

# Teaching methods used by geography teachers in Libya: Qualitative analysis

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## ABSTRACT

One of the important elements of the teaching process is the teaching methods and the other is the teachers who determine these methods and put them into practice. While determining the teaching methods, various factors such as the general or specific objectives of the course, the characteristics of the subject to be taught, the characteristics of the student group, the material and the cost are effective, but especially the competence of the teachers in the teaching method is also an important issue. Because the planning and implementation of the teaching process in the classroom environment are directly related to the characteristics of the teacher. Based on what has been stated, in this study, the teaching methods used by geography teachers in Libya in teaching geography are discussed. The study aims to determine the opinions of teachers about the teaching methods used in geography teaching in Libyan schools. The research was carried out using the data obtained by the focus group interview method with 10 teachers working in educational institutions in Libya. According to the data obtained in the study, it was determined that geography teachers in Libyan schools mostly used traditional teaching methods and the education they received during university education had a significant effect on their choice of method. The geography teachers who participated in the study emphasized that the lack of auxiliary materials played an important role in determining the teaching method regarding the subject. Geography teachers stated that the problems related to the use of information and communication technology in schools and the realization of out-of-class learning activities are effective in determining the teaching methods.

**Keywords:** Libya, geography teacher, geography teaching, teaching method.

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## INTRODUCTION

Education is as old as human history. Throughout history, people have transferred the knowledge and skills they have acquired in various ways to other people around them. In this way, human beings have ensured the transfer of knowledge between generations. Over time, the structure of education has changed due to reasons such as the changing needs of people, scientific and technological developments, and differences in the expectations of societies (Güneş, 2007). As a matter of fact, education defined as "knowledge education" in the 21st century has been accepted as "gaining the behavior" in some periods. Thus, education is accepted as the most

important way of knowledge and socio-cultural transfer in societies and one of the most important phenomena that affect the future and development of a country (Çal, 2016). In this context, one of the important points to be mentioned is that education is of great importance in order for societies to secure their futures. For this reason, every state aims to provide an effective education for its individuals. Achieving the goals in educational activities is possible by keeping up with the conditions of the age in every aspect. In other words, it is not possible to raise individuals who will meet the needs of society and shape the future without effective education. In this context,

developments in information and communication technologies in the 20th century closely affect education processes (Taşpınar and Atıcı, 2002).

One of the important issues in realizing effective teaching and achieving the determined goals is the teaching method and technique used in the process. The method is the purposeful path followed to achieve the goal in practice; technique, on the other hand, is defined as the way of putting this method into practice (Balderstone, 2000; Butt, 2000). Naturally, as in other branches, the selection of the method and technique to be used in geography education is of great importance for an effective education and training process. However, studies on the subject show that; It is understood that there are various problems in the selection and use of methods and techniques in geography teaching (Şahin, 2008).

In general, as in many countries, the educational process in Libya has shortcomings and challenges as highlighted by the Libyan Organization for Policies and Strategies as the teacher-centered, narrative-based method of teaching is still widely used in geography education in Libya. This form of education, apart from student participation and being tangible, is an important factor that reduces the effectiveness and efficiency of lessons. The fact that teachers take a rote learning approach also hinders the effectiveness of geography teaching. It is noteworthy that modern teaching methods are not used in the process of teaching geography subjects to school students in Libya. It is worth noting that the lack of developmental training courses for geography teachers in Libya leads to the problem of teachers' inability to keep pace with national and international developments in the field of education (Libyan Organization for Policies and Strategies, 2016).

The insufficiency of field studies in geography education in Libya and the inability to provide geography education to students with appropriate teaching methods are also important problems. For this reason, students develop negative attitudes towards a geography lesson and it becomes difficult for students to be mindful of what they have learned. It was determined that the insufficient use of materials in geography teaching in Libya also had a negative impact on the quality of geography education. Education in Libya has gone through several stages, Libya was under the Ottoman rule and Turkish-Islamic culture for many years. Moreover, it is one of the fronts of the First World War. For this reason, its historical heritage constitutes an important source of income for Libya in terms of tourism. Education and training in Libya were low and about 50% of the population was literate. Between 1940 and 1943 the Italians closed all schools in the country. Later, when Libya gained its independence, illiteracy spread throughout the country and the education system under King Idris was good and succeeded in producing an educated person who could advance

progress and change reality. Thus, schools and institutes spread in all governorates and regions of the country, where illiteracy decreased and increased. The university was founded in 1955 in the city of Benghazi (University of Libya).

The discovery of oil in 1959 brought a change. Under his influence, the state began to develop ambitious and long-term plans in the field of education, and the budget allocated to education was at the top of the state's priorities, therefore investing the estimated oil revenues obtained by Libya. At two billion dinars until 1969, as the most appropriate investment, especially in infrastructure and education. Education and training are carried out according to the principles of socialist philosophy. The Department of Education was responsible for defining the state-level education system and school curriculum. This ministry was filled with qualified men in the field to attract and bring dozens of minds and experiences. The faculties of the Libyan university and even the secondary schools had the best professors, both Arab and foreign, and for the first time, hundreds of Libyan students from all disciplines were sent to well-known universities in America and Europe. As many boys yearned for childhood education, adult education centers were established to eliminate illiteracy and create an inclusive society for all groups. Then, with the 1969 military coup and the abolition of the constitution and the rule of law, the reality of Libya changed. Scientific, cultural, social and economic institutions, all sectors and public services collapsed, which negatively affected the level and quality of education.

Education is one of the main challenges facing the Libyan state right now. During the Gaddafi period, education in Libya did not receive general attention, and the education phase was left behind in terms of duration, organization, goals and curriculum. In order for education in Libya to fulfill its expected function, it needs to reconsider its goals, philosophy and curriculum. Because being one of the sectors affected by the policies pursued by the previous regime, it resulted in low levels and outputs, and educational outcomes were poor (Al-Mabrouk, 2018).

As for the Libyan geographic education system, the curriculum is still limited to the conceptual perspective, as the curriculum deals with mountains, plateaus, plains, valleys and climate in an abstract way. Since education is only on maps, scientific excursions and visits are neglected, and it brings our students to low levels, students are afraid to develop any aspect of talent and creativity. Insufficient contact of geographic materials with the students' environment may result from a lack of available resources.

Despite the changes in the Libyan education curriculum after the February 17 revolution, the desired education level could not be reached, and the education level was not compatible with the current legislation or curriculum

developments in developed countries. This was clarified by the Director of Information Management of the Ministry of Education on the Ministry's official website ([www.moe.gov.ly](http://www.moe.gov.ly)).

It is one of the pillars of the teacher education process. During the period of the previous regime, many teachers were educationally unqualified as teacher preparation policies were characterized by attention to the quantitative aspect without considering the qualitative aspect. The government's policy was to graduate large numbers of male and female teachers. Unfortunately, when examining the selection of teachers, especially members of revolutionary committees, the criterion of loyalty, not competence, was set. It has left education departments and institutions in a very difficult financial situation as favoritism spreads at the expense of talent, disrespect for competence and experience, and has led to the migration of many qualified teachers. In this case, it caused negative reactions on behalf of the state. The teacher's treatment affected the teacher's performance, which negatively affected the educational and scientific process. The country's declining view of education has reduced teacher performance.

The process of communication and communication between the teacher and students is very important in the educational process, as it leads to the exchange of ideas and feelings between the teacher and students, and tries to help the teacher reach the desired educational goals through effective communication between him. and students or students with each other. The method of teaching followed in Libyan schools from the period of the previous regime until today is the "learning method", and the communication between the teacher and his students is one-way, that is; The role of the teacher (the giver) and the role of the learner (the receiver) and this communication takes place when the teacher explains the lesson to the students who listen to him or writes what they wrote on the board without asking them anything. students have (Al-Mabrouk, 2018).

This study aims to reveal the views of geography teachers about the teaching methods used in teaching geography in Libyan schools. To achieve this goal, answers to the following questions were sought in the study:

1. Which teaching methods and techniques are used in geography lessons by geography teachers in Libyan schools?
2. What are the factors affecting geography teachers' choice of teaching method and technique in schools in Libya?
3. What problems do geography teachers face in choosing teaching methods and techniques in schools in Libya?
4. What can geography teachers in Libya suggest to make geography lessons more fun for their students?

### Limits of the study

This research included the limits of his study within the borders of the region located within the borders of the Libyan state. The process of education was limited from the fourth grade of primary school to the second grade, by collecting the data that we obtained from the opinions of ten geography teachers working in public and private schools in Libya.

### Importance of research

It is a fact that reaching the determined goals in the teaching processes is only possible if these activities are planned correctly and the methods and techniques suitable for the plans are determined and applied. Today, an approach that understands the past, embraces the present and foresees the future is widely accepted in geography teaching. In this context, effective geography teaching goes through the planning and implementation of all aspects of the process. In this sense, one of the most important stages is the determination and implementation of the methods and techniques used in teaching (Özür, 2007; Öztürk; 2007; Şahin, 2008).

Although the methods and techniques used in geography are not completely different from other disciplines; It is noteworthy that more use of methods and techniques have come to the forefront in terms of reaching the determined targets. Methods and techniques to be used in teaching, the purpose of the course, the characteristics of the subject, school and environmental conditions, and individual differences of students, ie different learning styles, are taken into account. In addition, methods and techniques in which students participate more in the process in the last period are preferred for effective teaching. Because it is emphasized that the use of methods and techniques that allow multiple communication in the teaching environment increases learning effectiveness (Küçükahmet, 2017; Erciyeş, 2009).

As in many other fields, there have been significant developments in teaching approaches in recent years. Thus, the thought that traditional teaching methods used traditionally were insufficient, necessitated the use of new teaching methods. One of the important issues in achieving the goals determined as a result of the education and training process is the selection of the most appropriate method or methods. It is the teacher who determines the teaching method. Many factors will affect the teacher's choice of method (Taşpınar and Atıcı, 2002; Küçükahmet, 2017).

Similarly, geography teachers are the ones who determine the teaching method and technique in geography teaching in Libya. As in the whole world,

geography teachers in Libya are also affected by all these developments. After the second world war, Libya was faced with the poverty and backwardness that left colonialism. Despite all these problems, the Libyan state gave importance to education and started to build schools, especially after the second world war. Libya's first university was established after the king of the period gave his palace to the university. The use of oil in the country has led to a transformation in education. In this period, with the increase in the financial support given to education, remarkable developments were experienced in education. In the 1951 Libyan Constitution, it was accepted that equal educational opportunities should be provided to all Libyans, men and women and that primary education is a necessity for all, despite the scarcity of resources and potential lack. In the following years, the shortage of teachers was eliminated, and textbooks and tools were prepared and distributed free of charge in schools. Schools and institutes were established in all cities and provinces of the country. In this way, a period of rapid development in education was entered. As a result of the positive developments in the education system, an educated society was formed that could change the fate of the country. Primary education is generally compulsory in the education system in Libya. It covers the ages of 6 to 12 and lasts for 6 years. Secondary education is 3 years and at the end of 3 years, students receive an intermediate certificate. The 3-year high school period begins after secondary education, in which students aged 13 to 15 are educated. In the first year, students take general common courses in all high schools. In the following years, students choose a department according to their interests and skills and graduate. The university, which is a higher education institution, is divided into two, that is, university and institute, and is under the Ministry of Higher Education Scientific Research. Education curricula, on the other hand, are determined by a central unit affiliated with the relevant ministry.

## RESEARCH METHOD

This research was conducted to reveal the teaching methods and techniques used by geography teachers working in Libya in geography teaching. The research sample in the study was randomly selected from different regions of Libya, as well as diversity in terms of years of teaching experience, from old to new and of both genders, male and female. As for moral approval, there is no need to get it in the Libyan education system. Geography teachers. Opinions were taken on this subject, And in this context (focus group interviews) which are suitable for the research and used as one of the data collection methods in qualitative research were used.

## Focus group discussion

Focus group discussion by Yıldırım and Şimşek (2011), "it is a series of carefully planned discussions to obtain perceptions about a predetermined topic in a moderate and non-threatening setting." is defined as. The main purpose of the focus group interview is to try to understand people's thoughts, experiences and feelings about a topic or phenomenon. Individuals participating in the focus group interview should have some common characteristics. These characteristics are that people should have experience or expertise about the phenomenon, situation or product being discussed. Although there are different opinions in the literature on the number of people who will participate in the interview, according to the general opinion, the ideal number is 6 to 8 people. On the other hand, although some interviews are made between 5 and 10 people, it is appropriate to do it with a maximum of 10 people.

Patton (2002) states that participants in the focus group interview added to their views after observing the reactions of other participants. During the interview, the participants do not need to agree on any point of view. In this context, the focus group interview aims to reach quality data in which individuals freely express their opinions by taking into account the opinions of other individuals (Yıldırım and Şimşek, 2011).

## Working group

The research study group consisted of 10 geography teachers working in public and private educational institutions in different regions of Libya. The qualitative data of the study were collected after the personal consent of the geography teachers participating in the study. Within the scope of the research, besides determining the skills of geography teachers, the teaching methods and techniques they use, the level of use of technology, and their views on the problems of geography education in Libya were sought. In addition, questions were asked in order to determine the teaching methods and techniques used by geography teachers that increase interaction with students the most.

## Data collection tool

Focus group interview method was used in this research. A focus group interview is a descriptive research in which qualitative data collection techniques are used. Within the scope of the research, a total of 3 interviews were conducted with geography teachers. The first meeting was held remotely (via Zoom Application) on 21.06.2021 within the scope of Covid-19 measures. The second interview was held face-to-face on 23.06.2021 and the

last interview was made face-to-face on 02.07.2021 and focus group discussions were completed. A total of 10 geography teachers participated in the first of these interviews, 3 of them, 4 in the second and 3 in the last one. During the interviews, 12 open-ended questions were asked to the participants, which were prepared by taking the opinions of two experts. The average age of geography teachers participating in the interview was between 30 and 50 years, and when looking at the sexual distribution, it was made up of 7 females and 3 males. While 5 geography teachers participated in the research from government schools in Libya, 5 of them participated in private schools. Before the interview, the participants were informed that they expressed their opinions with their consent and that the interview would be recorded with audio recording. The open-ended questions prepared earlier the research questions were prepared by the researchers and then they were finalized by taking the opinions of experts in their fields. First of all, the research questions were sent to the teachers in Libya, and their thoughts on whether they were understood were taken and then the real application was made. In the interview were directed to the teachers, and the discussion time was determined for each question, and in this way, the time was efficiently planned and the data of the research were obtained.

## **METHODS USED IN GEOGRAPHY EDUCATION AND TEACHING**

It is important to be aware of knowledge, expression, ability and geographical values during method selection and to form the habit of using them in daily life (Doğanay, 2002). On the other hand, speaking and explanation methods are close relations to each other according to the skill levels of the teacher and the student and contribute to the development of new functions and techniques (Moore, 2000). Group methods usually appear as methods such as narration, observation and discussion. If the teacher spends all his knowledge informing the student throughout the lesson, the student will have active and permanent knowledge. Free speech and discussion can be done in pairs and groups, and even if any student wants to learn more, different techniques can be used. For example; (observation, interview, performance evaluation, student product files, research articles, research projects, peer assessment, self-assessment and attitude scales) (Doğanay, 2002). Therefore, it can be said that the main active teaching methods and techniques used in geography teaching and teaching are memorization, expression, question-answering, observation, reading, problem-solving, case study, explanation and teamwork. These methods applied in geography are important in establishing relationships (Balderstone, 2000; Butt, 2000).

Of course, not every teaching method is suitable for every lesson, every subject, every student group and every education level, different methods should be used in different situations. For this reason, while choosing the methods, it is necessary to pay attention to the objectives, the characteristics of the student and the characteristics of the subject. Some teachers may hesitate to change the methods they are used to. However, teachers should be able to use methods that can provide effective learning instead of choosing methods that are easy for them and that they are used to. The following factors should be considered when choosing the methods to be used in teaching a subject:

1. The characteristics of the course and the subject and the qualifications to be developed in the student.
2. The size of the student group.
3. Time/duration and physical possibilities.
4. Cost.
5. The teacher's method and personality.
6. Student characteristics (age, gender, abilities and interests, level of readiness, socio-economic and cultural characteristics of families, the environment in which students grew up, etc).

As a result, it is possible to arrive at method selection principles such as:

- There is no one-size-fits-all method for every subject and environment.
- Each method has different usage patterns and different features.
- Each method is developed for different purposes for effective learning where one method succeeds and the other fails. For this reason, the expression "there is no good method", there is an "effective method suitable for the situation" is nowadays used.

It is understood from the explanations above that the teaching methods used in geography teaching should be diversified and the techniques should be diversified regardless of whether they are modern or old. For education to be effective, the factors that are effective in the selection of the methods to be used in the teaching should be taken into consideration.

## **ANALYSIS OF DATA**

A qualitative analysis technique was used in the research. The data collected by audio recording were analyzed from focus group interviews (Zoom application). In the first stage of the analysis, the opinions recorded with the help of voice recording were converted into prose from the Zoom application. In the second stage,

the answers to the open-ended questions about teaching methods were selected from the opinions conveyed in prose. Topics and open questions were arranged in a table to reflect the teachers' views on the most frequently used teaching methods, the effect of technology in choosing geography teaching methods, and the problems they encounter. During the interviews, open-ended questions were prepared to get their views on the subject of the study.

### **Findings obtained in the research and discussing**

The questions asked during the interview were prepared in Arabic, about the teachers' views on the teaching methods they use in geography teaching, how they use these methods in geography teaching, and the problems they encounter while conveying information to students efficiently. And they answered in a mutual chat environment. Responses were recorded, summarized, transcribed and then analyzed via (Zoom). Here are just a summary of some sample answers from the teachers interviewed.

#### ***Q1: What do you think are the most important factors affecting geography teaching activities?***

Regarding the most important factor affecting the geography teaching activities, the participants stated these as follows: The nature of the students, their readiness, their level and age, interaction, the nature of the curriculum and the distribution of the subjects, the class size, the number of students, and the technical tools and equipment provided by the school:

#### **Participant 1:**

"...influencing factors apply to most subjects, not just geography, such as the nature, readiness and level of students, the interaction between students and teachers, the nature of the curriculum, and technical tools and materials provided by the school."

#### **Participant 3:**

"..Given that not all Libyan public schools have the technical means and equipment, the teacher is one of the factors affecting the teaching activities. Here, the burden is on the teacher to provide easy and clear information to the student, to make up for the teacher's lack of tools and materials, to distribute the curriculum and the number of subjects taught. it will also affect the teacher's ability to teach well..."

#### **Participant 8:**

"...the positive effect is the age of the learner because it influences the activity to be chosen, also teamwork plays a positive effect when used in educational activity, its results are more visible and more competitive with students to communicate knowledge better, and when the activity is far from students' minds or the reality they are experiencing. is the negative impact on geographic activities, for example, when I ask them to explain a lesson that does not exist. In their environment, there will be problems in applying them, and it will be easier to teach and easier to use when using the tools available around us when choosing the geographical activity to be done..."

#### ***Q2. What do you think are the main characteristics of a successful geography teacher? Can you explain?***

The participants gave some information about the characteristics of a successful teacher: The teacher should be educated, knowledgeable and have a wide horizon, adopt an interesting method of expression, be able to use technology, convey information, and be creative in drawing. Participating teachers expressed their views on the subject as follows:

#### **Participant 2:**

"..the teacher's horizon is wide, he was raised as a knowledge store, because geography is a cultural subject, the student can question information from outside the book, so it is not limited to the curriculum. In addition, the teacher should be a good lecturer for the lesson and use the picture to help him tell the lesson. and it should be supported with graphics. Because if the teacher did not simplify it, it is difficult for the student to imagine, especially in primary school classrooms, such as bringing models or materials from nature to the classroom, soil, gravel, etc. Thus, the student does not forget the knowledge gained through practical activity."

#### **Participant 5:**

"..... the ability to convey information more interestingly, for example, by asking a series of questions, to develop the student's competitive spirit and to try to find solutions and ideas. He also needs to have additional information. and not be limited to the information mentioned in the textbook only. Because some students have curiosity and broad intellectual horizons..."

**Participant 8:**

"..these characteristics differ from teacher to teacher, we find in every teacher a feature or feature that distinguishes him from other teachers, not every teacher needs to have the same characteristics to be a successful teacher. If we explain the most important feature that can be generalized to a successful teacher, having a general culture and being familiar with general information in addition to general information, the teacher should search for the distinguishing feature within himself and translate this feature somehow. flexibility in diversifying teaching methods, the transition between methods is not surprising, but sometimes we find that some teachers do not have general knowledge, but have the ability to present the lesson in a beautiful and interesting way and to convey information in a simple way..."

**Q3. What is the effect of the variety of methods and techniques in geography teaching on teaching? Could you explain by giving examples?**

It has been stated that the diversity of methods and techniques in geography teaching has a positive and significant effect on teaching in general, it conveys information easily and clearly, and it will save students from boredom:

**Participant 2:**

"..it has an impact on all academic subjects and has more impact on geography because it is such a diverse and fruitful subject and therefore the teacher can change the method of explanation instead of using the method of explanation. The method of using modern technologies to explain the lesson is the method of presentation, lecture or dialogue, because the student sometimes gets bored with the book, using one of the methods of the young teacher as well as the cooperative learning method, Strategies such as brainstorming, where the student brainstorms before the lesson is taught, so while having an idea about the lesson before the lesson is taught, sometimes it also throws out the boredom of modern technologies that cause it".

**Participant 4:**

"..has a positive role in teaching geography and conveying information to the student, such as field visits that give a real idea of reality in a very short time and effectively reinforce this idea in students' minds and are useful in subjects that are difficult to visit, like a lecture

about volcanoes or planets. things."

**Participant 9:**

"...use clear methods and techniques that help to present the lesson fluently and diversify among students. Students benefit more in understanding the lesson, for example, for primary school students use models with an explanation of this model or draw on the blackboard. Displaying information that is difficult to access Using maps or modern technologies to explore the volcano, without neglecting traditional methods, especially in human geography."

**Q4. To what extent does the use of technology affect your teaching method choice?**

Participating teachers talked about the effective and clear role of technology in choosing the teaching method, saving time and effort, providing new education to students and supporting traditional teaching methods. Some of the teachers' views are as follows:

**Participant 5:**

"...with its natural aspect, it has an effective and clear role in the selection of the teaching method, especially in geography lessons. Unfortunately, the current situation in Libya has led to insufficient education and a decrease in interest in such issues. Schools were closed for several months due to various reasons, such as constant power cuts for hours, parents' inability to provide modern equipment to provide distance education to their children, and the difficulty of providing distance education platforms for several months."

**Participant 6:**

"....it helps the teacher to convey the information during the lecture and makes it easier to choose the appropriate teaching method that conveys the information to the students faster. Thus, technology enables the teacher to save time and effort and to learn new things. It also contributes to the student's knowledge by preparing research articles about the course."

**Participant 9:**

"....technology has a positive effect on the choice of teaching method as it supports traditional methods such as explanation, discussion....etc. Unfortunately, Libyan

public schools lack this technology and are limited to the use of textbooks and blackboards and maps."

**Q5. To what extent are the curriculum and subject heading effective in the choice of a teaching method? Could you explain by giving examples?**

In terms of how effective the curriculum and the topic are in the selection of teaching methods, the participants; In general, the curriculum and the subject play a major role in determining the teaching method, and the teaching method changes according to the subject. Some of the opinions expressed in this regard are as follows:

**Participant 1:**

"...geography includes the human side and the natural side in its subjects when the subject is related to human geography, it does not need pictures and videos...etc. But if the subject is on the natural side, it will need to diversify the subject. teaching method and using modern teaching methods or using the field The study of this depends on the subject at hand, and the appropriate teaching method is chosen accordingly."

**Participant 6:**

"... In addition to the style and skills followed by the teacher, it is possible that the curriculum and the subject play a role as well as the skills such as the use of terms and concepts to explain the lesson. The teacher's skills increase the quality and level of the lesson. textbook."

**Participant 8:**

"...The curriculum plays a role in our choice of teaching method. If the curriculum includes the environment surrounding the student, the variety in teaching methods will be comfortable and wide, but this affects when the curriculum is far from the environment surrounding the student and limits the teaching methods that can be used, all responsibility rests with the teacher. Communicating ideas to students."

**Q6. Which teaching method or methods do you use most when teaching your lesson in the classroom? Can you explain why you often use this method?**

Regarding the subject, the participating teachers revealed a great diversity among the teaching methods used. The most frequently mentioned methods on this subject are as follows, and the opinions are given below:

cooperative learning strategies method, discussion, question-answer, narration, problem solving and drama method:

**Participant 2:**

"...it is a method of cooperative learning strategies because it is one of the ways to organize the classroom. But this year, due to Covid 19, I used the presentation method by preparing videos about the course for students. Also, I used the worksheet to prepare a series of questions and inquiries, student answers should use Scientific websites or books, and for some lessons use electronic technologies and equipment."

**Participant 4:**

"...the use of discussion method and question and answer method by choosing a certain group of students due to the lack of time in the lesson. And the use of the lecture method due to the time allotted for each lesson (45 minutes). The reason why I adopted the discussion method is that it is one of the ways that help students develop their skills and think. and to increase the student's self-confidence, as well as making the student not just a listener, but a participant with the teacher."

**Participant 7:**

"...in general, I do not adopt a single method throughout the course or for all courses, instead I adopt a diversification between the teaching methods I use in two parts so that it fits the content of the course."

**Participant 8:**

"...the problem-solving method attracts students and draws them out of their realities, and I prefer it because it always allows us to use the knowledge gained from our practical experience and work to stimulate the student's minds and expand their imagination. In addition to the drama method, I apply it individually to be able to recognize individual differences among students because I think the teacher should move his whole body to convey the information."

**Q7. What do you pay attention to when choosing a teaching method? Can you explain?**

The importance of the participants, the subject of the lesson, the level of the students, and the individual differences among the students were emphasized about



what the teachers who participated in the study paid attention to when choosing a teaching method:

**Participant 1:**

"...the subject of the lesson is what determines the choice of teaching method, be it the lecture method or the use of illustration...etc. To study population migration using the lecture or discussion method, to study water segregation using the screens and videos method, it is fun to convey information to the student. And it's the easy way."

**Participant 5:**

"...choose the method of teaching that is appropriate for all students, especially since each class has a variety of student levels, the teacher's style should try to granulate the student in geography. Also, there should be variation in sampling. Incorporating participation, tension, competition and fun into the lesson's methods at the same time The lesson is simple, the most important is the creativity and diversity of the teacher's ways of presenting the lesson."

**Participant 7:**

"...individual differences between students should be taken into account because there are students who can absorb the lesson directly, and some of them need to repeat the lesson more than once to understand even if you have to explain more. More than one way to stimulate the student's thinking ability. And when teaching the lesson, the lowest focus is on students from concentration to highest concentration."

**Q8. Do you use different methods in the introductory, development and evaluation sections while teaching your lesson in the classroom? Can you give examples?**

Regarding the subject, the participant teachers stated that they used the lecture method when entering the lesson in the introduction, the techniques and thinking hat in the development section, and they used different ways of asking questions to the students to see how much the student understood in the evaluation section. Some opinions on the subject are as follows:

**Participant 1:**

"...the first part is the use of the lecture method, how to

enter the lesson and how to prepare for the lesson, the second part is the practical part, which is the lecture, the use of tools and techniques, if there is, the last part is the evaluation part, by asking the student some questions about the lesson, and to determine to what extent the student assimilates the information in the lesson. In general, use at least three or two methods for each section."

**Participant 3:**

"... first in the method of explanation, then through the thinking hat, the lecture presentation, then the midterm assessment, then the final assessment, then a hands-on assignment for the overall assessment of the course."

**Participant 4:**

"...in the presentation, the use of lectures and educational tools were used in the second part, and in the last part, questions and answers were asked to the students in various ways, including various questions and articles about the lesson. and descriptive ones to determine and assess the extent to which the student has understood the lesson."

**Q9. Which methods do you think are more effective to increase the attention of your students while teaching your lesson in the classroom?**

About the most effective ways to increase students' attention while teaching in the classroom, the participants talked about the collaborative learning and e-learning method and the discussion method, giving examples from what we have already experienced in our environment. Some of the statements on this subject are as follows:

**Participant 4:**

"...the method of discussion, the subject comes up, then ideas are exchanged among students not individually but collectively. Sometimes it happens for a certain number of students. After listening to the students' opinions, I comment on the right thing. and wrong, and then I explain it my way."

**Participant 5:**

"...discussion method and collaborative method because students attempt to gather information on the topic, by presenting relevant information and attempting to explain

the information from the student's own perspective. Since geography is a hands-on course, all the materials and models that the teacher needs to explain the geography lessons given to the students should be provided in laboratories."

**Participant 10:**

"...to give examples of what we experience in the reality around us and to get a great response from students, especially by having students ask questions about the topic of the lesson in their country or around the world."

**Q10. Which teaching methods do you prefer to increase the motivation of your students in the classroom? Could you explain by giving examples?**

Participants On teaching methods to increase student motivation in the classroom; discussion method, diversification of teaching methods, group work method, field visits method and presentation method, cooperative group method in presentation, mapping and modeling with the simplest materials. Some of the opinions are as follows:

**Participant 4:**

"...the method of discussion by talking about the information about the lesson and discussing it with the students, thus increasing the interaction between the students and then continuing to explain the lesson in detail."

**Participant 6:**

"...I try to use the method that diversifies the teaching methods and focuses more on the student who has trouble absorbing information rather than the student who absorbs information quickly. The group work method, field visits method and presentation method all try to increase the student's motivation in the classroom, and therefore the information settles in the student's mind."

**Participant 9:**

"...in addition to the method of collaborative groups to exhibit, draw maps and make models with the simplest materials such as wood, clay and colored paper, all these studies work to motivate students, especially in primary school. The most motivating method for middle school and middle school students is field visits method."

**Q11. What are the problems you experience during the choice of teaching method and the implementation of these methods? Could you explain by giving examples?**

Regarding the problems encountered in the selection of teaching methods and the implementation of these methods, it was stated that the school could not provide modern technologies, classroom space, the number of students in the class, and the time allotted to the lesson. The summary of some sample statements on this subject is as follows:

**Participant 2:**

"...the school's inability to provide modern technologies, if available, does not correspond to the number of students, so it is difficult to use it comfortably."

**Participant 5:**

"...classroom space, the number of students in the classroom, the time allotted to the lecture, the lecture and the absence of modern tools such as smart boards or models to add clarity, and the absence of site visits."

**Participant 7:**

"... the duration of the lesson is very short, besides the lack of means of expression, it is largely dependent on the tools because the most natural aspect of geography is the lessons."

**Q12. What would you like to say about the future of geography teaching in Libya?**

Participants focused on the future of geography teaching in Libya, shortening and improving the curriculum, adding hours for field visits, providing modern technologies and an intranet, providing laboratories and providing developmental training courses in teaching methods for teachers. Some of the opinions of the participants are as follows:

**Participant 2:**

"...Geography includes various parts of geography at all educational levels from primary to secondary education and this inclusion is a bit of a tedious detail, so it is necessary to reduce or simplify the geography curriculum for these subjects, especially those that are unrelated to

its content, and will help the student with its content and will reduce the weight of the subjects. In addition to the time allotted for the lesson, special hours for field visits should be added to the weekly or monthly syllabus. Modern techniques should also be adopted. A special geography laboratory should be provided with all kinds of maps, as well as plant forms and soil types ... etc. I also hope that the interest in the educational aspect will increase, to make up for the years of war and years of destruction so that future generations will be at the highest level of science and knowledge..."

**Participant 4:**

"...the future of geography is mixed because the subject of geography at all educational levels from primary to secondary education includes various parts of geography. This comprehensiveness is a bit of a bore. In addition to the time allotted for the lesson, it is necessary to reduce the weight of the subjects and to reduce the weekly or monthly lesson schedule hours for the lesson, for the field visits. It is necessary to add, adopt modern techniques and provide a special laboratory for all types of geography, plant forms and soil types, as well as the various existing maps ... etc. To compensate for the war years, to increase interest in the educational aspect and for future generations destruction science and the highest levels of knowledge."

**Participant 5:**

"...in addition to the necessity of having the internet in schools, to further develop the tools and materials that will help the student to understand the lesson in a simpler and easier way and to motivate the student to do scientific research in my school. It is an urgent need for a geography course that increases the time allocated to the course."

**Participant 7:**

"...Trying to shorten the curriculum to geography, the curriculum should be developed, especially for the ninth grade, because its subjects are rich because it is a sterile curriculum that has not changed for many years."

According to the data obtained, it is noteworthy that the participating teachers mostly have similar points emphasized. Regarding the subject, most of the geography teachers in Libya stated that they still use traditional methods and techniques, yet they cannot use effective methods and techniques because they cannot access sufficient digital tools and contemporary materials.

Today, the planning of applications to ensure the realization of permanent learning is one of the most important issues in education and training approaches. In this context, the chosen teaching method and technique have a special place in the realization of effective and permanent learning. The determination of teaching methods and techniques varies depending on various factors. As in all other branches, it is expected that modern education and training techniques will be used in geography teaching. For this reason, teachers, as the most effective element of the education process, need to prepare methods, activities and plans that will enable students to do most of the learning process in the learning process (Şahin, 2008). In addition to all these, no matter what teaching approach, method or technique, none of them alone is sufficient for effective and permanent learning. Teachers need to follow the developments, make the necessary plans for learning environments suitable for the conditions of the age and put them into practice.

This study aimed to learn the opinions of teachers about the teaching methods used in teaching geography in Libyan schools and the problems and difficulties they faced. According to the results obtained; The answers of the teachers in the interviews draw attention to the factors such as the nature of the factors affecting the geography subject, readiness, age and the level of the student, as well as the interaction between students and teachers as important issues in geography teaching. The fact that Libyan public schools generally do not have technical tools and equipment was expressed by teachers as one of the main factors affecting their teaching activities. In addition, it was stated that the teacher should have sufficient knowledge in the field and general knowledge, and should have the ability to convey information in a more fun, interesting and flexible way, especially for primary school classes.

Geography teachers also stated and emphasized that the use of technology is effective in determining methods and techniques, it greatly helps the teacher in transferring information during the lesson, and facilitates the selection of the appropriate teaching method in which the information is transmitted to the students faster. Numerous teachers explained that Libyan schools lack this technology and are limited to the use of textbooks, blackboards and maps in addition to very few field visits. Geography teachers emphasized that in choosing a teaching method, besides the curriculum and the subject, the style and skills used by the teacher, such as the use of terms and concepts to describe the lesson, play a role. As for the teaching methods used by the teachers, he mentioned that there can be significant differences from one teacher to another depending on the subject and type of lesson, and sometimes the time allocated for each lesson. Geography teachers stated that the most effective ways to increase and encourage students'

interest in teaching methods and techniques, especially at lower levels, are the students' preferred discussion method, participation method, drawing method, visualization and imagination. Emphasis is also placed on simplifying and summarizing information without losing the content, practical application in the environments in which they live, diversifying the teaching methods, and using the method that focuses on students who have problems assimilation of information. Teachers also stated that they encountered some problems they encountered in schools, such as the inability of the school to offer modern facilities or the incompatibility with the number of students even though they were available, and the class not being suitable for students.

## CONCLUSION

After completing the discussion and collecting data from the opinions of the geography teachers interviewed in the research, suggestions can be made regarding the subject and these can be specified as follows:

- In order not to encounter any problems in determining the teaching method and technique of the teachers, besides receiving effective training in their undergraduate education; it is extremely important that they are subject to in-service training at regular intervals to keep up with the current developments.
- Teachers should use various learning methods and techniques according to the characteristics of the subject, environmental conditions, level of the student, duration and material in education. It should not be forgotten that the more various methods and techniques are used according to the school, student and subject, the more effective learning will take place.
- Teachers should pay attention to technology to support the geography lesson so that students can learn effectively and be interested in the subject, and classrooms should be equipped with modern equipment (computer, video, projector, etc.) as well as classical tools, and educational technologies should be presented with all possibilities.
- Increasing the geography lesson hours and providing geography laboratories such as science laboratories in every school is necessary for more effective geography teaching.
- In order to keep up with technological development, training courses and training seminars should be organized to improve the skills of teachers to use modern teaching methods.
- It is necessary and even obligatory for effective geography teaching to start the implementation of the lessons including teaching methods and techniques in Libyan schools as soon as possible.

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