

Difficulties in Classroom Learning among Grade 1 Paramedic Learners Survey among Teachers

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Abstract:

To access the profession of nurse, the candidate must go through an important course: pass an exam to be selected for training, averages that ensure success, and at the end a diploma is provided to him which gives him the ability to exercise. As much as the training is based, organized and structured on programs designed and conceptualized in order to meet the political-economic and social requirements, discussions regularly arise between trainers, concerning the difficulties encountered during the exercise of their function. Hence the following question arose:

What are the difficulties of learning in the classroom, among 1st year paramedic learners? This study aims to address this concern through a survey of a sample of teacher trainers to improve class management in paramedical training institutes. An exploratory study whose results allowed us to clearly determine both the learning obstacles and their nature.

Keywords: Training; Learning; difficulty of learning.

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Introduction

Teaching is the art of transmitting knowledge, of shaping knowledge that must promote improvement and evolution in a given context. The elements of teaching are defined by the presence of a teacher, learners in a given environment (the classroom)

Training, the action of training, concerns much more the contribution of technical knowledge by methods of exercises favorable to the improvement of a craft; it must therefore be theoretical and practical, identifying the basic principles and creative means of new classroom knowledge.

(Hameline, 1979, p. 200) However, in the course of our work in a hospital environment in recent years, we have become perplexed by certain actions and behaviors of the first students as trainees and, after finishing their training, come back and function with the same attitudes namely, nonchalance in relation to the demands of their tasks up to even ignorance of the basic principles of care.

This could be due to difficulties they have encountered in the past and continue to find themselves on their way.

It is necessary to question this complex fact which is certainly not specific to the health sector and which even concerns the other educational and economic structures whose learners learn at the level of vocational training schools. This leads us to believe that this phenomenon of society must be taken into account by the persons competent in this field.

In order to enter the nursing profession, the candidate has to go through a journey, the least one can say, not simple: pass an exam to be accepted for training, then strive to have the averages that make him progress from one level to the next and at the end a diploma is provided that gives him the ability to practice. (World Health Organization Geneva, 1998)

As long as the training is based, organized and structured on programme designed and conceptualized in order to meet the political, economic and social requirements, as well as the expectations of the health structures and other social partners and also, especially the needs and interests of prospective learners for paramedical training. Discussions and reflections regularly arise between trainers, concerning the difficulties encountered during the exercise of their function teaching a knowledge, and a know-how to the different bodies of learners relaying from one class to another of the institute, sometimes in a climate difficult to endure but not impossible to overcome and which they must manage. Hence the following question emerged: What are the most common classroom learning challenges for first-year paramedic learners?

2. Objectives of the research

When the teacher discovers difficulties in the learner, in some cases by asking various questions, that the learner cannot or does not want to answer, it will cause disappointment in the teacher and will not complete his observation, or on the contrary continues to interrogate him despite his abstinence to respond, which will intensify the difficulties of the learner to gather the information, to understand them to respond. "When the group is not well constituted, the learner may be shy about the activities" (Bloom, 1979, p. 115) and this may be a fairly important reason that has guided us to the current study in order to achieve the following objectives:

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To determine the pedagogical notions of learning, the pedagogical methods used to carry out the transmission of knowledge, and the pedagogical means useful and indispensable for the realization of learning in better conditions.

Focus on the attitudes of teachers: essential characters of the transmission of knowledge to learners, of their evolution towards know-how so that they reach in the end a behavioral know-how called also being, the difficulties of classroom learning.

Identify difficulties in classroom learning and propose approaches to mitigate and eliminate them.

2.1. Definition of concepts:

According to the French dictionary "Le Robert": (Le Robert Dico en ligne, 1951), search keywords are defined as follows:

-Difficulty.- (Latin *difficultas*, -atis): Character of what is difficult, complicated. It is the set of issues that are problematic, An embarrassment experienced by someone to do something. Difficulty, synonyms: embarrassment, boredom, obstacles

-Apprenticeship: Vocational training for young people to learn a trade.

-Introduction through experience to an activity, to a reality: Doing

Learning refers to the set of mechanisms that enable the acquisition of skills.

-Learning difficulties: Learning difficulties are obstacles to learning, difficulties a learner encounters in progressing.

3. The nature of learning difficulties:

Learning difficulties can be external, extra-institutional or internal within the classroom.

3-1.Extra-institutional origin:

- Gaps in learning throughout the basic training of the primary, middle and secondary learners may constitute a learning difficulty for the learner who is unable to decipher the knowledge transmitted; ancient representations and gestures are the major obstacle.

- Socio-economic difficulties: the learner from a financially deprived family may be embarrassed to find himself in a group, he will build a clean environment and isolate himself from others during the course, which will leave him evasive vis-à-vis towards learning.

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- The resignation of the family, by insufficiency or outright lack of knowledge, leaves the learner (adolescent) to his or her own impulses which result in behavior's that do not fit the profile of training and the profession (body: tattoo, haircut, clothing, etc.).
- The distance from the place of training to the place of residence can be the major cause of physical and moral fatigue generated by stress, which makes the learner psychologically inactive, intellectually and as a result of frequent sequences of inattention constituting an obstacle to his learning.
- The learner is motivated for a purpose other than learning that is to acquire a certificate which will enable him to have a function.

The learner would have learning difficulties, if he has as objective centred on the social image of himself, it is a question of acquiring the symbolic knowledge necessary for a transformation of his characteristics of social identification through the level of qualification, title and function.

3-2 Intra-institutional origin:

Within the class, the unpredictable is to be taken into account

- The self-centered learner, by his or her behavior if he or she is not called to order very quickly, can be harmful to his or her own learning and also to that of others.
- The learner often faced with a mismatch of his interests and preferences in relation to a vector of teaching: he does not like a teacher, he quickly drops out because of the method or the content of the course, and he prefers practical teaching rather than theoretical contributions.
- Cognitive difficulties: The most dominant factor is language difficulties, the learner does not have a rich vocabulary, much less specific words to allow him to understand, will prostrate behind the words he uses most often, which causes him to brake and prevent him from progressing at the same pace as other learners. Language difficulties are not limited to speaking but also to writing.
- Psychomotor difficulties: Some learners find it difficult to imitate the gestures and postures of the teacher during a specific practice of an educational simulation. They only succeed in the act they have to perform after many repetitions with the skill of their own gestures and postures.

4- Gestion des difficultés de l'apprentissage en classe:

Managing learners' learning difficulties in the classroom requires techniques that the teacher needs to know and value, especially in front of learners who are not interested in and concerned about punishment or punishment, demonstrating physical agitation (motor instabilities) that will

continually interrupt the reflections of others and influence the interaction that promotes learning. (Barbier J.-M. , 1996, p. 213)

4-1 Definition of the rules:

The rules must be defined, established and posted in advance so that all learners are able to comply with the rules.

The administrative framework represented by the teacher in class warns against overtaking. The teacher must be intransigent and impartial from the beginning and will remain so until the completion of his mission.

Discipline is a conduct dictated by instructions formulated on the basis of the foundations of the regulation; we will mention the essential points as examples:

Don't be late for class

- Do not get up from your seat without prior permission
- Do not enter the classroom without regulatory attire
- Do not speak in class without permission...

Freinet often formulates that the question of discipline should not be treated separately from the question of school work.

"The order and discipline of the modern school is the organization of work". (Freinet, 1994, p. 407)

4-2 identifying a learner with learning difficulties:

The personality of the learner in difficulty may be deficient in self-control and thus adopt inappropriate behaviors. It is important to identify the learner in difficulty as the long-term consequences are detrimental to their learning and the learning of others:

- The learner who thinks he knows everything and is never wrong
- The big talker
- Learner raises his/her voice each time he/she speaks
- The controlling one, the one who wants to control everything around him (Leader).

Intelligent relevance, when the teacher discovers difficulties in the learner, in some cases by asking various questions, that the learner cannot or does not want to answer, will cause disappointment in the teacher and will not complete his observation, or on the contrary

continues to interrogate him despite his abstinence to respond, which will intensify the difficulties of the learner to gather the information, to understand them to respond. (Troncin, 2015) "When the group is not properly constituted, the learner may be shy about the activities."

The context in which the learner is exposed does not allow him to give the best of himself, an emotion will settle around him that will make him in a climate of tension and anxiety and will isolate himself intellectually.

The teacher should be able to get him out of this rather complex situation by suggesting a wise course of action, so that he can resolve this situation, provide positive assistance to inspire them to react and find a solution to overcome the complexity of the situation they found themselves in.

4-3 situational:

Learners can be put into small or large groups for a problem situation generated by the teacher, who will give them time to discuss among themselves, to intervene only to guide them. For example, he can bring back medical equipment that they will discover for the first time.

A bond vase creates first between the same groups then spread throughout the class, it is the emotional side of the action.

The intervention of the teacher with simple words and phrases in relation to the medical tool should help them to make the similarity in a new situation and will know how to approach it; the use of complex or ambiguous words and phrases, may increase their learning difficulties.

The teacher can use a card, an illustration, a video to help them better understand (what) and its usefulness (that is why). It's the psychomotor enrichment. (Tardif, 1999)

Learning by learners strongly influences the context of the classroom. Two groups may have completely different work attitudes from the teacher's personal expectations. It is important to understand how the learner uses cognitive skills to learn. (<https://journals.openedition.org/>, 2014-2015)

He must finally recommend a written test, to check if they will be able to manage a problem situation and advise them to work collectively, it is cognitive solicitation.

5. Method and tools:

In this survey, the questionnaire was chosen as an instrument of inquiry, believing that its use, in addition to the assurance of a written medium, will save us time.

It consists of fifteen (15) questions prepared in succession according to the research objectives.

The questionnaire is drawn up by closed-ended questions, followed by a choice for the answers, with a view to simplifying the processing and clarifying it.

It was divided into four (4) axes:

Axis 1: the profile and status of the target population

Axis 2: Training framework: teaching methods and means

Axis 3: Identification of learning difficulties and their origins

Axis 4: Managing learners' learning difficulties in the classroom.

5-1. duration of the inquiry

The survey began in March 2023 and was completed by the end of the second half of April; almost two months of research.

The Data Collection operation was time consuming because it coincided with the formative and summative evaluations, also with regard to the teachers questioned since it was the period of examinations of paramedical learners and especially the removal of the second structure of the survey to recover the answers.

There are 40 recovered questionnaires, representing 74% of all 54 questionnaires distributed, making the participation of more than fifty (50%) teachers who responded to this survey.

5.2. Sample

The sample The survey is mainly based on PEPM (permanent trainers) and contract teachers (contract trainers) Training actors ensure the appropriate application to the content and subject as defined in the programme for the evolution of learner learning.

The number of teachers chosen is 54, including 34 teachers from the GUELMA Institute for Paramedical Training and 20 from the SKIKDA Institute.

6. Results

6.1. Présentation et analyse des résultats

First axis: Teacher profile and status

Question 01: How old are you?

Table 1: Average age of teachers

Age	Effective	percentage
30 to 40 years	10	25 %
41 to 50 years	14	35 %
51 and over	16	40 %
Total	40	100%

Observations:

- 25% of teachers are between 30 and 40 years old
- 35% of teachers are between 41 and 50 years old
- 40% of teachers aged 51 and over

Comments:

The majority of teachers are over the age of 40.

First axis: Teacher profile and status

Question 02: How long have you been practicing?

Table 2: Years of Work Experience

professional experience	Effective	Percentage
≤ 05	14	35 %
05 à 10	08	20 %
≥ 10	18	45 %
Total	40	100 %

Observations :

- 35% of teachers have experience of 05 years
- 20% of teachers have experience of 05-10 years
- 45% of teachers have 10 years' experience

Comments :

65% of teachers interviewed have professional experience

First axis: Teacher profile and status

Question 03: What is your status?

Table 3: Numerical representation of teacher rank

	Effective	Percentage
PEPM	08	20 %
PEPM inspector	12	30 %
Others	20	50 %
Total	40	100 %

Observation:

-20% of teachers are MPP

-30% of teachers are MPP inspectors

-50% of contract teachers

Comments:

The grade of permanent and contract teachers in equal proportions is appropriate to meet the training objectives.

Second axis: Methods and means of learning

Question 01: What method do you use?

Table 4: Numerical representation of the method used during a course

method used	Effective	Percentage
Transmissive	20	50 %
Active	16	40 %
Démonstrative	02	5 %

Interrogative	02	5 %
Total	40	100 %

Observations:

-50% of teachers use the transmissive method

-40% of teachers use the active method

-05% of teachers use the demonstration method

-05% of teachers use the interrogative method

Comments:

Teachers in a class use the transmissive method

Second axis: Methods and means of learning

Question 02: What is the basic criterion for your choice of method?

Table 5: Represents the basic criterion for the choice of method

Criterion	Effective	Perrcentage
Course Content	05	12,5 %
Overall objective	22	55 %
frameworkation	10	25 %
des apprenants Learner Engagement	03	7,5 %
Total	40	100 %

Observations:

-12.5% of teachers use course content as a criterion of choice

-55% of teachers choose the general objective

-25% of teachers opt for the competency framework

-7.5% of teachers opt for learner involvement

Comments:

Teachers, for the most part, opt for the general objective as a basic criterion.

Second axis: Methods and means of learning

Question #03: Do you know how to use the IT tool?

Table 6: Numerical representation of the control of the IT tool

control of the IT tool	Effective	Percentage
Perfectly	36	90 %
Moderately	04	10 %
Total	40	100 %

Observations:

-90% of teachers are proficient in IT

-10% of teachers control it moderately

Comments:

The results obtained are imperative, the major parts of the teachers master the use of the computer tool.

Third axis: Identification of learning difficulties and their origins, first year students

Question 1: Do you detect any learning difficulties in the paramedic corps, first year?

Table 7: Numerical representation of the detection of learning difficulties among first-year learners

Détection des difficultés	Effectif	Pourcentage
OUI	40	100 %
NON	00	00 %
Total	40	100 %

Observations:

The result is unanimous; all teachers detect learning difficulties among first-year learners.

Comments:

Various difficulties are indeed present among first-year learners.

Third axis: Identification of learning difficulties and their origins, first year students

Question 2: Do you think the level of attention of learners is around?

Table 8: Numerical representation of attention time

Attention time	Effective	Percentage
45 Mn	16	40 %
01 AM	20	50 %
01 H 30 Mn	04	10 %
Total	40	100 %

Observations:

The result is that only ten percent of teachers think the level of attention is up to 1H 30Mn, 50% say it is 1H and 40% say it is around 45 Mn.

Comments:

Learning can be hindered beyond one hour of classes.

Third axis: Identification of learning difficulties and their origins, first year students

Question 03: Is the overcrowded class an obstacle?

Table 9: Numerical representation of the barrier of the high number of learners per class

High number of learners in class	Effective	Percentage
yes	40	100 %
NO	00	00 %
Total	40	100 %

Observations:

The result is that all teachers say that the high number of learners per class hampers their learning

Comments:

Overcrowded class is really a learning challenge.

Third axis: Identification of learning difficulties and their origins, first year students

Question 04: Do learners have language difficulties?

Table 10: Numerical representation of the actual presence of language difficulties

Presence of language difficulties	Effective	Percentage
yes	32	80 %

NO	08	20 %
Total	40	100 %

Observations:

We observe in the recovered result that 80% of teachers say they are in front of learners who have language difficulties and only 20% say they do not.

Comments:

First-year paramedic learners have language difficulties.

Third axis: Identification of learning difficulties and their origins, first year students

Question 05: Have you ever been in a situation where first-year paramedic learners had learning difficulties?

Table 11: Numerical representation of teacher confrontation with learning difficulties among learners

Confrontation à la situation	Effectif	Pourcentage
OUI	36	90 %
NON	04	10 %
Total	40	100 %

Observations:

Based on the results, we observe that 90% of teachers faced learning difficulties among first-year learners.

Comments:

A situation of learning difficulties among learners must be foreseen if we consider the high percentage rate at which teachers were confronted.

Fourth area: Managing Learning Challenges for Paramedic Learners in the Classroom:

Question no. 01: Is the regulatory framework mandatory for everyone?

Table 12: Numerical representation of the application of the regulation to all

Application du règlement	Effectif	Pourcentage
OUI	16	40 %
NON	24	60 %
Total	40	100%

Observations:

We note that 60% of teachers have a negative response to the application of the regulation to all, compared to 40% who said it is applicable to all.

Comments:

We can say that the disparity in the application of the regulation to all learners can generate psychological embarrassment, which can constitute learning difficulties.

Fourth area: Managing learning difficulties in the classroom

Question 02: Is problem-based learning having a positive effect?

Table 13: Numerical representation of the effect on learning difficulties

Effect of problem learning	Effective	Percentage
yes	36	90 %
NO	04	10 %
Total	40	100 %

Observations:

The results indicate that 90% of teachers believe that problem-based learning has an effect on learners compared to 10% who say no.

Comments:

Problem-based learning has a positive effect on the difficulties of first-year learners.

Fourth area: Managing learning difficulties in the classroom

Question 03: During a course, is the use of various methods necessary?

Table 14: Numerical representation of the diversification of the teaching method

Diversity of method	staff	Percentage
yes	32	80 %
NO	08	20 %
Total	40	100 %

Observations:

The result is that 80% of teachers diversify their methods, and 20% maintain a method.

Comments:

There is a need to diversify the teaching method during a course

Fourth area: Managing learning difficulties in the classroom

Question 04: Do you advocate a self-assessment?

Table 15: Numerical representation on the board of a self-assessment

Advice for a self-assessment	effective	Percentage
yes	32	80 %
NO	08	20 %
Total	40	100 %

Observations:

We note that 80% of teachers advocate self-assessment and 20% do not.

6.2. Discussion

The First Axis: Teacher Profile and Status

- Question 1: Age determination

-25% of teachers are between 30 and 40 years old

-35% of teachers are between 41 and 50 years old

-40% of teachers aged 51 and over

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The majority of teachers are over the age of 40.

This criterion suggests that it could be useful for overcoming learning difficulties through their calm, serenity.

Teachers aged 40 and over are more mature, which gives them more wisdom in making decisions about the different behaviors of learners.

- Question 2: Experience Determination

-35% of teachers have experience of 05 years

-20% of teachers have experience of 05-10 years

-45% of teachers have 10 years' experience

Teachers with more experience may have found a difference in learning among first-year paramedical learners.

Experience is an immeasurable value acquired during the exercise of his or her function, which enables him or her to identify a learner (or learners) in difficulty and recommends an approach to the situation.

- Question 3: Rank determination

-20% of teachers are MPP

-30% of teachers are MPP inspectors

-50% of contract teachers

The grade of permanent and contract teachers in equal proportions is appropriate to meet the training objectives.

The grade of the teachers can help to have a more global vision on the difficulties of learning in class of the first year learners (a permanent "PEPM or PEPM inspector" may notice a behavior of difficulty in a learner, a contract "psych sociologist" could translate these behaviors).

Second axis: Teaching methods and means

- Question 1: Method used

-50% of teachers use the transmissive method

-40% of teachers use the active method

-05% of teachers use the demonstration method

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-05% of teachers use the interrogative method

Teachers in a class prefer the transmissive method

Often, they find it suitable for their style of teaching and finding themselves masters in front of a listening audience.

- Question 2: Method selection criterion

-12.5% of teachers use course content as a criterion of choice

-55% of teachers choose the general objective

-25% of teachers opt for the competency framework

-7.5% of teachers opt for learner involvement

Teachers, for the most part, opt for the general objective as a basic criterion.

The general objective is privileged for the needs of the training, the important thing is that the learner, in the end must be able to...

- Question 3: Mastery of the IT tool

-90% of teachers are proficient in IT

-10% of teachers control it moderately

Mastering the use of the computer tool as a means of learning.

It should be recalled that this is the era of automatism and that mastering the dominant vector for the transmission of knowledge is indeed the computer tool from which the need to acquire this competence.

Third axis: Identification of learning difficulties

- Question 1: Difficulty detection

The result is unanimous, all teachers detect learning difficulties among first-year learners.

Various difficulties are indeed present in the first year learners, which the teacher must discover and take into account to find a way to help them overcome them.

- Question 2: Attention Time

The result is that only ten percent of teachers think the level of attention is up to 1H 30Mn, 50% say it is 1H and 40% say it is around 45 Mn.

Sensory engagement can be interfered with beyond an hour of classes, learners start by chatting with each other or finding excuses to go out (going to the bathroom for example). This will lead to learning difficulties for some of these learners.

- Question 3: Is the overcrowded class a barrier

The result is that all teachers say that the high number of learners per class hampers their learning

The overcrowded classroom constitutes learning difficulties, it influences the active listening of learners and also generates a climate far from favourable for learning

- Question 4: Do learners have language difficulties?

We observe in the recovered result that 80% of teachers say they are in front of learners who have language difficulties and only 20% say they do not.

First-year paramedic learners have language difficulties.

Knowing that language is one of the main vectors of communication, its written or oral failure will be a brake on learning.

- Question 5: Have you ever been in a situation where first-year paramedics were experiencing learning difficulties?

In view of the result, we observe that 90% of teachers faced learning difficulties among first-year learners.

A situation of learning difficulties among learners must be foreseen if we consider the high percentage rate at which teachers were confronted. Language difficulties, the high number of learners per class already mentioned, continue to increase each year.

Fourth area: Managing Learning Challenges for Paramedic Learners in the Classroom:

- Question 1: Is the regulatory framework rigorous?

Considering the result obtained which announces that 60% of teachers have a negative answer regarding the application of the regulation to all, against 40% who answered that it is applicable to all, we can say that the disparity in the application of the regulation to all learners can create psychological embarrassment for learners who feel a lack of consideration, which can constitute learning difficulties.

-Question 2: Is problem-based learning having a positive effect?

The results indicate that 90% of teachers believe that problem-based learning has an effect on learners compared to 10% who say no.

Problem-based learning has a positive effect on learners' difficulties in Grade 1. Since it makes it possible to increase the link, first with the teacher and then between them. This link will act as a bridge to overcome difficulties.

-Question 3: During a course, is the use of various methods necessary?

The result shows that 80% of teachers diversify their methods, and 20% maintain a single method..

There is a need to diversify the teaching method during a course to meet the needs of learners to acquire more knowledge.

Diversifying the learning method dispels the monotony of the course and leaves learners more attentive.

- Question 4: Do you recommend a self-assessment?

We note that 80% of teachers advocate self-assessment and 20% do not

There is indeed a proposal for a self-assessment, which makes it possible to seek solutions, correct errors and move from know-how to know-how.

6.3. Overall interpretation of results:

The various points listed below represent our overall interpretation and synthesis of our research and the study of the results obtained from teachers on the basis of previous readings of their answers:

- Age, experience and rank are important in alleviating learning difficulties for first-year paramedic learners.
- The teacher's choices of a method, on the basis of a criterion that he considers consistent and favorable for the conduct of a course, in particular, among learners in difficulty. Without forgetting the good control of the computer tool (essential pedagogical means as an example the interactive table)
- Trying to accommodate the overcrowded class by forming groups makes it easier for the teacher to deliver the class and for learners to have an appropriate climate to overcome their difficulties.
- Teachers are supportive of problem-based learning to anticipate learners' difficulties in acquiring new skills by building connections that bring out problems external to the classroom (psychosociological and other).

- Language difficulties are becoming more and more widespread and are affecting learners' learning. This phenomenon worries all the parties responsible for the training, especially the teachers who, in order to transmit the knowledge, sometimes use compulsory situation, words and sentences accessible to the learners. This step will waste a considerable amount of time.

The qualitative data from the questionnaires, obtained from exploratory research, after analysis, showed that the difficulties, the most frequent, of learning among first-year learners have a consequent external effect on training.

Conclusion

This research allowed us to make the observation among the teachers, the main actors of the transfer of knowledge, of the extent of this embarrassment that is the most frequent difficulties, of the learners in class, in 1st year.

Knowledge of the world of the learner is not limited to intellectual knowledge; the learner may have acquired rich language, prerequisites in matter, but his behavior in class may reveal difficulties of sociological origin, which the teacher must adapt to be credible and gain the learner's confidence in difficulties, which will alleviate the climate of tension in which this learner finds himself.

In order to lessen the difficulties experienced by first-year paramedical learners, a psycho-sociological assessment test should be recommended for learners who are candidates for training, on the basis of which they must respond and submit, the conditions and criteria will be established and submitted in advance.

The articulation of theoretical and practical alternating training is observed, but the accompaniment in practical training is often less so, the learner finds difficulties in imitating gestures and postures.

The needs of training are constantly increasing, the state puts all the necessary means for well-defined objectives but the needs and interests of learners are deviated by considerations other than to bring help to someone.

Finally, it is essential to emphasize the art and manner of teachers at all levels of paramedical training to show their know-how and know-how to all learners and especially to those with learning difficulties.

Suggestions:

Knowing full well that the subject of learning difficulties among learners in general has caused much ink to flow from uncontested and indisputable masters in the matter: especially the pedagogues

Our approach to the various pedagogical leaders of paramedical training, during our pre-survey and also after the results of the survey conducted with the teachers, suggestions seem useful to us to propose:

- Provision of conditions and criteria to candidates before admission to training
- Recommending workshops for teachers, volunteers to participate, on a regular basis to have several reflections on a topic or a set of points, enhanced by a meal or other delicacies will motivate them to come and participate
- Organize seminars and propose the following theme at the end
- Emancipation of prejudices towards the other, without trying to learn about his behavior this allows setting the point in order to find a solution and to restore the situation of difficulty.

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