

STUDY SUMMARY

Introduction :

Teacher's preparation is considered one of the most important cases in the educational field and has great care in different countries. In spite of the educational stage which the teacher works in, he has an essential and effective role in addition to that, he participate actively in achieving the wanted goals and intentions. Besides, he bears the responsibility of fulfilling the great part of these goals especially, these ones which relate to the pupils growth and integration in different fields, for instance intellectual, social, physical and spiritual.

Egypt has been working for the sake of building a strong base for the educational system to provide places for the children who are at the school age and provide them with the good educational services that based on the integration between the theoretical and application culture in the form of an organic build enables the learner to have the necessities and basics which help him to move to another advanced educational stage. In addition to that, this strong base of education enables the learner who is unable to continue his study and hasn't the necessary abilities for moving towards advanced stages in education to join the field of production or the services which are provided in the local environment.

Teacher's roles have been changed according to the school jobs or the roles of the school and the modern educational methods and the revolution of information and knowledge. Teacher is no longer considered as that one who is skilful at making the educational programmes, conveying information and to be able to use the modern systems of education in an able way. But beside all the previous things he will make

the diagnosis process, the educational and the professional direction. Moreover, the teacher will be able to apply the regulations of the educational processes and administration. In addition to that, he will present all kinds of support and motivation to increase the achievement rates and create everlasting new educational situations. This kind of teachers will control and overcome his class, students and time in an effective way. Above all that he is democratic and sociable. This teacher plays an active part in joining between his students and the education center, their parents, people and the environment. Teacher is considered the most essential element in education because he is the active factor in succeeding the development of the education systems man's education and learning will always rely on the teacher's experience and abilities, whatever, the technology is used and invented. The success of education firstly depends on the preparation of the teacher who is able to carryout his plans and believe in his aims.

The educational process will not be achieved unless we have this teacher who has the experience which must be conveyed to the learner this teacher must have also the values, behaviour and the styles of thinking which the learner must acquire. That's why, the only way to increase the competence of education and improve it is by improving the teacher's level and increasing his ability and taking care of his preparation.

In order to be sure that these systems of preparation will achieve their aims, we have to evaluate and criticise these systems so as to find out the strong points to promote them, on the other hand, the weak points to overcome them according to the available circumstances and potentialities.

The first stage teacher in particular has great importance which makes us keep an eye on the preparation systems to be sure that these systems will enable him to fulfil his roles in an effective way.

In this part I'd like to mention that there is a gap between the principles and trends which the teacher receive during preparation on one hand, and the school reality with its limited potentialities on the other hand and the great numbers of the pupils in the classrooms. As a result of that, the teacher in this poor environment will find himself must use the traditional ways and styles of teaching.

Finally, the preparation must depend on the idea that the education profession is a whole unit whatever there are different specializations for those who work for the field of teaching and the levels of the stages which they belong to. so, the first stage teacher has an equal importance in specialization and the social position which his friend who works at the second stage or the secondary school has.

Study problem :

If the basic role for the teacher of the first stage of education is the complete awareness for the outputs of the primary education, meaning that the goals this kind of education tries to fulfil in its programmes, curriculums and activities inside and outside the classrooms, such as, forming a citizen has a suitable or proper amount of knowledge and the practical and theoretical abilities.

In addition to that, the primary education aims at forming a citizen respects the manual work and armed with a curriculum of thinking enables him/her to achieve the self-growth and to be in harmony with himself and

the environment around and the society. That's why it's necessary or a must to improve the preparation and development of the teachers. Also, to evaluate the preparation programme to realize the weak and strong points to be sure that this programme will be able to prepare such a teacher.

It's very important to improve this programme and look for and educational plan for preparing. So as to keep up with the needs and the challenges of the twentieth first century, in addition to that, to correspond with the changes happen around us in different fields.

According to the previous lives the problem of the research is concluded in the following questions :

- 1- What is the reality of the first stage preparation teacher of the primary school in Egypt in the present time.
- 2- What are the most important problems which face the preparing system for the first stage teacher in Egypt.
- 3- What are the systems which followed in hte preparation programme for the first stage of education teacher in both India and Malizia.

Aim of the study :

This study aims at the following :

- 1- Realizing the most important problems face the preparation programme of the first stage teacher in Egypt.
- 2- Studying different systems and ways of preparation for teachers in Egypt, India and Malizia.
- 3- To know the experience of both India and Malizia in the preparation of the first stage teacher.
- 4- To analyze the preparation role of the institutes in Egypt. Also, to throw the light on the experience of both India and Malizia.

- 5- Recognizing the most important styles and ways of the development of the preparation system for the first stage teacher of the primary education.

Study curriculum :

The researcher used the comparative curriculum to discuss and stand to some of the useful lessons and examples of the comparative countries India and Malizia. Besides, we are going to realize the reality of the preparing system for the first stage teacher of the primary education in Egypt.

In addition to that, the weak and strong points will be characterized. Then, the researcher is going to look for suitable solutions for its problems. Moreover, the statistical system for treating and dealing with the results of the practical study.

Study steps :

This study takes the following steps :

*** Chapter one :**

It turns round the general frame of the study and it includes the following :

Introduction, the problem of the study, study goals, the importance of the study, study curriculum, study methods, study limits, and finally, study terminology and the previous study.

*** Chapter two :**

It focuses on the primary education in Egypt. It's philosophy, programmes and the problems. The researcher has dealt with some of the problems the primary education suffers from in Egypt, for instance, the

ambiguous philosophy of the primary education. The traditional administration for schools, unsuitable building and preparations, the disintegration between schools and society, lack of support and potentialities, increasing students condensations inside the classrooms, the periods problem, stuffing and repetition problem in curriculums, the preparation teacher problem, traditional examinations and evaluation.

*** Chapter three :**

It turns round the reality of the preparing system of the first stage teacher of the primary education in the Arab Republic of Egypt.

The researcher dealt with :

The periodical and wroly systems of preparation, the educational qualifications and the roles wanted of the first stage teacher. The necessary points used in preparing the first stage teacher, a historical look the primary stage institutes. The preparation of the first stage teachers in universities. Finally, the most important problems of the preparation system for the first stage teacher.

*** Chapter four :**

It goes round the system of preparing the teachers of the first stage of education in both India and Malizia.

*** Chapter five :**

It is on academic study in which the researchers applied three tests. The first was applied to the students in faculty of education, basic education department. The second was applied to the teacher of the first stage in basic education and the third was applied to the members of teaching organization in faculties of education.

*** Chapter six :**

It revolves upon the most important results and recommendation which we can tell them in brief as following :