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REQUIREMENTS FOR ACHIEVING CONTINUOUS IMPROVEMENT OF TEACHING STAFF TO DEVELOP STUDENTS' SKILLS IN UNIVERSITIES AN EXPLORATORY STUDY OF THE OPINIONS OF SEVERAL FACULTY AT THE UNIVERSITY OF DUHOK.

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Abstract
The major challenge that higher education institutions face is represented in their ability to formulate a vision of a sound method, adopt a clear message, goals, and appropriate objectives to adopt distinct strategies in accomplishing their tasks, leading to quality in performance, then compete, bypassing traditional teaching methods that lead to stop growing and only to survive. Accordingly, the university student must be trained to reformulate the ideas and theories he studies in his language. That is, formulating it in a way that makes it more clear, useful, or simple, and the study adopted the descriptive survey approach to provide the necessary treatments for the research problem through the adoption of a questionnaire form to collect the primary data required by the nature of the problem, as (40) questionnaires were distributed, which included teachers with higher scientific ranks and advanced staff in the faculty at the university. The hypothesis on which the study is based appears through the necessity of adopting the development of students' skills and talents through the continuous education of the teacher to improve his performance. Therefore, this study came as an attempt to determine the possibility of developing the creative skills of university students by adopting continuous education to improve teaching performance by the university under study through (encouraging sustainable parallel thinking) and organizing information based on strategies that develop students' skills and achieve creative thinking for students, leading to the most distinguished and "creative" performance. Thus, the study dealt with a group of basic topics that represent the focus of our discussion, as well as other aspects that were presented. As the study presented its scope within the first chapter, the conceptual framework for creative education and the development of students' skills and the development of creative thinking within the second chapter, and the third chapter dealt with the conceptual framework for continuing education to improve teaching performance and its implications for the development of students skills. The study presented a set of conclusions, the most important of which was considering modern methods of teaching as one of the most ways that contribute to increasing knowledge attainment. Therefore, it is of great importance in developing teaching methods, simplifying knowledge, and forming practical and applied skills among the learners of the students.
Keywords: Developing students, brainstorming, and Six Hats method.

Chapter one
Research scope

The research focused on the following axes:

1. First: the research problem

Perhaps the decline in human intelligence rates is due to the adherence to traditional educational policies that have prevailed and dominated school systems since ancient times. This indicates the need to pay attention to the entrances of creative thinking and direct thinking toward achieving organizational goals, and this is a comprehensive fact for all international organizations, but the question that arises is whether the researched community has this perception as well? This is what the researchers tried to verify as a research problem expressed by a set of questions as follows:

1. To what extent are there parallel creative thinking skills that work to develop the skills and talents of students at the university under study?
2. What is the role of continuous education methods to improve teaching performance in developing students' creative skills in the organization under study?

Second: the research importance

- The theoretical importance of the research is evident because of what the theoretical conceptual framework contains in terms of identifying the conceptual framework for creative education, developing students' skills and developing creative thinking, as well as "addressing the theoretical conceptual framework for the continuous improvement of teaching performance and its implications for the development of students skills.
- As for the field's importance, it is evident in the extent to which the research contributes to developing the skills and talents of the students of the researched organization represented by the University of Duhok, depending on the continuous improvement of the quality of teaching performance.

Third: Research objectives

The main objective of the research is embodied in the ability to develop the creative and innovative skills of university students by adopting some methods of continuing education to improve the teaching performance in the researched organization and presenting the theoretical contributions of researchers to the concepts of continuing education to improve teaching performance, which in turn is reflected in the development of students' skills.

Fourth: the research sample

The methodological treatment of the research requires the design of a hypothetical model that shows the development of students' skills and talents for the researched organization represented by the University of Duhok, depending on continuous education to improve the teaching performance in it. The model includes two main dimensions. The first is the development of students' skills and talents as an approved dimension, while the second dimension is the continuous improvement of the quality of teaching performance as an independent dimension. The scheme assumes that the relationship between the two dimensions of the scheme is in one direction, and therefore the analysis of the relationship between the two dimensions of the study and according to the study scheme is unidirectional. As shown in Figure (1)

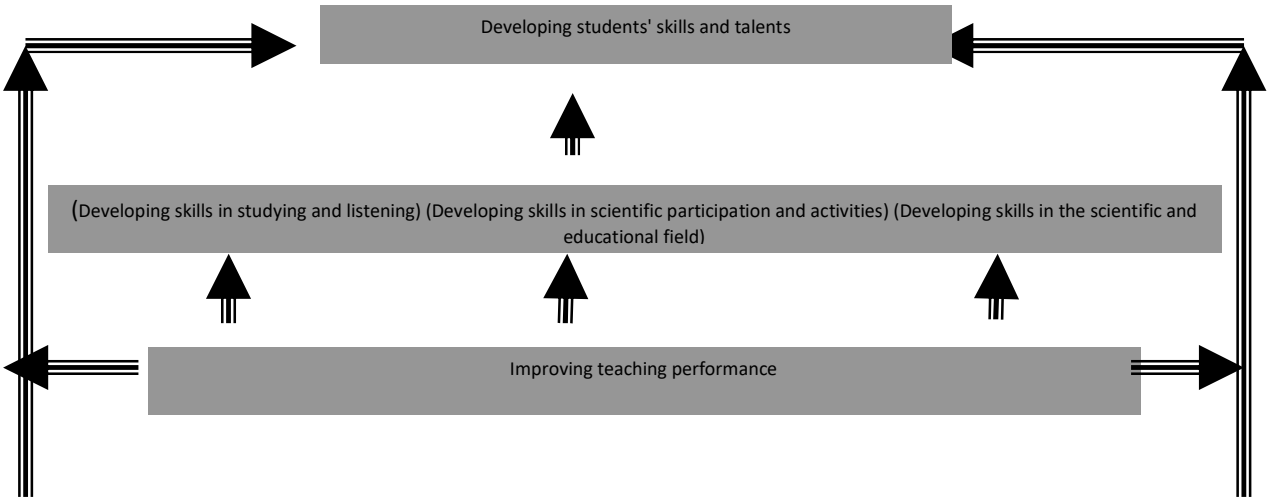

Figure 1. The research sample

Fifth: the research hypothesis

To achieve the objectives of the research and address the questions raised in its problem, this research adopted the following hypothesis:

"The development of students' skills and talents depends on continuous education to improve teaching performance."

Sixth: Research limits

The limits of this research can be divided into:

1. Objective limits: These limits were limited to the trend towards developing the creative and innovative skills of university students by adopting some methods of continuing education to improve teaching performance.
2. Time limits: The time limits for the research extend from 10/5/2018 to 30/9/2018.
3. Spatial limit: represented by teachers and workers in the College of Science at the University of Duhok.
4. Human limits: It is represented by the faculty members to whom the questionnaires were distributed.

Seventh: Data collection method

The theoretical aspect of the search for the available books and studies was relied upon, as well as reliance on the Internet. As for the practical aspect, and to provide the necessary treatments for the research problem, the data collection method included the following:

1. The design of the questionnaire form: The questionnaire form was adopted to collect the primary data required by the nature of the problem, as (40) questionnaire forms were distributed including teachers with higher scientific positions and advanced staff at the university, as the form included the two main variables in the research through the questions associated. Accuracy and objectivity were taken into account in its preparation so that its data would be emptied according to the five-point Likert method, taking into account that the questionnaire was prepared based on some writers whose writings were considered (reviewed) in the areas of developing students' skills and

talents and continuing education to improve teaching performance, including (Al-Dulaimi, 2005) and (Zeitoun, 1987), (Hussein, 2004), (Ghanem, 2004), (Younes, 2006), (Davis, 1999), (Davis, 1980), (Usun, 2010), (Birbeck, 2010 ., (2004). Hecerian.), (Al Muhairi, 2007).

2. The research adopted the descriptive and analytical approaches in testing its hypotheses by adopting the questionnaire form shown in Appendix (1). The statistical program ((spss)) was used to infer frequencies, percentages, arithmetic mean, and standard deviations between the two research variables.

Eighth: the stability of the tool

The stability of the questionnaire was calculated through the (Cronbach alpha) equation, and the stability coefficient for the two research variables was (91%).

Chapter two

The conceptual framework for creative education, developing students' skills and developing their creative thinking

It may come to our minds sometimes to ask a set of questions, including: How can students' skills be developed in university studies? And to what degree can we adopt and introduce creative teaching in our universities at all stages? To ensure a creative climate in university studies, and then develop creativity among students and ignite their creative energies, some methods should be adopted to develop creative skills for students, including (Elizabeth, 2017, 72):

First: Using and adopting the brainstorming method
Second: Using and adopting the Six Hats method of thinking.
Third: Using and adopting the method of mind maps, including computerized maps.
Fourth: Using and adopting the method of creative thinking from the point of view of cognitive theory.
Fifth: Using and adopting the semitics method.
Sixth: Using and adopting the method of assumptions and searching for contradictions in ideas.
Seventh: Using and adopting the SCAMPER method.
Eighth: the use and adoption of the Court program method
Ninth: Using and adopting the Hamilton Program method.
Tenth: Using and adopting the method of the Torrance Program for the four skills.
Eleven: Using the method of developing creative thinking as a strategy (TRIZ) and the forty principles.

We will focus on the most reliable, used, and effective methods as far as the subject of research is concerned:

First: Using and adopting the brainstorming method

Brainstorming is an educational method based on freedom of thinking and is used to generate the largest number of ideas to address a topic during a short session. It is one of the interesting modern scientific concepts and it is related to the science of management and it is called brainstorming. There are many names for this term ((BRAINSTORMING)), as it translates as brainstorming, generating ideas, or brainstorming, and the term brainstorming is more widely

used and common, as it is closest to the meaning. (Al-Dulaimi, 2005, 43). It is a method used to come up with new ideas to solve an existing problem or to bring about development in an existing situation, as it generates new ideas that contribute to reaching the goal. Brainstorming is also used as a method of collective or individual thinking in solving many different scientific and life problems, and it is also intended to increase mental capabilities and processes.
It is possible to list (15) names for this technique, which are: (Al-Muhairi, 2007, 35).

1-Cerebral whirlwinds	6-Intellectual rain	11-Agitating thoughts
2- Intellectual activation	7-Thinking	12-Brainstorm
3-Mental flow	8-Mind	13-Thought provoking
4-Brainstorm ideas	9-The Golden Goblet	14-Ideas attracted.
5-Brain storm	10-Thinking	15-The flow of ideas

The brainstorming method is one of the many methods of stimulating thinking and creativity that exceed more than thirty methods in America. In Japan, there are more than a hundred methods, including American methods, and brainstorming is used as a method of collective or individual thinking in solving various scientific and life problems to increase mental capacities and operations.
Alexon Osborne is considered the legitimate father of the brainstorming method in the development of creative thought, as this method came as a response to his dissatisfaction with the traditional method prevailing at the time. It is ((the method of conferences)), which is held by several experts, each of whom gives his role in a successive or alternating manner, with an opportunity for discussion at the end of the session, due to the failure revealed by this traditional method in solving many difficult or complex problems of an abstract nature.

Second: Using and adopting the Six Hats method of thinking

The innovator of these ways of thinking is a British doctor of Maltese origin named (Edward Bono) whose medical background helped him to delve deeper into the brain and thinking research, so he devised several thinking strategies, including the Six Hats strategies, and put forward many ideas about teaching thinking. This idea is based on the observation felt by every person in any discussion where one of the parties adopts a position that he desperately defends and does not listen to the idea of the opponent who is also forced to defend his idea. This leads to sterile debate, discounts, and numerous disputes without reaching a result that benefits either party. The Six Hats Strategies presents the science of directing the person to think in a certain way, and then asks him to switch to another way, meaning that the person can wear any of the six colored hats, each of which represents a color of thinking. The idea of the six hats is to divide thinking into six patterns and to consider each pattern as a hat that a person wears or takes off according to the way he thinks at that moment. This method is characterized by the fact that it gives the individual, in a very short time, a great ability to be superior and successful in scientific and personal situations, and it transforms the rigid situation into creative situations,

and it is also a method that teaches us how to coordinate the various factors to reach creativity, according to Edward de Bono. The hats are closest to the head, and the head contains the brain that performs the function of thinking, and therefore it is the closest to thinking (Kenny, 2003, 200).

- Usually, the hat does not stay long on the head because we quickly change it with changing circumstances and so on. We may like an idea at a certain time, and abandon it at a later time, like a hat that we cannot wear for a long time, and the idea should not live long with us.
- A hat worn for a long time gets dirty and loses its elegance, as well as the idea that if it remains in our heads for a long time, it may become obsolete.
- The hat is a symbol of the role played by each person. The hat of the nurse is not the hat of the soldier, the judge, the teacher, or even the student.
- A person needs different colors of thinking, and he needs to explain his style of thinking and the new situation in front of him. Therefore, a thinking person needs to wear several different hats for thinking, creativity, and criticism. De Bono expressed thinking in the form of a linear path and each station he identified with a specific color. The reason for that is because hats are worn on the head and the head is the place for thinking. The goals of the six thinking hats include:
- Moving from accidental and random thinking to deliberate thinking.
- Simplify and clarify thinking to achieve greater effectiveness.
- Organize information.

Characteristics of Six Hats Strategies (Sherrie, 1994:39)

There are a range of characteristics that determine the specifications of each hat when used, including the following: -

1. White hat: (information, data, requirements). This hat symbolizes impartial thinking and is characterized by objectivity. This thinking is based on the foundations of questioning to obtain facts. Numbers? etc.
2. Red hat (feelings, intuition, emotions). It is a hat based on what lies in the depth of emotions and feelings, as well as based on intuition. It leads to feelings, emotions, intuition, and the ethical and human aspects of the problem.
3. Black hat, caution, risk, hardship (negatives). It is the hat of fear, caution, pessimism, criticism, and thinking about dangers or loss. This is what is required when making decisions.
4. Yellow Hat - Benefits (Pros). It is a hat of optimism and thinking about the work and benefits of the subject under discussion and conducts some useful results and suggestions and economic feasibility. The yellow hat might ask: What are the benefits? Who is the beneficiary? What are the pros?
5. Green hat (new ideas). It symbolizes green creative thinking, a symbol of creativity and innovation. It's like a big plant growing from a small plant. It's growth, and it's the change and going out of old ideas into new ones.
6. Blue hat (holistic thinking). This hat symbolizes (holistic) thinking that it is outlook thinking and the reason for choosing the color blue:-
    a. The color of the sky is blue and it covers everything and under it everything.

b. The blue color suggests envelopment and strength, like the sea. We think about how and direct the necessary thinking to reach the best result. It is the joy of thinking, controlling, evaluating, and constructively looking at things.

The importance of activating the six hats method in higher education appears by encouraging parallel thinking and providing a training program that gives its recipients in higher education the knowledge and skill to use and benefit from it. Hats are not real hats, but rather an imaginary process. This method allows us to direct the person to think in a certain way, and then ask him to switch to another way, such as turning, for example, into green hat thinking, which leads to creativity. Normally, as we have indicated, thinking has six patterns, which we express with six hats, and each hat has a color that distinguishes these patterns, i.e. wearing a hat of a certain color. When the speaker or debater changes his pattern, he changes his hat. These are skills that can be learned and practiced through training and practice, and the pleasure and effectiveness of thinking do not agree unless thinking is free of interferences that may cause intellectual confusion that hinders reaching a better decision, as we focus on one color and make sure to give sufficient attention to all matters. We can do the work of these hats by describing the (traditional relationship) between thinking and hats, as each hat represents a specific role, and thus we can divide the strategies of hats according to thinking: (Hilal, 2008, 81):

1. The white hat: denotes neutral thinking.
2. The Red Hat: It symbolizes emotional thinking.
3. The black hat: It symbolizes negative thinking.
4. The yellow hat: It symbolizes positive thinking.
5. The Green Hat: It symbolizes creative thinking.
6. The Blue Hat: It symbolizes directed thinking.

Accordingly, the role of our study can be recalled in this vital and important aspect, given that (teaching) is the backbone of higher education and the cornerstone of being the lecturer, the creative researcher, the educator, the mentor, the leader, the advisor, the discoverer of the innovators and their coach during the years of primary and higher university studies, and the creator of material and spiritual wealth. Accordingly, he must be aware of the following essential points: - (Cotton, 1997, 87):

1. To know that thinking teaches and develops.
2. Knows the meaning of thinking, its theories, types, and obstacles.
3. Know the most famous programs for teaching thinking and methods of training them.
4. To be able to use the maximum mental capabilities in dealing with problems of all types, life and academic.
5. To know the ethics of education and ways of teaching thinking.

Third: Using and adopting the method of mind maps

They said about the mental map..."Getting used to this new style of study will undoubtedly improve the student's performance in exams and guarantee him grades in an easy and accessible way." Now is the time for the mind map."

(http://member.optusnet.com.qu)

http://www.albronznet/learn/MindGenius

Many contemporary thinkers and scholars emphasized that "now is the time for the mind map.

The mind map or what is called a "mind map" is a way to draw ideas in a planned and branched tree form that depends on the largest number of pictures and keywords, because our memory is a "pictorial memory", that is, it depends on linking information with pictures, which helps in the ease of saving and retrieving information. Tony Buzan is the first to develop and write books about it in the early seventies, and what distinguishes these maps most is their versatility, as they are a means of linking and analyzing tasks and ideas to set a specific goal. They are used to summarize a book, solve problems, make decisions, or reach the largest group of ideas, and it does not require more than having a white paper and a pen and starting to develop ideas. Many computerized programs draw mind maps, including Mind Map, X Mind Manager, and Free Mind Mind Genius.

Chapter three
The conceptual framework for improving teaching performance and its implications for developing students' skills

The results of the studies revealed that there are a large number of effective teaching methods and behaviors related to the development of the performance of the teacher and the student together to meet all the challenges. It can also be a basis upon which the teacher relies in teaching his students. These are methods of great importance in attracting students to colleges and universities that are commensurate with the means of education and modern teaching techniques, and what is required of my teaching in universities is to try them out, and then evaluate their usefulness objectively at the end of each semester to follow them in the subsequent semesters.

We have listed some of the teaching steps that must be followed by the distinguished teacher who is looking for quality performance in his most important outputs, who are the students. Accordingly, the teacher should follow the following:

Determining set goals for each curriculum, its vocabulary, review, requirements for its implementation, and methods for evaluating it (course plan) in the first meeting of the teacher with his students at the beginning of each semester.

1. Good preparation for the lecture (Be prepared), as the academic tradition requires the teacher to fully prepare for the lecture before its time by looking at the relevant references, old and new so that he can present them attractively and interestingly for the students. Also, he should prepare general questions in preparation for the lecture to motivate the students to attend the lecture.
2. Attend the lecture at exactly the specified time (Be prompt for class), because the teacher's lateness may give students the impression that their teacher is disorganized and that teaching is not important, as students consider him a role model, and they may conclude that they have the right to be late for the lecture also.
3. Writing State goals for each lecture at its beginning, as the duty calls for giving students a clear idea of the goals that the course instructor wants to reach at the end of the lecture. This facilitates understanding of its elements and gives them an indirect message that it is necessary to be familiar with all aspects of its subject that achieve those goals.
4. Reviewing the general ideas of the previous day's lecture at the beginning of each lecture, because reviewing the general ideas of the previous lecture leads to fixing its

information in the students' minds, and it is also useful in linking the new lecture to the previous one, with an indication of the aspects of agreement and differences between them, and is useful in motivating students to learn and understand if the professor succeeds in asking good questions to the students, then extracting the answers and rephrasing them in a scientific manner that achieves its purpose.

5. Diversifying teaching methods and methods (Varying class formats). The lecture will be attractive and interesting if the course instructor succeeds in diversifying his teaching methods in each lecture, and if he cares about creating a suitable atmosphere inside the classroom where he can ask questions directly related to the elements of the lecture to the students, and then extract the answers from them and reformulate them scientifically to serve the symptoms of the lesson. In addition to inviting the students to participate in the preparation of some elements of the lesson by distributing them into groups so that each group presents its vision, then the teacher manages the dialogue and records the elements that serve the topic of the lesson.
6. Don't lecture directly from the textbook. As the teacher’s reliance on the course book leads to boredom for the students, and this may result in them turning away from following the teacher, and perhaps this method shows the teacher as unqualified or unprepared for the lecture.
7. Write the elements of the lecture topic on the chalkboard sparingly, because it is useful for the students to write the main elements of the lecture on the chalkboard without elaborating. This is followed by dealing with each element with a clear explanation and in-depth analysis, using realistic examples and with the participation and interventions of the students.
8. Encourage students to participate in class. One of the foundations of good teaching is the actual participation of students in the lecture and motivating them to do so. Research and experiments have shown that students learn more from the lessons they participate in.
9. Using visual aids, videotapes, overheads, and films as a diversification of teaching methods, where information is explained in an interesting way that draws students' attention to the topic of the lecture and facilitates understanding.
10. Stimulating the cooperative learning method, as its concept focuses on dividing the students in the classroom into small groups, and then assigning each group a specific task that must be accomplished at a specific time.
11. Use concrete examples. One of the necessary reasons for understanding the lecture is through the teacher who is formulating several tangible realistic examples to present them to the students, provided that they are directly related to the topic of the lesson.
12. Discuss current research findings in class. One of the necessities of good teaching is that it enables the teacher to see the latest developments in his field of specialization, and then inform his students about what is important, and discuss its results, as it is new additional information that students must be aware of.
13. Speak slowly and clearly. One of the characteristics of good teaching is taking into account individual students’ differences when explaining the lesson. Some of them learn quickly, and some of them learn to an average degree, and there are many of them,

and some of them learn slowly. This requires the teacher to deal with each student as a unique case that deserves special care and attention.

14. Diversifying the voice level. Since the sound is fixed at the same frequency for a long time, it is boring for the students, and therefore the teacher must diversify the tones of his voice, and not leave it at the same frequency for a long time.

Consistent with the above proposition, modern methods of teaching are among the methods that most contribute to increasing knowledge attainment. Therefore, it is of great importance in developing teaching methods, simplifying knowledge, and forming practical and applied skills among learners. Since there are many teaching strategies and each has its objectives, uses, and means of application that differ from one subject to another. Therefore, the role of my teacher is very important at the beginning of learning strategies, as he should present the appropriate methods for the lesson, explain them, and apply them, thus directing students to use them in the correct way and appropriate to the content of the lesson.

The process of renewal and modernization in the field of teaching methods and strategies is no longer an area of discussion but has become an urgent matter of definite importance among specialists, and a vital and urgent requirement, to strike a balance between the rapidly changing life, in the era of globalization, and the role that should be played by educational and educational systems.

Basic principles for improving teaching performance:

Ramsden showed that there are three basic principles for an effective faculty member in higher education. If a faculty member can apply these principles, he will achieve a high quality of performance, as follows: (Birbeck, 7, 2010)

1. Attention to explanation: The faculty member must be organized in explanation, can persuade, specialize in the subject he is studying, be flexible in his thinking and the way he deals with others, be receptive to the opinion of others, speak with grace, humble, patient, disciplined and committed, characterized by integrity and objectivity (Al-Hakami, 2009, 4).
2. For the interest, respect, and education of the student: The study hall in universities, in addition to being an arena for intellectual and logical presentations, is an emotional arena full of inter-relationships. The faculty member must be aware of the nature of these relationships and their skills in communicating with students in ways that increase their motivation to learn and develop their independent learning. Here, it is necessary to avoid provoking negative emotions and developing positive emotions. In this context, the faculty member should develop positive relationships based on intimacy and mutual respect, acknowledge students' feelings and encourage them to express and care for them (The Secret, 229, 2005).
3. Appropriate evaluation and corrective measures: In addition to the teaching work that a faculty member does, he must prepare tools through which he can measure students' achievement, their mastery of the subject, and their understanding. In conclusion, he must determine the degree of each student with the honesty, objectivity, and accuracy requires without bias in light of the multiplicity of assessment methods and tools, and the variation in the skills and competencies of faculty members within this role (Suleiman, 2010, 358).

4. Clear goals and intellectual challenges: The primary goal of an effective faculty member in the lecture hall is to deliver the material smoothly, easily, clearly, and up-to-date. This requires effort and challenges in pursuing new sciences and knowledge, so it does not stop at a certain point in the faculty member's request for knowledge. Whenever he reaches a certain point, he searches for what is behind it.
5. Independence, control, and activity: The faculty member must be fully independent inside the classroom and be responsible for managing the hall when he gives the lecture, and he must be characterized by firmness and flexibility together to control the management of the hall during the lecture and possess effective activity through which he makes the student pay attention to the lecture and the words and movements of a staff member teaching.
6. Learning from the student: Sometimes the student may have more knowledge in some subjects than the faculty member, and the role can be reflected in the acceptance of a faculty member to take that knowledge and employ it in the educational process.

The thinkers' belief in the importance of the personal characteristics of the faculty member is based on: (Nour, 8, 2010).

- The faculty member (and the general education teachers like him) carries the holiest message known to humanity; A message that only the doctor can share (but not every doctor).
- The amount of influence (positive or negative) that he leaves on his students for many reasons, including that he is a role model for his students and an expert in his specialty, and the many hours that the professor meets with his students and others.
- He gives his society more than he takes from it, regardless of the size of his material and moral giving to him.
- Faculty members constitute the majority of workers in higher education institutions who are required to plan, implement and evaluate educational policy [and perhaps other policies of the country].

Chapter four

The practical side

Description and diagnosis of research variables, determination of response rates, and the degree of compatibility of the research sample with the research variables:

To choose the content of the questionnaire to find out the response rate of the respondents to the research variables and to determine the percentage of the coefficient of difference for their answers, the following has been relied upon:

1. The response scale[1]: It is the scale that determines the attitudes of the respondents towards the research variables according to the following formula:

$$\text{ratio of response} = \frac{\text{Arithmetic mean}}{\text{degrees of the scale used} * 100}$$

[1] Khasha Al-Rawi, (1987), Introduction to Statistics, Ministry of Higher Education and Scientific Research.

Coefficient of variation: It is the measure that determines the level of consistency of the answers of the respondents with regard to the two research variables according to the following formula:

$$\text{Coefficien t difference} = \frac{\text{standard deviation}}{\text{Arithmetic mean} * 100}$$

Table 1: Frequency distributions, percentages, arithmetic mean, and standard deviations for the variables of developing students' skills and talents and continuous improvement of the quality of teaching performance

Variants Developing students' skills and talents	Five-point Likert scale										X'	D'
	Strongly agree		agree		Neutral		Disagree		Strongly disagree			
	No	%	No	%	No	%	No	%	No	%		
X1	**27**	**90**	**3**	**10**	**-**	**-**	**-**	**-**	**-**	**-**	**4.9**	**0.305**
X2	10	33	10	33	10	33	-	-	-	-	4	0.830
X3	6	20	15	50	9	30	-	-	-	-	3.9	0.711
X4	17	56.7	13	43.3	-	-	-	-	-	-	4.56	0.504
X5	21	70	8	26.7	1	3.3	-	-	-	-	4.66	0.546
X6	7	23.3	13	43.3	10	33.3	-	-	-	-	3.9	0758
X7	18	60	10	33.3	2	6.7	-	-	-	-	4.35	0.628
X8	17	56.7	9	30	4	13.3	-	-	-	-	4.43	0.727
X9	16	53.3	8	26.7	6	20	-	-	-	-	4.33	0.802
X10	5	16.7	13	43.3	9	30	3	10	-	-	3.66	0.88
X11	9	30	12	40	8	26.7	1	3.3	-	-	3.96	0.850
X12	10	33.3	18	60	2	6.7	-	-	-	-	4.26	0.583
X13	14	46.7	14	46.7	2	6.7	-	-	-	-	4.4	0.621
X14	7	23.3	9	30	14	46.7	-	-	-	-	3.76	0.817
X15	19	63.3	10	33.3	1	3.3	-	-	-	-	4.56	0.678

X16	19	63.3	9	30	2	6.7	-	-	-	-	4.56	0.626

Continuous improvement of the quality of teaching performance	Five-point Likert scale										X'	D'
	Strongly agree		agree		Neutral		Disagree		Strongly disagree			
	No	%	No	%	No	%	No	%	No	%		
X17	19	40	12	40	6	20	-	-	-	-	4.2	0.761
X18	27	90	3	10	-	-	-	-	-	-	4.9	0.305
X19	16	53.3	8	26.7	6	20	-	-	-	-	4.33	0.802
X20	15	50	12	40	3	10	-	-	-	-	4.4	0.674
X21	23	76.7	7	23.3	-	-	-	-	-	-	4.7	0.430
X22	25	83.3	5	16.7	-	-	-	-	-	-	4.83	0.379
X23	26	86.7	4	13.3	-	-	-	-	-	-	4.86	0.345
X24	17	56.7	12	40	1	3.3	-	-	-	-	4.53	0.571
X25	-	-	12	40	16	53.3	2	6.7	-	-	3.33	0.606

Table 2. The general average of the frequency distributions, the arithmetic mean, the standard deviations, the response rate, and the coefficient of variation for the research variables

Percentages Variants	variable symbol	response scale					Arithmetic mean	standard deviation	response rate	coefficient of difference
		Strongly Agree	Agree	Neutral	Disagree Strongly	disagree				
Developing students' skills and talents	X1-X16	46.22	36.22	16.71	0.83	-	4.27	0.67	85.52	15.87
Continuous	X17-X25	59.63	28.52	11.84	-	-	4.45	0.54	89.16	12.13

improvement of the quality of teaching performance										
General Index		52.92	32.37	14.28	0.41	-	4.36	0.61	87.34	14.0

Table: Prepared by the two researchers based on the results of the electronic calculator

It can be noted the data in Table (2), shows that there is a high degree of harmony in the research sample's answers to the paragraphs on developing students' skills and talents (X1-X16), which amounted to (82.245%) (Strongly agree, agree). This indicates the tendency of the respondents at the university towards the positive pole according to the scale used, while the degree of inconsistency with the paragraphs on developing students' skills and talents reached (0.831%) (I do not agree). As for the neutral answers, it amounted to (16.719%), and those answers reinforced the mean value of the means (4.276%), which is higher than the arithmetic mean for scale (2), with a standard deviation and a coefficient of difference (0.679%) (15.879%), respectively. While the response rate to the scale area was (85.523%), and through the above subtraction, the results indicate that the respondents' level of awareness of the axes of the phrases (development of students' skills and talents) was good, as it reached the first level of the used scale area. Among the phrases that contributed to enriching the concept of (the development of students' skills and talents) is paragraph X1, and as reflected in Table (2), "the need to use modern educational means to properly accommodate students." With an agreement rate of (90%), and if this indicates anything, it indicates the respondents' awareness of the importance and role of quality in teaching performance and its reflection on the development of students' skills and talents, which as a result achieves the required cognitive superiority, which appears towards achieving continuous improvement of teaching performance. It appears from the data of Table (2) that there is an agreement between the opinions of the respondents regarding the paragraphs of the variable (continuous improvement of the quality of teaching performance) (X17-X25), as the average general harmony of the answers of the respondents reached (88.156%) (Strongly agree, agree). This indicates the direction of the respondents' opinions towards the positive pole according to the scale used, while it did not indicate the degree of inconsistency with the paragraphs on the concept of continuous improvement of the quality of teaching performance (I strongly disagree, I disagree). As for the neutral answers, it amounted to (11.844%), and the response to those paragraphs reinforced the value of the arithmetic mean (4.458%), which is higher than the arithmetic mean of scale (2), with a standard deviation and coefficient of difference (0.541%) (12.135%), respectively, while the response rate to the scale area was (89.160%), which indicates a high level of awareness of the respondents for the axes of the phrases (continuous improvement of the quality of teaching performance) to reach the required level of the used scale area. Among the phrases that contributed to enriching this concept is Paragraph X18 and as reflected in Table (2) "I feel that

I use appropriate teaching methods in communicating the scientific content of the subject to students" with an agreement rate of (90%). It obtained the highest arithmetic mean (4.9%) and a standard deviation (0.305%), this indicates something, it indicates the homogeneity of the answers of the respondents. Also, these results reflect the actual reality of the university through its feverish pursuit of research, development, and innovation (R&D&I). Based on the foregoing, it is possible to determine the importance of adopting the concepts of developing students' skills and talents and continuous improvement of the quality of teaching performance as essential factors for achieving the competitive advantage of the university under discussion, as shown in Table (3) below:

Table 3. The relative importance of adopting the development of students' skills and talents and the continuous improvement of the quality of teaching performance by individuals in the university under study

Factors	Arithmetic mean	response rate %
Developing students' skills and talents	4.276	85.52
Continuous improvement of the quality of teaching performance	4.458	89.16

Table: prepared by the two researchers based on the results of the electronic calculator

Table (3) shows that the respondents at the university pay serious attention to the concepts of developing students' skills and talents and continuous improvement of the quality of teaching performance. The continuous improvement of the quality of teaching performance comes in the first place, then the development of students' skills and talents comes in the second place. This reflects the nature of the university and its focus on continuous improvement of the quality of teaching performance because of its serious impact on the development of students' skills and talents.

Conclusions and suggestions

First: Conclusions:

The research reached several conclusions:

1. Modern methods of teaching are considered one of the most ways that contribute to increasing knowledge attainment, and therefore they are of great importance in developing teaching methods, simplifying knowledge, and forming practical and applied skills among learners, and this is reflected as a result in developing and activating students' skills.
2. The development of students' talents and skills requires training in parallel thinking skills that are reflected in daily practice through the adoption of basic pillars, the most important of which is raising and developing students' skills and abilities by providing the student with the necessary scientific and creative knowledge and skills.

3. The advancement and development of universities is not measured by their buildings and squares, but rather by faculty members and their ability to develop students' skills by adopting educational strategies that reflect the quality of their performance towards students.
4. Most of the research sample is fully aware of the importance of continuous improvement of the quality of teaching performance, and they can understand its importance and role in developing the skills and capabilities of higher education outputs.
5. The role of my teacher is very important at the beginning of learning strategies, as he should present the appropriate methods for the lesson, explain them, and apply them.

Second: suggestions

To complement the requirements of the methodology and based on the conclusions reached, we decided to present the following proposals:

1. The necessity of paying attention to the continuous improvement of the quality of teaching performance as a daily work approach and activating it within a creative method that enables the development of students' skills and activating their performance as basic outputs in higher education.
2. Focusing on the issue of developing students' skills and talents by encouraging parallel thinking based on modern teaching methods.
3. Focusing on preparing developmental training programs to develop students' intellectual capabilities, as it is a necessity imposed by the current era, as teaching skills have become a response to the requirements of facing the challenges of globalization and its manifestations in various aspects of life.
4. The necessity of adopting and activating the teaching steps referred to in the body of the research and adopting them by the distinguished teacher who is looking for the quality of performance in the most important of his outputs, which are the students.

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