the secondary education teacher, in the light of the lessons learned from the advanced approaches in this domain.

Research limits:

Represented in the following points:

- 1- The objective limit, which focused on:
 - The nature of the secondary education in Egypt, and its main obstacles.
 - Challenges facing the secondary education in Egypt in the meantime.
 - The current reality of preparing the secondary education teacher in Egypt.
 - The advanced approaches in the field of preparing the secondary education teacher in Egypt, such as e-learning, active learning, and national authority standards approach of assuring education quality and accreditation.
 - 2- The human limit represented in a sample of the faculty members in the education faculty of Banha, in addition to another sample representing students and teachers.
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3- Spatial limit: represented in the college of education, Banha University.

4- Time limit: time spent in the study, from 2009, to 2011, the field study conducted in September ,October, and December, 2011

Research tool, represented in the following:

- Poll form: in order to identify the most important obstacles that impedes the preparation process of the secondary education teacher in Egypt in the present time.
- Interviews: conducted with some professors of the education college,banha university, and some of the graduation year students, and it was like an open interviews to identify the current reality of the preparation process of the secondary education teacher, the importance of the educational programs, curricula, and the associated activities in achieving the preparation quality.
- Questionnaire: to identify the current reality of preparing the secondary education teacher in Egypt, and how to activate and promote him via the investment of the advanced scientific approaches, while considering our community circumstances, and its available potentials. The questionnaire consisted of nine axes, as follows:
 - a) The first dimension: the objectives of preparing the futuristic teacher, and included 11 statements.
 - b) The second dimension: the reality of the academic aspect of student and teacher, and included 11 statements.
 - c) The third dimension: the reality of the professional aspect of student, and included 11 statements.

- d) The fourth dimension: the cultural aspect of student and teacher, and included 11 statements.
- e) The fifth dimension: the reality of the ethical aspect of the student and teacher, and included 11 statements.
- f) The sixth dimension: the reality of the personal aspect of the student and teacher included 11 statements.
- g) The seventh dimension: the pedagogical aspect of the student and teacher, and included 11 statements.
- h) The eighth dimension: the capabilities provided by the student and teacher preparation system, and included 11 statements.
- i) The ninth dimension: proposals of activating the preparation system of teacher and student, and included 9 statements.

Research Sample:

The total number was 375 respondent, 75 members of the scientific discipline, 100 member of the literary specialties, 50 member of the General diploma, 50 members of the professional diploma, 50 members of the special diploma, and 50 members of the faculty members of the education colleges, banha university (representing all of its pedagogical departments), and were selected deliberately.

Research Methodology:

In the light of the research nature and its related questions, identifying the global variables and recognizing their effects on the preparation system of the general secondary education, access to information in terms of its philosophy and objectives, and the principles which it is based, analyze and describe the preparation system, and how to activate it via using some of the advanced approaches, thus, it requires

using the descriptive method, and system method, to handle the preparation system as an integrated system, and with the secondary education as a comprehensive community system, as the most suitable systems to answer the research questions, achieving its objectives, and additionally the statistical method to address the outcomes of the field framework.

Research Terminologies:

- 1) System: by system we mean: a set of factors integrated and interacted altogether within teacher preparation system, in order to achieve its targeted objectives, while considering that the system contains inputs, processes, outputs, and feedback.
- 2) Educational preparation: we mean: the process whereby teachers become qualified to practice the education profession, and willing to achieve its pedagogical and educational objectives.

We mean: the preparation which elevates the level of the secondary education teacher, pushing him towards professionalism, via providing him with the scientific, educational, and psychological knowledge, so that the teacher could achieve the targeted objectives on exercising his profession.

- 3) Teacher preparation: we mean, the preliminary formation of the student and teacher, which targets at providing him with the capabilities and skills required to exercise his profession, since joining the preparation institutions, till the evaluation system within the preparation system, and finally, graduation.

Beneficiaries of the Current Research:

- Graduate students: preoccupation with the scientific research.
- The responsible individuals of running the education system: where the current reality is diagnosed, with its related weakness

and strength points, the first needs to be strengthened, and the second needs to be met or treated, and how to apply it on ground.

- The responsible individuals of the teacher preparation system: where we can take advantage from the concept proposed in this regard, in order that the Egyptian teacher could be promoted in the meantime.

Research steps: the current research moved according to the following steps:

- The first step: the researcher displayed the research related general framework, which included the following: preface, research problem, questions, objectives, importance, limits, methodology, and terminologies, in addition to the previous studies.
 - The second step: the researcher addressed the current reality of the general secondary education in Egypt, and its related nature, in terms of philosophy, standpoints, and objectives, functions, in addition to the factors of the secondary education system, its related obstacles, and the challenges we face in the present time.
 - The third step: the researcher addressed the nature of teacher preparation, the determinants of the preparation institutions, preparation system, the most important current trends in the preparation domain, and the quality of the teacher preparation systems in the light of the contemporary pedagogical thought.
 - The fourth step: the researcher addressed some of the modern approaches of the secondary education teacher preparation domain, and particularly, the E-learning approach, active learning approach, and the national authority standards approach, for assuring the education quality and accreditation.
 - The fifth step: the researcher addressed the standards of the national authority for assuring the education quality and
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accreditation, in terms of concept, characteristics, advantages, and why we need them, in addition to the authority related roles and objectives, its specialty domains, and then the preparation systems of the general secondary education teacher in Egypt, in the light of the national authority standards.

- The sixth step: the researcher addressed the field study, and included the procedures of the field study in terms of objective, tool, sample, and the statistical treatment, in addition to outputs and its related interpretation.
- The seventh step: the researcher addressed outputs and recommendations, in addition to the concept proposed to promote the preparation systems of the general secondary education in Egypt.

Research outcomes:

- 1) General outcomes related to the preparation system of the general secondary education teacher.
- 2) Outcomes related to the field study, summarized as follows:
 - general outcomes related to the preparation systems of the general secondary education teacher, divided into the following:

In terms of the preparation institutions of the general secondary education teachers:

- There are specialized institutions in Egypt interested in preparing the general secondary education teacher, in order to keep abreast of the global movement.
 - Preparation years vary from one country to another, according to the particular circumstances of each country (in Egypt, 4 years, including the field training).
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- Construction of the preparation institutions of the secondary education teacher is negatively affected by the political and economical conditions.
- In Egypt, there is no license to practice the teaching profession, the whole graduates of the teacher preparation colleges, directly join schools, in a way incompatible with the principles of the total quality in education, which the developed countries called for, and already applied.
- The desire of some graduates of the education colleges in Egypt, to join other professions, because of its high financial gain.

In terms of the admission policy:

- Admission policy in Egypt, suffers from intensive bureaucracy, as the preliminary standard for admission, is the total scores, and there is no other particular terms specific to students admission in the education colleges.
- Tests conducted by the college prior to the enrollment of students, are characterized by being typical, as the college council distributes students to the different disciplines, regardless of the results of these tests, or to the tendencies of the students, leading to the student gets enrolled in Not-Preferred majors, which could affect his progress and success in this discipline.

In terms of the preparation systems:

- the student/teacher, in Egypt acquires pedagogical skills, rather than specialized skills, as a result of preparing him according to the sequential system, which allow elaborating on the pedagogical studies, at the expense of his specialized study, while the teacher/student, acquires specialized skills, more than the
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pedagogical skills, as a result of preparing him according to the integrated systems, which allowing him elaborating on the specialized studies, at the expense of the pedagogical studies.

- The study system proceeds according to the semester system, where the student studies a specific number of courses in each chapter separately, and does not get the graduation certificate, until completing studying of 8 chapters distributed over 4 consecutive years.

In terms of study plan:

- Preparation colleges in Egypt are interested in providing a range of courses which contribute to the preparation of the teachers of the general secondary education, where study plans are divided between specialist academic curricula, cultural curricula, in addition to the pedagogical curricula.
- Teacher preparation colleges in Egypt are focused on the training students on the virtual teaching skills, via the field training which is often allotted 4 hours per week, during the third and fourth year of the faculty of education, the field training includes also a set of the pedagogical contents, such as the mini-teaching.
- The educational courses included in the preparation plans of the secondary education teachers, are compulsory, even if some subjects are selective, these subjects are included in the cultural or the pedagogical framework, and also imposed on students, and this is due to following the centralized management in Egypt.
- The curricula in Egypt emphasize on the national identity, and the deep interest in the Arabic language, which helps in getting graduates proud of their national identity.

For the preparation aspects:

- the field study emphasizes on the prerequisite necessity that the preparation program for the secondary education teachers, must

include the three preparation aspects,, the specialized academic aspect, the professional pedagogical aspect, and the general cultural aspect, the ratio for each vary accordingly:

- 55% major curricula.
- 30% pedagogical curricula.
- 15% cultural curricula and the profession ethics.

Research Recommendations:

A set of recommendations emerged in the light of aforementioned outputs, and could be crystallized as follows:

- the surrounding environment of the secondary schools, should provide a number of inputs, with its physical and human resources, as well as identifying the social determinants.
 - The inputs must be run, via the internal practical framework of the secondary schools, and according to the efficiency of these inputs, the effectiveness increases:
 - The necessity of moving from the current performance to the targeted one, which requires reconsider the following:
 - A) The strategic factors which include the Arab and Islamic factors, and the community ideology.
 - B) The operational factors, including teacher quality, management style, curriculum content, as the interaction sum between the strategic factors and operational ones, controls the effectiveness of the school day-to-day work.
 - c) Highlight the importance of the development of the preparation systems of the secondary education teachers in Egypt, as a determinant factor in promoting the graduate level, thus raising the state level as a whole.
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- D) Develop a plan to promote preparation systems of the secondary education teachers in Egypt, in the light of the contemporary international trends, and the results of the field study, while considering the current circumstances and capabilities of the Egyptian society.
 - E) Follow-up, and the continuous evaluation of the teachers levels, either via external mentorship by the directors, or the internal mentorship via the self-education, and improving the scientific and practical skills, in addition to senior teachers, managers, and school agents.
 - F) Providing equal educational opportunities for each student/teacher, to improve his capabilities and aptitudes to the fullest, regardless of the financial obstacles, or the geographical environment.
 - G) Taking into account the general secondary education system, in its form and inclusiveness of the different environments, regardless being agricultural, industrial or commercial.
 - H) Awakening the national spirit of the student/teacher, and working on increasing his loyalty to the country, via achieving his rights and duties.
 - I) the upbringing of the student/teacher, to appreciate the rights of the others.
 - J) Provision of opportunities for the student/teacher, to participate in classroom management, and school management.
 - K) Providing the student/teacher, with the adequate knowledge related to dialogue, and training him on the careful decision making and never do jump to conclusions.
 - L) The student/teacher should be aware of his rights and duties towards community, through dedication to work.
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- M) Educating the student/teacher how to appreciate work, and respecting the different professions, in addition to consumption rationalize, and self independence.
- N) Providing the student/teacher, with some of the Arabian culture, so that he could preserve his cultural and national identity.