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Philosophical conception of the answers to the question "Can one become a good teacher?"

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Abstract

In the context of teaching disciplines, whether in institutions not beyond high schools and universities, many people think that the provision of academic skills and intuitive knowledge are sufficient to face and / or ensure the job of teacher. It seems that to teach well, it would be enough to master your subject, to have disciplinary university knowledge to transmit. The rest would be innate, no doubt?... Strange job, which would not know professional "gestures", which would not require continuous training. Also, there is the problem of researching the relationships between all the educational knowledge necessary to ensure good transmission of knowledge to the learner who is perfectly suited to a very important subject. Currently, the very spectacular evolutions of technology are no longer a subject of discussion. This development sometimes diminishes listening skills for students in the classroom. This leads to the tendency towards the idea of systematic rejection or neglect by learners of a discipline. What makes this paper exposes ideas necessary to inspire the general principles towards the didactic method applied by the teachers to make like its subject.

Keywords: philosophy, pedagogic

Introduction

Training is probably the most suitable solution for preparing for professional life, (Poirier Proulx L., 1999), (Dorison C. and Lewi-Dumont N., 2011), (Varsamis P. and Agalootis I., 2011). It is intended for future citizens wishing to have access to specific knowledge making it easier to obtain a job or to acquire the know-how essential to the exercise of a profession, (Wehmeyr M.L. and Kelchner K., 1994), (Bril S., 2002). It is also a learning process that allows an individual to acquire knowledge. In the literature, there are several kinds of formations. But, this time we limit ourselves to the level of teacher training and learner training. In this state of affairs, after having finished the initial training course, it is still necessary to take an eternal continuing education to more or less ensure the teaching professions like UNESCO has already launched a qualitative challenge of trainer, educator,

teacher, etc. (UNESCO, 2011). If we reflect specifically to the teaching of mathematics, mathematical writing and communication to learners carries their better futures in society. Several authors have already announced that the writing of mathematics is a really laborious task and requires the ingenious to provide intelligible and operative work. Therefore, it also requires a good trainer and / or a good teacher for the effectiveness of knowledge transfer to learners. Mathematics is, well beyond the ability to make calculations, the ability to build reasoning to find solutions to a given problem, (Ghislaine Gueude and Luc Trouche, 2009), (Duval R., 1996), (Feuilladieu S. and Tambone J., 2014). The essential tool to construct a valid reasoning is the writing of the resolution of the problem. Mathematics is a discourse made up of logically arranged propositions. Writing mathematics consists of putting one's speech in writing so that it can be read and understood by another person. On this subject, “what are the components and/or characteristic elements that a person must have in order to be truly qualified as a good teacher? ". Possible answers to this question are revealed after reading the following subsections.

Education

Education is the necessary training in customs, in good manners. Some specialists define it as follows: “education is a training of the individual to make him capable of the autonomous search for his good”. It allows everyone to participate in the development of their country. And moreover (UNESCO, 2011), it contributes to the fight against poverty by:

promoting literacy;
promoting education for the development of human capacities;
increasing the level of education of the population.

Teaching

Teaching is a service profession whose fruits are disseminated in society and assimilated directly by learners and their parents, thus influencing the way in which it designs its activities. While technical skills are essential, they are not insufficient to ensure the success of teaching. In its common sense, pedagogy is confused with teaching (UNESCO, 2011).

Nuance Between Teaching And Education

The word Student has an origin that implies a polemic, as if there is no Student without breeding in a field (school). This word is used to designate one who follows the course in a school (in the broad sense); hence we speak of a Normalien student but not a Normalien student, or even a Pupil in public primary school (for example). Can we raise children like we raise chickens? In any case, the word Student tends to recall the animal that needs training, education involved in training with a dose of morality and instruction; hence the nuance between education and teaching.

Education aims to train the man or even the animal considered yet does not have knowledge that could develop and/or condition itself. It is in fact interested in introducing some dimensions of knowledge, by training, to this himself so that he knows or applies or

even conditions the rule of politeness and good behavior in society so that the faculties of his mind are likely to meet a specific objective. Indeed, education can apply to any living animal except that it is qualified as learning by conditioning when an animal except man who has received the result that one would like to have. This training is then based mainly on the conception of a behaviorist model.

While the teaching aims essentially at the intellectual dimension, always assuming that the taught already have some internal knowledge which makes it possible to monopolize those who are outside. It is then the implementation of stimulation of knowledge available to students, more particularly "intuitive knowledge" and later professional so that their faculties of mind develop to meet a specific objective. What is surprising is that modern pedagogy occasionally abandons the word student to replace, for example, the word learner. In higher education, for example, training is intended for the applicant. It is indeed a little specific for a reasonable animal like man. Thus, in general, it is better to apply an approach by situation and its complementarities to have a good result whether it is didactic, pedagogical and educational.

Pedagogy

According to Houssay (D. G Uinin Jospin, I. Ho Udart), "pedagogy can be defined as the facilitation of intelligent learning". To achieve this facilitation, the teacher must design and implement a strategy allowing each learner in the class to build the learning required by the training they receive. To design its strategy, it will consider three questions (UNESCO, 2011):

Of what nature is the knowledge that I aim to acquire?
How do learners learn and what are their needs?
What are my resources and means?

Following the subject pedagogy course with André Totohasina: "pedagogy is reflection on educational practice". The pedagogy of a discipline is the action of leading a learner towards the understanding and approximation of new knowledge in terms of competence in the discipline (UNESCO, 2011). It produces didactic reflection. Pedagogy is precisely an "art" of making people learn without difficulty. What is meant by Psychology?

Didactic

The didactics of a discipline is the science that studies the phenomena of transmission of knowledge or learning of the discipline by learners. It is also an in-depth reflection on the different stages of acquisition and transmission of the discipline. It can be interpreted in terms of the study of teaching methods and techniques. It constitutes the major reference for thinking about the work of the teacher (UNESCO, 2011)". It also takes on the meaning of understanding questions raised by teaching and the acquisition of knowledge in the various school subjects. Since the 1970s, the didactics of mathematics, science, French, languages, life and earth sciences, physical education and sports have developed. This then

requires experimentation before achieving tangible results that will influence the pedagogy of the discipline. Figure 1. relates the links between the four educational factors including "Teaching, Didactics, Pedagogy and Education".

The relations linking the four educational factors including:

" teaching, didactics, pedagogy and education "

I feel that there is a commutative link organizing the reflective approach towards the four educational factors including "Teaching, Didactics, Pedagogy and Education". Thus, teaching needs a long vision or basic perception of knowing how to teach. A good didactician must necessarily have this base. He must exclusively use his professionalized abilities to dissect the different kinds of didactic transpositions existing in the literature in order to have the name "good teacher". The didactician must have feelings about the profession regarding the manipulation of didactic approaches so that he becomes a "pedagogue". By arriving at this stage, the pedagogue trained in educational experiences automatically becomes a good educator. So, one who has all these skills deserves a good teacher. For the return, always starting from the concept of teaching, the good capacity to know how to spiritually train intellectuals indelibly promote the systematic absorption of educational knowledge which is automatically involved in catching up with the method to have the right educational capacity, and this capacity automatically leads to the adjustment of didactic skills which is the file passport to which the minister calls for the candidacy of his employees. Indeed, Figure 2.1 relates the commutative diagram existing between the four educational factors including Teaching, Didactics, Pedagogy and Education.

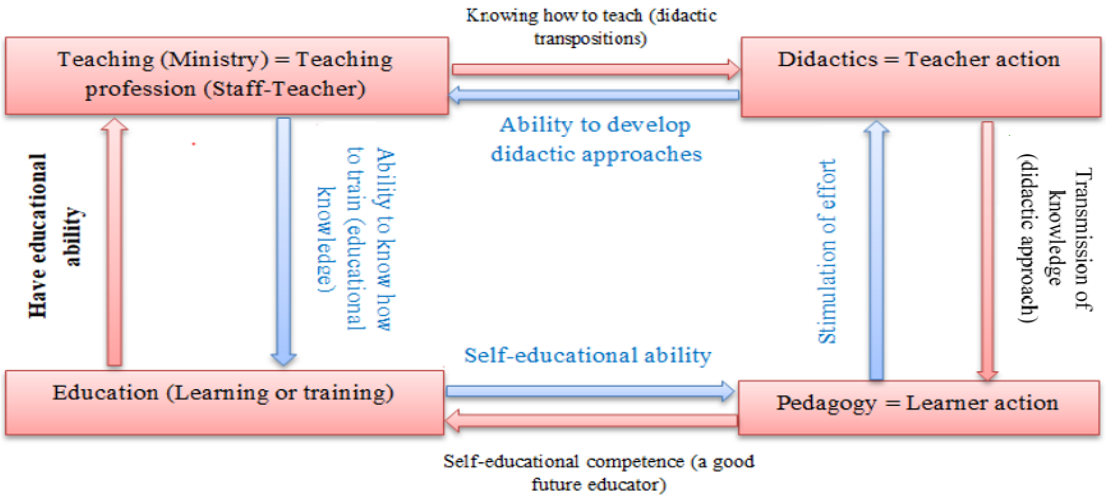

Figure 1. – Existing bridges between the four educational factors

Distinction Between Didactic And Pedagogy

Didactics and pedagogy are interested in the same actors: knowledge as an object of study and the teacher-student couple. However, they are distinguished from each other by the objects studied. Didactics is concerned with questions relating to the act of teaching, which falls within the disciplines and is distinguished by its epistemological nature (nature of the knowledge to be taught) while pedagogy refers to the conduct of a class, that is to say to the educational and relational aspects that would be decisive for the progress of the learner's learning. She is interested in the conditions that promote learning, including approaches, learning strategies, teacher practices, teacher-learner relationships and learner learning profiles. It invests in particular in the stimulation and/or development of the efforts acquired by the learners themselves. It consists of two areas: that of pedagogical doctrines which refers to theories on education (Rousseau, Decroly, Montessori, Frenet) and that of pedagogical methods (Skinner, Piaget) which refers to the putting into practice of doctrines with tools , educational techniques and organizations (face-to-face, distance learning), (Y. Bertrand and J Houssaye., 1995). Develay (1996) summed up the distinction between didactics and pedagogy as follows: "Certainly pedagogy and didactics are both interested in the processes of acquisition (by focusing on the student) and transmission (by focusing on the teaching) of knowledge, (M Develay., 1987). But didactics makes the assumption that the specificity of the contents is determining in the appropriation of knowledge. While pedagogy focuses on the relationship between the teacher and the student and between the students themselves. By analogy, we can say that pedagogy (learning side) and didactics (teaching side) are two sides of the same coin. They are never opposed but are complementary to the same reality: education, N. Delvolvé and M.-T Poudou-Zerbato., 1998).

In this regard, the didactician is a specialist in the teaching of his discipline. In the broad sense, it is a mediator of content that shapes content according to formats that facilitate the acquisition of educational skills. Above all, he wonders about the notions, concepts and principles which, in his discipline, will have to be transformed into the content taught. He seeks the means of teaching school concepts and strategies for their acquisition by taking into consideration the educational experience of the learners, (Y. Bertrand and J Houssaye, 1995)

The pedagogue, for his part, is mainly interested in educational practices, the purposes of education, methods for transmitting knowledge, the human relationship between the teacher-learner couple and its many facets (supervision, monitoring of learning, counseling). The pedagogue is a specialist in pedagogy. Its action is situated at the level of mediation. It seeks to define strategies, learning approaches, methods that guarantee success in learning (Y. Bertrand and J Houssaye., 1995).

Remark 1. Didactics maintains many links with other sciences from which it borrows various key notions, among others, with epistemology, cognitive psychology, and other human sciences. It also draws its theoretical foundations from the scientific disciplines that form its taught subjects.

Deterministic Principles

Definition 2. "Determinism" is the conceptual construction of a doctrine that all human action is dependent on events that precede it, and therefore refuting any notion of free will or the scientific principle that, nothing happens without a cause and which refutes the notion of chance or even the definition of the causes and effects of something.

Note that before the universe, the creature, and a problem considered solved, and in particular before a problematic, the scientific spirit is inherent in the following principles called determinist principles:
nothing is self-evident;
nothing is obvious;
nothing happens without a cause;
nothing happens without a reason;
nothing comes from nothing;
nothing is nothing;
nothing returns from nothing;
nothing happens from nothing;
the same causes produce the same effects under the same conditions;
nothing is lost, nothing is created, everything is transformed;
nothing is obvious, nothing is doubtful, everything is built;

Theoretical Foundations Of The Philosophy Of Education

Principle of comprehension: the criterion of comprehension obliges to use a simple word, rather than an unknown word or created from scratch. A reason is better understood when it is illustrated by simple words and expressions, devoid of any complexity or irrelevant ranting.

Principle of clarity: the clarity of the reasoning, allows the introduction of the necessary rigor, which distinguishes the reasoning from the slogan. There is an implicit border between the slogan and the reasoning; it is by virtue of this that it is important to be clear in the reasoning, in order to explicitly identify the limits. A clear reasoning, which is precise and concise, is not only easily conceived, but is restored and communicated very easily.

Principle of rigor: rigor recommends that the passage from an argument to a conclusion must be carefully justified. In philosophy, it will be rare to be able to obtain an absolute proof, and we will generally content ourselves with a concordant bundle of presumptions.

Principles Of The Educational Spirit

All the ideas, all the previous knowledge, all the achievements of the different civilizations, whether they are transcribed through documents, or whether they are preserved in oral traditions, cannot survive and determine the future of society or humanity only when education, teaching, training and all forms of communication take them up and transmit them. Is it necessary to underline it, all the great civilizations forged their apogee thanks above all to the multiplication of the Schools intended to transmit and receive all the knowledge acquired in order to be able to continue research. The future of a country depends essentially on its ability to prepare young people through all the progressive stages

of learning knowledge (ideas, theories) and knowledge (practice). A distinction must be made between the pedagogical conditionality favorable to effective training and the harmful conditionality which can become obstacles. Similarly, it is necessary to foresee the andragogical conditionalities which promote learning in adults with a view to an active or professional purpose, as opposed to the multiple factors which can hinder the apprehension of knowledge or the mastery of know-how. In all cases, the quality of the training of the students depends a priori on the quality of the training of the supervisors themselves. For example: take the case of university education which has the particularity of developing in an intermediate phase between youth and adulthood: the purely pedagogical or psycho-pedagogical spirit is certainly necessary but is no longer sufficient. The andragogical spirit is solicited but also not enough. It can be said that, whatever the existing university courses available, the common base of higher education essentially aims to cultivate: on the one hand the spirit of in-depth study, the spirit of precision, and the mastery of related methodologies; on the other hand, the universal spirit worthy of science capable of multiple applications throughout the world at any time. This means that higher and university education, whatever the sector, has a "uniagogic" vocation which aims at the same time to lead, to orient, and above all to forge the universal spirit. Education and training are supposed to be effective if we see that in working life, in the absence of supervisors, trained minds are capable not only of applying what has been learned, but also of improving methods and continuing researches. A Malagasy proverb joins this ideal of training "Ny hazo no vanon-kolakana, ny tany nanirianу no tsara". In other words, "If the size of a tree promises a canoe, it is because the soil was fertile". The big question that any establishment must ask is: "What are the conditions required and conducive to successful teaching? ". This question leads us to consider among other parameters:

the appropriate framework, infrastructure and environment;
the profile of the components of the teaching or teaching staff, in accordance with the specificity of the courses and expected academic levels;
the orientation program for academic and/or professional training and the skills highlighted and prioritized;
the mode of recruitment of students meeting the initial profile and the material and financial conditions (accommodation, and cost of studies);
the functioning, the organization, the structure of the establishment on the administrative, legislative level and the type of calendar;
validation of diplomas, certifications and academic curriculum;
all forms of stimulation of complementary activities capable of boosting the creativity and development of students and teaching staff;
strategies for financial resources, partnership, or cooperation with and with the support of companies, companies or NGO.

For this purpose, in the practice of teaching, all the ideas implied in the Proverbs, Quotes, Tales, Legend and even, the Fables, etc. existing in the literature impute to the loads of the educational principles; their proficiency is then a necessary task for us teachers. In addition, we educators must have and/or continuously manage the category administrations of some of the following principles in the world of our teaching work to ensure the effectiveness of professional activities concerning teaching:
the principles of the scientific or deterministic spirit;

time is the master of good productivity;
intuitive knowledge must have an educational value in order to be able to teach;
a teacher is an eternal student;
the collaborative spirit is the foundation of educational success and many others;
audacity is the foundation of the real needs of the students;
not imputing didactic and/or pedagogical problems to learners' expenses, but attributing them to oneself;
a concrete action in front of the problem of the pupils materializes the responsibility of the teacher;
if there were 32 dunces in a classroom, the 33rd would be the teacher;
if the patient dies, the doctor has made a false diagnosis;
to teach little, you need to know more;
awareness of ignorance is the beginning of true knowledge;
it is by forging that one becomes a blacksmith;
with a valiant heart, nothing is impossible;
ignorance never enslaves anyone;
young don't you plant a tree, old you don't rest under its shade;
know what everyone knows, it's nothing, etc.

On this subject, “what are the components and/or the characteristic elements that a person must have to be truly qualified as a good teacher? ". Possible answers to this question are revealed after reading the following paragraphs in this paper.

Know How To Be

One of the most important factors for the human being is the competence to answer for oneself the question "who am I?" in the face of the interaction of all daily activities. Answer the question "Who am I?" is among the objects considered the simplest for everyone, because everyone thinks they know their own person perfectly. A person who asks a question can expect various staggered responses after analyzing the ways of throwing said question. Note here that the person asking the question is none other than your-self. From there, it is clear that an answer describing his own marital status is to be excluded. It should also be noted that the study affects every active individual, from the learner to the villagers. Let’s affirm it: “if you live, it is often among people who look like you”. Moreover, according to a not insignificant dogmatic reasoning, this may be due to the law of nature, "we only harvest what we have planted". The goal is to have good results coming out in good faith, but this requires great effort. The answers to the question each have their explanation according to their level, but only they are all based on the same subject. So I will answer the question according to my own quality as a teacher. Thereafter, it is clear that the obvious answer will be: “I am a teacher”. The profession of being a teacher is subject to several environments such as: academic capacity, institution, administrative and technical staff, and above all “learner”. I lose my reason “to be a teacher” without these four great entities. We know that each of these entities has its own activities, but we recognize all the same that that of the learners has a higher coefficient. So, for us teachers, it would be good to emphasize that we are the first responsible for the existence and the good education of

these learners, an education that will transform them into responsible people in the future. If the academic capacity is acquired, and the institution is there, but there are no learners, the teacher has no raison d'être! The converse is not necessarily true. Indeed, many people think that they automatically become a teacher as soon as there is a school and corresponding academic capacities. The answer is no. In the field of education, we notice a significant number of teachers who carry out the profession solely for a purely pecuniary purpose, without thinking of a better future for the learners; therefore, they do not seek to know where their students have gone, and who are they and what are they for? In summary, when we enter a classroom, or our office, or elsewhere, we must always seek the best ways to act well in front of the learners so that they can benefit from it. And the following questions must remain permanently in our head: "why do I practice this profession of teacher? », « who are these learners? », « do they see me? », and «do they hear my voice On this subject, research in education relating to soft skills aims to find all the educational means enabling learners to like and/or best acquire the mastery of actions and reactions adapted to their organism and to their environment. Among the themes of interpersonal skills, personal development finds its place, but not only. Other themes are indicative of interpersonal skills, such as the themes linked to the following themes:

preservation of the environment: self-guarantee the sustainability or integrity of all the characteristics (social, family or economic) specific to a given environment;
hygiene: self-installed sets of educational, psychological and medical measures for the development and preservation of good mental and emotional health;
empathy: self-disposing of the intuitive ability to put oneself in the place of others and to understand their feelings and emotions;
emotional control: self-control of the characteristics of a sudden and temporary affective disorder, more or less intense;
behavioral control: self-placing psychotherapy intended to tread maladaptive or disabling behaviors by modifying it, in particular by using desensitization and deconditioning techniques;
empowerment: self-taking responsibility;
pro-social actions: concretely self-realized and generally ordered by a will;
cooperation: reciprocal self-support for a common goal;
conflict resolution: self-determination and closing the decisions necessary for antagonism;
stress management: self-manage continuous or repeated physical or psychological tension;
active listening: self-have the ability to listen and criticize them from time to time in order to give constructive criticism.

Learning techniques in this area are still only slightly formalized, i.e. taught as such, but are tending to develop. In particular, there are many methods on this subject on the Internet, adapted to a very wide range of soft skills. Indeed, know-how refers to all the operational skills related to the exercise of a profession. However, there is no competence outside the context in which it is exercised; and any relational mode at work is crossed by the operational. However, each has his field; and that of interpersonal skills, it is the relationship that accompanies the exercise of know-how.

Attention! We sometimes oppose know-how to know-how. They do not oppose each other, but on the contrary articulate and complement each other with the third vertex of the

triangle of competence with knowledge or knowledge that is more theoretical and distant from practice (see Figure 2.).

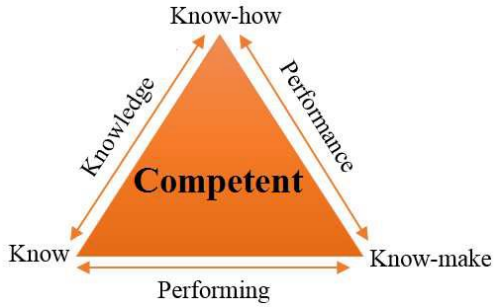

Figure 2. – Triangle of competence

So much so that it could be defined as an art of conviviality with its partners. In Anglo-Saxon culture, we speak of "soft skills" as opposed to the term "hard skills", know-how. It focuses exclusively on the skills defined by:

problem solving: full of self-determined and firm decisions (made after reflection) of worries arising from an unsatisfactory state of affairs;
confidence: full of faith in personal integrity;
emotional intelligence: full of individual ability to reflect and understand relating to the release of the characters of a sudden and temporary affective disorder more or less intense;
empathy: full of the intuitive ability to put oneself in the place of others and to understand their feelings and emotions;
communication: full dissemination of information or a brand image to the public;
time management: full control by self-discipline of the particular state of sunshine or atmospheric disturbances;
stress management: full control through self-discipline of continuous or repeated tension, physical or psychological;
creativity: full of power to invent or create;
the entrepreneurial spirit: full of intellectual or moral aptitude to begin the realization or the execution;
audacity: full of the qualities of people acting with boldness and determination despite dangers and obstacles;
motivation: full of stimulations of the will giving a reason to act;
vision, visualization: full of perception by the eye of the outside world;
presence: lots of attention related to availability;
the sense of the collective: full of ideas to achieve or practice in common or in a team;
curiosity: full of interest aroused by the desire to know.
In a nutshell, interpersonal skills and/or personal qualities then correspond to the ability to produce actions and reactions adapted to the human and ecological environment. This ability is acquired in part through knowledge of specific behavioral knowledge in the situation of a social actor.

Intuitive Knowledge

Absolutely, self-solving or solving a concrete problem and many others requires the application of an intuitive and clear awareness of the object at hand. In mathematics, for example, it is generally reflected in the implementation of acquired knowledge by prior study or by the practice of knowledge or skills with regard to sets of mathematical data forming the necessary and satisfactory designed response. This state of affairs certainly requires a category of knowledge, and an innate ability (intuitive knowledge) appears to be the best placed! Intuitive knowing is indeed knowing. However, said knowledge does not always mean a capacity for automatic knowledge transfer. Capacity is an aptitude in the field of thought, feeling or action or also the arrangement of the properties offered by a container or a room to accommodate any content. To this end, Richard E. Nisbett has defined that intelligence is now defined as all nine mental abilities, namely (Richard E. Nisbett., 2009):

the ability to reason logically: having an ability to develop a thoughtful argument in accordance with what is expected, taking into account the facts or circumstances and/or in accordance with reason and common sense;
ability to foresee: having an aptitude for
decide for the future or to do something;
consider as probable a future event;
imagine a future event in advance;
consider possibilities or probabilities;
deem necessary a quantity or a duration for something or to do something;
design something for a particular use or purpose;
bring something;
ability to model mathematically or to abstract: have an ability to create a standard representation in order to predict the evolution of the rules of mathematical science;
problem-solving ability: having an aptitude for self-determination and closing (taking after reflection) worries arising from an unsatisfactory state of affairs;
ability to apprehend and interpret complex data: have an ability to grasp by intelligence and to clarify and explain data composed of many elements which form a whole difficult to fear;
ability to learn quickly: have an ability to learn quickly;
faculty to learn by experience: having an aptitude for learning by doing which makes it possible to acquire over time a know-how or a knowledge of life;
ability to cope with a variety of situations: have the ability to cope with a variety of situations;
ability to adapt to situations: have an ability to assemble by making an adjustment to the sets of existing conditions.

Moreover, intelligence is the ability and/or individual and/or mental wealth to reflect and understand or also, the faculty specific to human beings to learn, understand and establish links between things, the possibility set of understandings. On this subject, the literature attests that there are eight kinds of intelligence, namely:
linguistic intelligence: rich in the technique of self-fabrication and/or developing and even exploring the means of expression and communication between people and/or in the sciences of language which scientifically studies language and languages;

logical-mathematical intelligence: rich in the technique of self-fabricating science that studies the laws of reasoning belonging to the field of mathematics;
Musical intelligence: rich in the technique of self-piling up the art of combining sounds or noises with each other, in their respective durations and in the flow of time;
Spatial intelligence: rich in technique of absolutely self-predicting spatial devices;
Kinesthetic intelligence (Somatotonic): rich in technique of self-relation to kinesthesia (perception of the movements of the different parts of the body);
Intra-personal intelligence: rich in the technique of self-dreaming about projects and goals and acting accordingly to achieve them;
Interpersonal intelligence: rich in the technique of self-concerning the relationships between individuals;
Ecological intelligence: rich in techniques for self-studying earth science concerned with preserving a natural balance between living beings and their environment.

Scientific Knowledge

During the initial training, the learners go up several class staircases, each time building books containing concepts generally summarizing the knowledge and/or skills acquired through a given theme. Thus, all categories and/or genres of documents produced by students during their initial training are referred to as "scholarly knowledge or scientific knowledge or disciplinary knowledge". Indeed, by “scholarly knowledge”, we mean knowledge, recognized as relevant and valid by the specialized scientific community which legitimizes this knowledge, confers on it a label of accuracy, of interest. (Le Pellec, 1991), Audigier, 1988).

Reference Social Practices

Martinand, 1985, had proposed the complementary notion of “social reference practices”. He had introduced about technology and computing, but it is also suitable for linguistic or artistic discipline, manual work, physical education and professional training. There are then teachings in which the reference knowledge is not the only learned knowledge, either because this knowledge quite simply does not exist, or because the purpose of a teaching leads it to favor another reference. For example, for a heating technician, the concept of the energy dissipated during the path of a wave constitutes a loss of performance, while that of telecommunications is a gain since this energy allows the heating that he wants. produce in matter.

Thus the social practices of reference designate all the social activities (experienced, known or imagined) which will serve as a reference for building knowledge to be taught and knowledge taught. They allow the student to give meaning to what he learns, and the teacher to give meaning to what he teaches. It comes down to asking the question: what is it for in society?

Knowledge To Teach

A program provides the details of any sequence in an orderly fashion. It can come in several forms. The school program or school curriculum is indeed the pillars of the course of the activities of the teacher generally containing the objectives directing the better futures of the learners having ministerial approval. It is a study program of different disciplines taught in an educational institution, whether public or private. Indeed, its development is the result of the work of several specialists in the disciplines concerned. This means that the "knowledge to be taught" is that "which is described, specified, in all the official texts (programs, official instructions, commentaries, etc.) in which the teacher's job therefore consists of transforming the knowledge published and required by the programs (Knowledge to be taught) according to its priorities, its requirements, the characteristics of its students. These texts generally define content, standards and methods.

Knowledge Taught

The “knowledge taught” is that which the teacher has constructed and which he will implement in the classroom. It is the transposition of scholarly knowledge into knowledge that can be taught in the classroom. It is the one that is announced during class hours.

Knowledge Learned Or Assimilated

Teaching and learning take place in a place called a classroom. Presumably, teaching time or “didactic time” is different from physical time which is frozen. This “didactic time” is present in the taught knowledge that we are analyzing. “Learned knowledge” is all the knowledge acquired or grasped or assimilated by learners during the didactic activities they accompany (initial training course) and which constitute the fundamental basis of social development expected by the Nation.

Didactical Transpositions

Indeed, teachers are confronted with two essential problems in their practice: the management of the curriculum and the management of the class (from the point of view of student discipline). One of the most important aspects attached to curriculum management concerns the construction of school knowledge (organization and/or development of school programs). It is a complex process, influenced by many factors which has as its starting point “the whole of scientific knowledge” and as its end point “the whole of the knowledge acquired by the pupils”. Although all the knowledge existing in the literature is responsible for teaching activities, all the same, scientific knowledge can still undergo multiple transformations in order to constitute itself as an object of teaching more explicit than its novelty. These transformations come under what we call “external didactic transposition”. The other transformations that occur within the framework of the teaching-learning process, operate in the teacher-student relationship and are objectified in the different forms of the curriculum (real, realized, hidden), they constitute, for us, "the internal didactic transposition”. All these transformations are carried out as much in logic of continuity as in that of epistemological ruptures (Emil Paun, 2006).

External Didactic Transposition

The external didactic transposition then represents the process of transformation, interpretation and re-elaboration or didactic elaboration of the scientific knowledge constituted in different fields of knowledge. The didactic representation results from the chain of all these transformations and re-elaboration or elaboration. Not all scientific fields are included in the school curriculum. It is therefore obvious that only a few of these areas are included in the curriculum prescribed by the school; they have to go through the transposition process. There are visible differences between a scientific text and a didactic text, imposed by the particularities of the teaching activity of the school. Didactic transposition should not be confused with popular science, which tries to make science more accessible and understandable for the general public. The processes used often mobilize specific means of communication which sometimes sacrifice scientific rigor to attractiveness and common sense. Didactic transposition is a complex process that respects certain strict rules and procedures. Its stated goal remains the development of a didactic-type curriculum that can make science accessible without sacrificing it (Emil Paun, 2006). The prescribed or formal curriculum represents the result of these re-elaboration or elaboration, as a set of all the training experiences made up of knowledge, values, skills that students must assimilate throughout the different school cycles and stages. The formal curriculum constitutes "the knowledge to be taught" (Chevallard, 1985) or the necessary knowledge. In other words, it represents a schooling of "scholarly knowledge", objectified in a programming of significant formative experiences that will be the subject of the teaching and learning process at school.

Internal Didactic Transposition

For its part, it represents all the successive and negotiated transformations undergone by the formal curriculum as part of the teaching and learning process, throughout the teacher-student journey. It is called internal because it occurs within the teacher-student relationship and it constitutes the objectification of the differences in the relationship between them and the formal curriculum. We personalize this relationship, we ideologize it, we axiologize it and we sociologize it. It bears as much the imprint of the personality of the actors involved in the educational act as that of the socio-cultural model of the educational act, accepted and legitimized at a given moment. In this sense, some authors consider that the development of school culture constitutes a process of historico-social and individual construction (Ruano-Borbalan, 2001), (Chevallard and Yves. (1985), (Emil Paun, 2006). real curriculum or "the knowledge taught" (Chevallard, 1985) represents the result of the transformations undergone by the formal curriculum, in its journey from teacher to student and within the teaching process. he expression of Chevallard, "knowledge learned and retained", is made up of a set of negotiated educational experiences. It is the result of the multiple negotiations inherent in the teacher-student relationship and represents what could be called a personalized curriculum, expressing the pupil's particular relationship to school knowledge. The teacher is then influenced by many variables, such as his initial training, his professional habitus, his personal and specific

relationship with science and school culture, the meanings and meanings he confers on the aims of education (the definition he gives of these), his representations with regard to the pupils, in general, and with regard to those with whom he works, in particular, the opinions of his colleagues in the staff room and not only, his own vision concerning the school career of the pupils, their preferences and their resistances. He will manage the prescribed curriculum from the perspective of his own definition with regard to the social role of knowledge, in general, and its object of teaching, in particular. Often, through the processes he adopts, the teacher wants to enhance his own subject of teaching, to give it a position of scientific and didactic respectability in competition with other teaching disciplines. At the same time, he wants students to assimilate a certain vision concerning the role and importance of knowledge for the development of their personality. The representations of teachers with regard to their students constitute an important variable acting as a mediator of the transformations undergone by the formal curriculum in the school environment. It is above all the concrete representations, and not the general representations, which target the class and the pupils with whom the teachers work (Emil Paun, 2006). From this point of view, one can sometimes observe the presence of a process of "mediocracy" of the formal curriculum, in the conditions where the teacher associates the social composition of his class (dominated by pupils from disadvantaged socio-cultural backgrounds) to an unfavorable representation (which functions as a prejudice) of the students in question. Here are the relationships between the different degrees of didactic transposition according to the chain of didactic transposition (Cf. Figure 2.3).

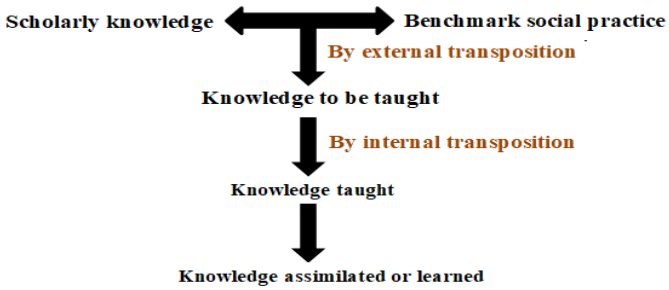

Figure 3. – Didactic transposition chain according to Martinand

Know How To Teach

The relevance of a didactic activity comes from the synthesis of a conceptual analysis of the ideas brought by the categories of knowledge necessary on its practice in teaching including scholarly knowledge, to be taught, taught, assimilated, etc. and their school forms of transmission. The interpretation of several transpositions of the aforementioned knowledge leads to a natural question which follows: “where does the knowledge causing the investigation of any kind of the aforementioned knowledge come from? ". “Is intuitive or disciplinary or scientific knowledge sufficient to ensure the effectiveness of the transmission of knowledge to learners or to know how to teach? It seems that to teach well, it would be enough to master your subject (intuitive knowledge), to have disciplinary university knowledge to transmit (scientific knowledge or scholarly knowledge). “The rest would be innate, no doubt? ". Funny profession, which would not know professional "gestures", which would not require continuous training...

Figure 4. – Good students debate

The fact is there, and it is up to all of us to reflect, but beware: the debate of Figure 2.4 is as old as teaching. The “master” teach his disciples who listen to his word and thus learn. This image inherited from Antiquity continues to permeate people's minds. In reality, the young teacher (youth concerning the non-mastery of didactic concept) often considers that school knowledge is of the same nature as the university knowledge of which he has acquired mastery; this is a simplification and therefore does not pose any problems. However, school knowledge is the result of a real transformation of reference scholarly knowledge. Subsequently, if teaching was rather a profession which is learned and which allows your servant to believe that a teacher who dominates his subject more than another, if he acquires this very specific art that is he art of teaching will always be the best of pedagogues, and that the aggregation is this gift which the nation gives to its children, to offer them, poor or rich, the best it has. The creation of the aggregation 250 years ago corresponds to this logic: “academic excellence” is then the only way to define the teacher. The CAPES was created in 1950 but does not include any tests on the ability to teach either. However, for a teacher to integrate effectively into the context of "his new profession", within the educational system as a whole or at the level of his establishment, it is important that he has a clear idea and specifies what the State expects of him, the values of the system of which he is now a member, the essential skills that he is supposed to implement, the values that he must transmit and that all this constitutes for him a kind of of "contract" or "charter" with his employer and with the Nation. Report of the National Committee for monitoring the reform of the training of teachers and education personnel, chaired by Daniel Filâtre, towards a new model of lifelong training. In this state of affairs, "knowing how to teach" is therefore knowledge corresponding essentially to the wealth of capacities and/or skills likely to reveal and/or raise the lexical, figurative, and in particular philosophical meanings of the ideas provided by the principles educational spirit. It then manifests itself on the aspect of the investment of the mind consisting in the manipulation of the transposition of knowledge and/or behaviors necessary in teaching. It is defined, in a way, as the Mother of all the didactic transpositions existing in the literature, because it is constituted like a crucial resource of basic knowledge provoking the investigation of all types of knowledge and/or or transpositions mentioned above (Cf. Figure 2.5). It is in fact the foundation of the organization of all the educational components. In all sincerity, the said knowledge is not only taken up by those who have come out with the science of education for teaching, but it would be favorable to the opportunities of anyone fascinated by research affecting the science of education all areas combined.

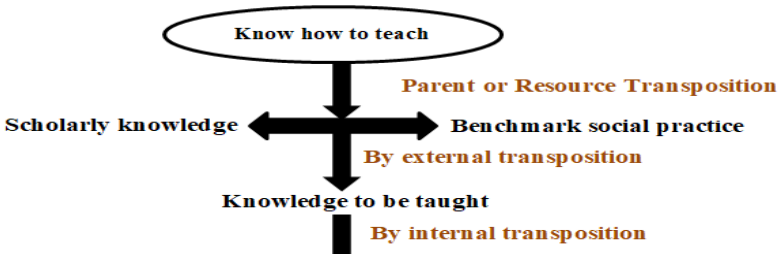

Figure 5. – Didactic transposition chain

It is not only the product of disciplinary experience (intuitive knowledge), because teacher training must be formalized and subject to a reflective approach. "There is nothing more real science than a good synthesis of a scientific analysis, but there is nothing more good synthesis of a scientific analysis than a real science". Furthermore, said psychologist Kurt Lewin, "there is nothing more practical than a good theory, but there is nothing more theoretical than a good practice". Thinking about your practice, not only is it learned, but it is done better in confrontation, cooperation and pooling. There is also a need to understand how the brain works, the mechanisms of learning and attention, as well as the social mechanisms that can affect students. And also to know the functioning of this very special being that we sometimes tend to forget when we are an adult: the child, the teenager... And then it is good to remember that the teaching profession is not reduced to the mere transmission of knowledge but that it also includes many other dimensions that must be learned: working with parents, in partnership, leading projects, meetings, allowing the orientation of students... Finally, even if we consider that only knowledge is useful for teaching, it would in any case be necessary to update and renew it. But in general, it must be admitted that one is not trained once and for all.

Initial training (the process of acquiring and/or developing intuitive knowledge) should only be considered as a stage: all personnel should be entitled to substantial ongoing training. Would you entrust your health to a doctor who boasted that he had never trained since leaving medical school? Teaching is a profession that is learned, collectively and all the time want to have the effectiveness of learners Figure 2.6!

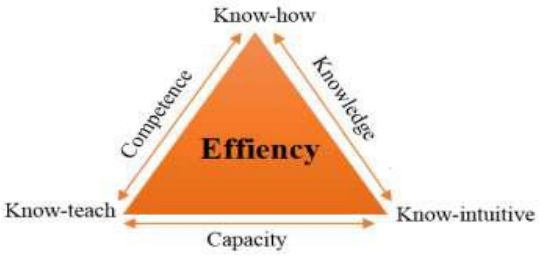

Figure 6. – Efficiency triangle

Finally, and probably, an "expert", and even a "scholar", are not necessarily a priori good teachers even if they have a wealth of "intuitive knowledge". Certainly, it is important to know their teaching disciplines well, if only to feel comfortable and that it shows in the classroom. Discipline problems are often discipline problems! Then, it is important to be

passionate in order to share the “flavour of knowledge”. But there is obviously a lot of didactic transposition work: knowing how to organize a sequence of lessons, choosing the order of concepts and methods, identifying resistance and difficulties in learning, all of this is learned and is not innate.

Morality 1. We would like to pass a few words to us teachers and researchers, probably, by way of recognition: several principles of educational spirits are omnipresent in the literature. The mastery and / or the permanent practice of these principles is highly desirable given its scope in teaching.

More particularly, certain basic ideas are well underlined, including “didactic and/or pedagogical problems do not impute to the loads of the learners, but attribute them to oneself”; “To teach little, one must know more. It is therefore necessary to master the general principles and/or guiding ideas of all that one would like to teach. Here, it is not a question of a judgment, but all the same in the world of employers, criticizing the servants is easier. On the other hand, their art of approach is still very difficult. If the suppliers attribute the deficit problems to the expenses of the beneficiaries, then this implies that the actors claim to be good artists: it is very pernicious! Yes very dangerous so that they never find the professional atmosphere in their activities. Do not forget above all that a principle said: “if there were 32 dunces in a classroom, the 33rd would be the teacher”; "a teacher is an eternal student, more precisely at the level of the increase in concepts of knowing how to evolve the knowledge to teach in order to make the educational contents more effective".

Indeed, it happens more often to encounter different kinds of didactic failures during the phase of our interaction between our learners, and during the correction of their evaluations so that most teachers sometimes attribute the said failures to the charges learners themselves.

Is that really the case? Are you sure? Can we not reflect a little deeper on the origin of these failures?

Personally, we are not exactly and even absolutely convinced that learners are considered ignorant regardless of their primitive origins, even depressed people, so that there are already several specialist teachers who occupy them.

The servants are accused as ignorant, and above all do not forget that practically almost everywhere in the world, the intimate rapprochement between learners and teachers can only be achieved in the idea of overcoming ignorance in the impossible and in the immense social globalization currently invading a large portion of our planet. Too bad, the honesty of said reconciliation is currently lost exponentially because of the percussion of Lords.

On this subject, the perpetual imputation to oneself of all the internal or external factors which are responsible for the didactic and/or educational failures so specific as the failure of the learners' understanding during the learning phase. His interaction between themselves at the time of your internal or other didactic transposition is an eternal subject for us teachers. And, the best solution to overcome this fact is to deepen incessantly the continuous training concerning the profession at the disposal. Thus, you will permanently have good general or particular atmospheres of the beauty of the teaching in accordance with the psychological conditions on your part.

Respond eternally by oneself to the question

“are my training courses, whatever they are initial or continuous at my disposal, sufficient to ensure all my activities, or would they still need it?

is one of the objects considered the most important for any active person, especially a teacher. The part of the answer to this question requires exclusively the provision of the aptitudes to use and/or the mastery of the implementation of several types of knowledge existing in the set of informative brochures concerning the life of humanity in particular the "knowledge -be ".

We nevertheless introduced this message by reciting a reflection drawn from experiences lived during my initial and teacher training courses; it is not by way of judgment, but only just to make everyone recognize the intellectual capacities that one should have before performing any activities. In general, we intellectuals have now become highly argumentative people. That's not bad on the one hand. Categorically, man likes to attribute qualities to himself and embellish reality for his benefit. He then behaved like a very aggressive person to always defend his cause, and sometimes he said: "you did not understand all that I said". Very worryingly, the intellectuals are very hard to believe that there are still many gaps in the training they have in front of their respective colleagues due to their uncertainty complexes (unlike the Socratic regime which still lived in the world of what he doesn't know: "I only know one thing, that I don't know anything"). These findings affect almost all classes of working people, particularly high authorities and those who have very high-level diplomas who, moreover, have not, for the most part, passed any notions of continuing education.

But, in general, the fact that they had a very high level diploma and/or very qualifying activities, they would have become categories of people very difficult to support, and with their poor intuitive knowledge considered as very powerful, they claimed to always have all the knowledge one would need, and believed themselves to have the continuous training that is considered a necessary condition for a resource with good productivity. As a result, they generally despise answering this question due to their success complexes, and were sometimes disgusted with their servants; hence the ineffectiveness or weekly insufficiency of quality products. It should be noted that, for teaching, specialists have already noted for a long time that primary school teachers are very rich in knowledge of transmitting knowledge to someone else. It would be due to their charisma, their curiosity about improving their learning to teach, and the fact that they had characters that were very easy to bear, particularly on the inter-pedagogical and/or inter-didactic relationship between Students- Teachers.

Fortunately, the Frenchman was already aware in the “Decree no. 2017-854 of May 9, 2017 modifying decree no. universities and the body of lecturers” that...“lecturers are appointed as trainees for a period of one year by order of the minister responsible for higher education. They benefit, during this internship period, from training aimed at deepening the teaching skills necessary for the practice of the profession, under conditions set by order of the Minister responsible for higher education. During their training... They cannot carry out additional teaching during this period... "..." at the end of the contract provided for in Article 29, contract agents are either established in the body lecturers, either renewed in

their functions for the period provided for in II of article 27 of the law of January 11, 1984 referred to above, or dismissed..." This demonstrates the inadequacy (even ineffectiveness) of the traditional system recruitment of teacher-researchers in the population of specialized researchers of new graduates of Doctorate of specialties, while the latter have never succeeded in training either in didactics, or in pedagogy, or even in child psychology. This is the reason why the French higher education research system recognizes the need for training in the profession of teacher before practicing as a teacher-researcher in universities.

“And the trainer, who is he? ". “What capacity of person should a good trainer be? “His professional experience for years or does the size of his diploma allow him to become one?

Training is probably the most suitable solution to prepare for professional life. Consequently, the necessary condition to be a good trainer is not only the fact of having the dimension of experience or of having a very high level diploma, but it must be constantly accompanied by the disposition of the mind perfectionist following the good practice of theories in several documents to benefit from what she needs. In particular, continuing education, for its part, allows an employee or job seeker to develop their skills or acquire new ones in order to contribute to their employability. It is also considered as a learning process that allows an individual to acquire knowledge. This type of training concerns those who have completed initial training and who have mostly entered working life.

Moreover, in order to exploit the capacities and/or the educational and/or didactic and even pedagogical skills or some other things available by way of evolutions, it was necessary, it is necessary and above all it will be necessary to reinforce and/or continually fortifying said formations, for they are never pretentious throughout your work and/or life, and these insufficient multitudes always constitute the foundation of the failures of said learners.

Thus, it is necessary to positively evolve the educational content concerning the improvement of the teaching of your discipline by reflecting that it is very probable, even certain, that a person not trained in his profession would have a great difficulty in attracting the customers' attention to cling to their knowledge.

So, what is surprising at the moment, it happens that some countries oblige the Applicant to do the HDR work which does not exceed 100 pages. The reason for this is that he must have abilities capable of synthesizing his work at his disposal. This capacity will serve as an evaluation criterion for a candidate to be authorized to direct research. It's not bad at all! Yes, we agree that he is able to synthesize the said works. But, especially since he has the skills to write his originality accessible to everyone and far from being popularized compared to this summary if one wants exactly to have the aptitude of an ability to write a research.

We limit the pages so that they do not exceed 100. Practically, this is a great pleasure for the editor. Since it would be part of the opportunity to foster the reluctance of the applicant to think long and get to the bottom of things, but, if one is interested in the practical and not the theoretical vision, this probably does not correspond to the objective or project that we would like to achieve.

Very worryingly, the literature said that the research work was not intended for teaching. However, it is specific for those who would like to continue said research and who are already considered scholars. The idea came from leading specialists, and some of them held teaching jobs throughout their careers. However, teaching is a service profession whose fruits are disseminated in society and assimilated directly by learners (in the broad sense). So, “can we not improve the knowledge of those who have already understood or learned? ". “And, don’t the non-elite have the right to understand? ". “If so, by what means? ". The good presentation of work is part of the means to overcome these problems, and this does not really mean the popularization of this research. Thus, teaching is not only manifested to the student-teachers in the classroom.

Remark 2. The didactic transposition of several types of knowledge in the literature never means that this knowledge is not responsible for the transmission of knowledge or does not constitute as pedagogical or didactic materials. That is to say, the entire document existing in the literature benefited from responsibility for knowledge transfer. There are no more documents that are not intended for teaching.

In addition, we appeal to all Teachers, none of us will go out in the existing ambulance in education if we make our clear policy and / or subjective teaching mode in an isolated corner with your own head considering simply that I already had the highest diploma, in all my life, I didn't even weigh to ensure the didactic activities, I did not want to get this job, but it's just... without consulting and/or deepening continuing education through your discipline. Moreover, for you non-teachers who do not go back and forth in the classroom, from time to time, you still participate, from another part, in the service involved in teaching.

In addition, in the context of professional life, no one can any longer say that an intellectual is not necessarily responsible for teaching activities. Thus, even if she personally hates these activities in an austere way, we must not forget that the world still needs her in all categories, more precisely teaching.

She has a lot of opportunities and or knowledge that must be passed on to the world. However, she said from time to time: “I did not like to share mine”. So, “is she proud that this knowledge is misguided, even that it is not inoculated into someone else until the end of her life? ". “For what purpose does she leave this knowledge in a lost corner throughout the year? ". “So that they have become lost knowledge perhaps? ". She could suffer a lot to lose in relation to her eternal mission.

Finally, we also appeal to all the institutions that take charge of training that, from the license level, it is in our interest to integrate teaching or training on a few modules of didactics or pedagogies of the subject:

discipline didactics: “Are you convinced that you are a good teacher? If so, it is pernicious! "If you are a lawyer, an army, a director of finance, etc., "are you sure that you do not have the slightest time to participate in didactic activities (for your children,)? » ;

the psychology of adolescents or adults (Andragogy): it is necessary to master the psychology which is specifically interested in adolescents and the psychic, cognitive and social transformations that accompany the physiological transformations of puberty. A

stage marking the passage between childhood and adulthood, adolescence remains a recent notion. Until the end of the 18th century, in the West, it did not exist at the social level, since it was confused with childhood, and no period of transition was envisaged to lead to the adult community. Characterized by puberty, around the age of 12, it traditionally extends until the age of 18-20. But since the 1970s, for many sociological and economic reasons (longer studies, late life as a couple, access to employment), the end of adolescence tends to be around 25 years old.

docimology (science of evaluation): “Are you proud to see the marks of all your students do not exceed 0.5? ". Above all, dig into the science of evaluation. Subject to good transmission of knowledge on your part, the organization of the evaluation must also hierarchically follow the objectivity of the discipline in question;

Epistemology and the history of matter: what are the positive impacts of the construction of the mind? As an indication, the discovery of the Logarithm function made it possible to effectively observe the pH meter of the Earth. This observation could give in a very effective way the opportunity of cultivable plants to this Earth.

Moreover, in the world of research and even teaching, you must always dare to tell others a few things that you do not know and avoid taking refuge in lies. Of course, it is very necessary to collaborate and/or participate with someone else to find and/or open the research track in order to have good results, but still despite all the above advice, one must not entertain oneself with critical heads, and one must be careful with the treacherous and the hypocrites. These can be a very close person with their deceptive appearance. Moreover, it is necessary to have an intimate relationship with someone who can help, but not with someone who must help! Even if there are some things you don't know, still saying "it's not my specialty", "impossible and/or never in my life", "I don't care", "it don't concern me”, “it doesn't concern me” and “it's not my cup of coffee” are prohibited for a researcher! Thus, regardless of the disciplines, from a research point of view, there is always an interdisciplinary similarity.

We must then know how to adapt to a given problem through a discipline, even if you cannot solve it directly.

Finally, do not forget especially throughout your professional life that you should never think of money before any work, of work before any knowledge, and of knowledge before any incessant practice of stimulating knowledge.

Conclusion And Perspectives

Ultimately, this paper has made teachers aware of the contributions of education to the formation of dynamic citizens. It also aimed to give advice to teachers of this discipline to confer the praise of this discipline. Indeed, the teaching profession was subject to several environments through its discipline. As a result, this paper also intends to relate the explanation concerning the responsibility of teachers on the establishment of a good education of their learners. We participated in this paper due to the observation that it is very likely, even certain, that a non-specialist and/or a person not trained in a discipline that teaches it will have great difficulty in attracting the attention of learners to cling to this

discipline, even if his specialty was related to said discipline. It was the same for a teacher who does not want to invest in continuous training on the didactics of discipline. Indeed, at his moment of decision-making for his aspiration specialty, such a teacher was not motivated for mathematics and, he ran away. Therefore, "Which of a basketball talent and a football star will have the chance to be an effective coach of a young volleyball team? ". The answer is obvious, neither! Necessarily, we will recruit a recognized talented volleyball player with necessarily adequate abilities. As a result, it is regrettable to note a non-negligible number of teachers not trained in a discipline and several teachers considered specialists but who are unaware of didactics are sometimes recruited as teachers (all institutions combined) when they are only doing perform their "failure jobs" only for a purely "pecuniary" purpose, without thinking about a better future for the learners. Subsequently, within the framework of the teaching activity, one must always ask oneself questions: “Why am I practicing the profession of mathematics teacher? », « Who are these learners in front of mathematics? “, “What is the use of mathematics? », « Do learners really see me as a math teacher? », « Do they hear my open voice pronouncing all the contents of mathematics? ".

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