

Teaching History in the Algerian National Educational System

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Abstract

The research topic addresses the issue of teaching history, specifically Algerian national history, in the Algerian national educational system curriculum and syllabi from the time of regaining national independence to the present day, across various official government institutions, private schools, and even military schools. The research addresses several points from different angles of this process, from highlighting the importance of history in relation to national identity to the objectives of teaching this subject in the Algerian national educational system. The research also provides a historical overview of the subject's didactics, tracing its reforms through stages and phases. Additionally, the study delves into the methods and approaches used in the teaching process to achieve its set objectives.

Keywords: Algeria, curriculum, Didactics, history, system, teaching

ملخص

يتناول موضوع البحث قضية تدريس مادة التاريخ بصفة عامة، والتاريخ الوطني الجزائري في مقررات ومناهج المنظومة التربوية الوطنية الجزائرية منذ تأسيسها إلى وقتنا الحالي، سواء في المؤسسات الحكومية الرسمية أو في المدارس الخاصة، أو حتى في المدارس العسكرية. وقد عالج البحث عدة نقاط من جوانب هذه العملية ومن زوايا مختلفة، بداية بإبراز أهمية التاريخ لما له من علاقة وثيقة بقضية الهوية الوطنية، مروراً بأهداف تدريس هذه المادة في المنظومة التربوية الوطنية الجزائرية، كما يقدم البحث لمحنة تاريخية عن تعليمية المادة عبر مختلف المراحل وجملة الإصلاحات التي شهدتها كل مرحلة، إلى جانب تطرقه إلى الطرق والوسائل المنتهجة في عملية التدريس بغية تحقيق الأهداف المسطرة لهذه العملية.

كلمات مفتاحية: التاريخ، التعليمية، المناهج، الجزائر، المنظومة، التدريس.

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Introduction

History has always been a cornerstone of any country's national identity, as it is of utmost importance in preserving cultural dimensions, especially among peoples subjected to occupation and attempts to obliterate their identity. Algeria is one of the countries that suffered the worst forms of colonial occupation, especially during the French colonial period. Therefore, we find that the Algerian state has paid close attention to the teaching of history in its civil educational institutions and even in its military institutions, recognizing the importance of history, especially national history. Consequently, it has developed curricula and academic programs at all levels of education under the Ministry of National Education, as well as specialized programs in history departments at Algerian universities.

This research aims to highlight the importance of teaching history, especially in the curriculum and syllabi of the Algerian educational system. It also seeks to uncover the role of history in preserving elements of culture and national identity, solidifying them, and shaping generations that follow in their ancestors' footsteps.

Based on the preceding discussion, we can pose the following main problematic questions:

- What is the current state of history didactics in the curriculum and syllabi of the Algerian National Ministry of Education?
- What are the most critical stages and developments that the process has witnessed?
- Does this educational process serve national history in its various historical periods based on considering history as one of the components of national identity?
- Are there dangerous ideologies that some parties have attempted to promote at the expense of teaching national history?

The Importance of History

History as a scientific subject differs from being solely an academic pursuit for university students (postgraduate studies). The task of history is to record, analyze, and interpret events. The task of universities is to train experts in this field; teaching history at all three educational stages (primary, intermediate, and secondary) does not primarily aim at historical truth itself. Instead, it mainly aims to educate young learners and prepare them for responsible citizenship in their society, taking into account the abilities, inclinations, and levels of the learners who are the target of this subject. This does not mean that history before university education does not aim at historical truth; instead, it should seek it diligently since it is part of the discipline. Curriculum experts and authors should facilitate and present it in a manner suitable to students' abilities and academic levels. The teaching history's objectives are not uniformly achieved at all

learning stages. However, they align with the learners' readiness, capabilities, developmental stages, and educational levels (El Sayed, 1962, p. 24).

History, in its general sense, encompasses humanity's past and records humanity's journey. Within its folds lie all the economic, social, political, and military developments that humanity has undergone since it was destined to leave its mark on Earth (Ministry of National Education: National Curriculum Committee, n.d., p. 02). Therefore, metaphorically, it is a vessel containing both positive and negative human experiences (Amiraoui, 2007, p. 20).

History also embodies the intellectual image of civilization and highlights the activity of Islamic thought in the past. Starting from the very first beginning to express its existence by carving on rocks in caves and caverns until it ascended to the world of electronics and computers (Ministry of National Education: Directorate of Secondary Education, 2005, p. 04). This means that the developments in which humanity lives today are the product of conditions and problems that must be studied historically, starting with investigating historical facts, organizing their content, understanding their causes and their accuracy to clarify their details, analyzing and interpreting events, linking their phenomena, and reaching to conclude out of them (Ministry of National Education: Directorate of Secondary Education, 2005, p. 02).

Therefore, history as a subject can be integrated with other subjects to achieve many objectives, such as distinguishing between impressions and reality, ensuring the authenticity of sources, and expressing, analyzing, and synthesizing. These objectives serve as learning situations for learners. If the goal is to make history a more effective and impactful subject for learners, this subject must be appropriate to the nature of historical knowledge (Ministry of National Education: National Center for Educational Documentation, 2008, p. 05). This will help learners in the following ways:

- Understanding the collective memory of their society in earlier times.
- Recognizing the core values of the community.
- Realizing that the historical memory of their society is the key to its self-identity.
- Understanding civilizations and engaging in constructive dialogue with others, whether individuals or groups (Hussam, 2003, p. 130).

For learners to grasp the goals set in the curriculum for this subject, educators must do more than supply them with loads of information. They should also steer them towards critically analyzing the importance of historical events. This implies that individuals can acquire the basic techniques to become historians without needing to commit the entire history to memory. A modest grasp of historical facts, coupled with a thorough understanding, is sufficient to foster a fresh perspective. Consequently, there is a need to reassess history programs in terms of their content and instructional approaches.

Since history has always been an essential subject in educational programs, enhancing its instruction as part of recent reforms is evident in various aspects including curriculum content, as well as its arrangement within the academic path, textbooks, and other educational resources, pedagogical methods, and the increased instructional time devoted to it since the initiation of the reforms (Weila, 2010, p. 69).

Educators should prioritize ensuring that history is alive and presented in a way that resonates with modern life, allowing learners to grasp the concept of continuity and the interconnection between the past, present, and future (El Sayid, 2010, p. 24).

The objectives of teaching history in the Algerian National Educational System

Due to the broad concept and nature of history, educators have varied in their definitions of its objectives, research fields, and numerous branches. Additionally, considering the nature of the societies to which these educators belong, based on what Badawi mentioned, we can outline these objectives as follows (Badawi, 2010, pp. 24-26):

Comprehending Educational Facts

As educational facts are abundant and varied, serving as the bedrock of historical content, it is widely understood that facts are inherently tied to specific times, locations, and individuals, forming the fundamental elements of historical events. Hence, it is crucial to highlight teaching approaches that empower students to grasp, comprehend, and analyze facts critically. Moreover, careful curriculum planning is imperative, ensuring that sources for fact-finding are readily available and emphasized.

Understanding the Present through Knowledge of the Past

History contains a diverse range of human experiences gathered over the years, and it is essential for learners not to approach these experiences in isolation but to reflect on them. Questions such as how and why these events unfolded, and how we can apply their lessons to our current or future situations, are fundamental. Individuals passionate about teaching or learning history should prioritize studying past events to gain insight into and interpret the present. To accomplish this, they should equip students with skills such as sourcing, evidence utilization, investigative techniques, and an understanding of historical causation (El Sayid, 2010, p. 37).

Analyzing and Understanding Historical Causality Relationships

The practical science of history is interpreting the unknown through the known and justifying events with their corresponding causes. Dealing with this naturally requires historians to rely on evidence, adhere to principles, and follow established scientific rules in history, which involve gathering, organizing, interpreting, and justifying facts.

Developing General and Specific Abilities and Skills

The significance of this objective becomes apparent when considering that students cannot merely memorize the events, dates, names, concepts, and facts they have learned, given the limitations of conventional teaching approaches that rely heavily on rote learning. This contradicts the essence of history education, which aims to enhance learners' capacities, encourage critical thinking, and inspire active participation in various issues and events, empowering the learners to form opinions on them. Furthermore, history exposes learners to realities beyond their own and the environments they inhabit, cultivating a critical perspective towards civilizations and cultures. Achieving this requires refining content, teaching methodologies, and prioritizing essential thinking skills, historical research, and intellectual development in ways that stimulate and motivate the mind.

Learning the Historical Method of Thinking

The intention is for the student to adopt an approach to studying history similar to that followed by historians in their writings. Of course, we do not expect the student to become a historian (El Sayid, 2010, p. 31). Still, they should acquire the necessary skills for studying history, skills that historians or writers often use. These include identifying historical material, determining its sources, gathering, arranging, and organizing them, and selecting suitable ones for the historical material. Next comes interpretation, analysis, historical composition, and presenting the historical material. Here, we can say that they have produced a new historical scholarly material.

Developing Emotional Aspects

This objective is significant for historical studies because this emotional aspect is crucial in shaping inclinations, values, and attitudes. Historical study contributes to the development of what is known as historical empathy, or emotional engagement, which involves spontaneous, involuntary emotional experiences towards ongoing historical issues and problems, using evidence, proofs, and images. This is particularly evident and enhanced in younger children.

Furthermore, studying history is beneficial for learning lessons and deriving inspiration from the past. When students study past events, they should not merely perceive them as events that have ended in terms of their time and place. Instead, they must understand their significance in relation to their present, learn from them, draw lessons, develop awareness, and grow. Additionally, one should not overlook the values gained through historical studies, especially national and patriotic values. History catalyzes national revival and serves as a driving force for nations' energy because it embodies national pride. The deeds of heroes, ancestors, and significant figures always serve as ideal models and examples to follow (El Sayid, 2010, p. 32).

History Fosters National and Humanistic Spirit

History plays a key role in preparing individuals for active citizenship by facilitating a deep understanding of the social and political structures within their society, fostering adaptation to these structures, and nurturing a sense of pride and loyalty towards their country. It serves as a tool for cultivating patriotism by imparting historical knowledge and facts related to the various components of the nation. Furthermore, it equips students with a diverse array of information about the past and present lives of societies, helping break down prejudices and foster understanding and cooperation among diverse groups. Seen from this perspective, history serves as a vital educational tool in shaping generations capable of comprehending their position within the continuum of past generations. Each succeeding generation inherits and enriches its understanding of habits, values, methodologies, and cultures from previous eras, aiming to evolve and innovate within this framework .

These objectives, which we have identified for history education, are flexible and open to adjustments. History inherently has the capacity to fulfill these objectives, as they are naturally compatible with its essence. Additionally, “our objective in teaching history across different educational levels is not to groom experts in the discipline. Instead, the main aim is to equip learners with the skills necessary for engaged and knowledgeable citizenship in their communities” (El Sayid, 2010, p. 56).

History aids in comprehending and interpreting the present by shedding light on the past, and revealing future directions

The present era we inhabit is not born out of nothingness; rather, it extends from an unbroken past and serves as a precursor to the future. The past, serving as the bedrock of the present, can elucidate numerous aspects and phenomena that shape our experiences today (El Sayid, 2010, p. 31).

As children grasp the history of their society and contemporary societies, it leads to an interpretation of the present. Their weapon in this endeavor is their memory, which recognizes past situations resembling current ones. Thus, history serves as society's weapon and memory for understanding and interpreting the present, just as the present is the arena from which the weapon of the future, or part of it, is formed .

By studying history, students can contribute to the development of their society by finding appropriate solutions to the challenges it faces, thereby avoiding problems that hinder societal progress.

Studying History Fosters Scientific Thinking and Enhances its Skills

The consensus among many researchers is that teaching critical thinking skills has become imperative and should be incorporated into the content of history curricula and other academic subjects . Schools are tasked with imparting thinking skills to students so they can analyze

subject matter critically. Simply providing students with historical information and facts is insufficient; they must be equipped with critical thinking skills that empower them to engage intelligently in everyday life. From the curriculum, objectives can be derived that enhance the development of critical reading, analysis, writing, and thinking skills, such as questioning, speaking, and discussion. This provides the subject with functional dimensions, enriching the learner's cognitive abilities and offering creative tools for analysis, evaluation, and perspective-shifting (Khairy, 1998, pp. 232-233).

The aim of studying history is for the student to acquire "the historical habit of mind" in dealing with facts. This historical approach to thinking is essential for every individual in their daily lives, as they are constantly required to link cause with effect and always need to deduce motives from actions, analyze documents closely, draw specific evidence from them, and rely on themselves to judge people's words and actions (Khairy, 1994, p. 87).

In addition to gaining the correct method for collecting historical information and facts, they also develop the ability to evaluate various historical sources critically.

A Historical Glimpse about History Teaching in the Algerian Educational System

Taking a look at the History of teaching History in our country, from the colonial period to today, is of great importance, as it helps us understand the different stages the Algerian Educational Organization has gone through in teaching the subject.

During The Colonial Period

The French colonizers recognized the significance of History in shaping the character of Algerians, leading them to make concerted efforts to undermine it. They resorted to fabricating and distorting reality, leading many historical truths to appear blatantly false. This illustrates how colonial powers exploited history education to erode young people's values by disconnecting them from their heritage (Al-Likai, 1997, pp. 26-27).

The primary focus of the History subject was predominantly on French ancient and modern History, highlighting figures such as Charlemagne and Napoleon. However, there was minimal coverage of Algerian History, limited to oral narratives passed down through generations or stories heard elsewhere. Students were compelled to study French History, and their aspirations were pinned on the hope of independence to make their desires come true (Halimi, 2003, p. 08).

Post-Independence Era

After independence, education in Algeria, in general, and the teaching of history in particular, underwent various stages and periods, the most important of which were:

The First Phase 1962-1976

After independence, the history education programs in Algerian schools continued to follow the colonial-era curriculum. However, some reforms were later introduced to these programs. This period was considered transitional, during which it was necessary to ensure the school's launch by gradually introducing changes in preparation for establishing an educational system aligned with the major developmental trends. The early years of independence were characterized by:

- Neglecting the importance of teaching history within the Algerian educational framework and relegating it to a secondary status is evident. This was underscored by the protest of high school students during the winter of 1979, who vocally expressed their discontent by chanting "history to the trash" in response to the Minister of Education's decision to incorporate it into the scientific baccalaureate exams. Subsequently, the decision was reversed in response to these protests .
- Delegating the responsibility of history instruction to non-specialized, contract-based educators with varying perspectives and backgrounds.
- Tailoring educational content inherited from the French academic system and drawing from the literary works of Arab nations to prevent monotony within the academic structure .

The Second Phase 1976 - 2003

This period began with the issuance of Order No. 76-35 dated April 6, 1976, which regulated education and training in Algeria. The order introduced radical reforms to the education system, in line with profound transformations across all fields and sectors in Algeria, including the economic, political, and social domains. The fundamental orientations of national education were established, treating it as a national system with its own content and programs. Thus, the concept of the "primary school" emerged, aiming to educate students about the love of the homeland and the defense of the gains of the revolution (Ghaith, 1990, p. 48). The content and objectives for the subject of history were specified in terms of cognitive, skills, and emotional aspects, adopting a goal-oriented teaching approach. These contents were embodied in school textbooks for the history subject, integrated into the second phase, the fifth and sixth years of primary education, for a duration of thirty minutes. In the third phase, the history lesson was one hour per week, except in the ninth year, when it was one and a half hours per week. The history coefficient was only one (Ministry of National Education, p. 10).

The Third Phase: 2003 to the Present Day

This current period in Algeria has witnessed deliberate, profound reforms focusing on competency-based approaches. History, like other subjects, has gained importance by being granted a distinguished status in educational policy through history curricula at various

academic stages, with a new vision, precise objectives, and syllabuses that reflect these objectives. The adoption of modern, effective teaching methods and the development of textbooks meeting global educational and pedagogical standards have been emphasized (Hadji, 2003, p. 127). Teaching history with a pedagogical focus is indeed a fundamental aspect of academic practice aimed at achieving the objectives entrusted to the educational system for the formation of Algerian citizens. Therefore, it is essential to ensure diversity, enrichment, and effective presentation methods of history lessons .

Teaching Methods in the Subject of History in the Algerian National Educational System

Several methods can be used to teach history effectively, accurately, and soundly. The essence of history lies not only in what we learn but also in how we learn it (Marcel, 1968, p. 94). Various methods and approaches have been developed for teaching history, and the most suitable ones can be utilized in the teaching-learning process. These include:

Teaching History Using the Oral Lecture Method

This method relies on the teacher delivering information and explaining it while students listen. The lecture may include questions from the teacher to the students to ensure their understanding and to follow up on the lesson. This method is considered one of the oldest methods used in teaching history. It has been subject to several criticisms, including neglecting the student's role in the learning process. This method may lead to boredom among students because they are only required to listen without engaging in any mental effort, which may distract them. Additionally, it requires a special ability on the part of the teacher to choose words and speak clearly and fluently, which may not be available to many teachers. However, this doesn't mean it's a failed method; it suits higher-level students who can understand and follow lectures (Khairy, 1998, pp. 122-123).

Teaching History through Storytelling

This methodology relies on stories as an artistic approach adopted by the teacher to present historical knowledge related to the new lesson in an engaging narrative .These stories reinforce historical information, stimulate imagination, and evoke emotions. Storytelling is one of the most effective ways to engage young learners with the subject of history, especially in the early stages. Moreover, if the story maintains qualities such as clarity of style, suitability for children, and internal consistency, it can offer children a realistic portrayal of the situation or event being discussed and the historical context in which it occurred.

Teaching History Using the Dialogical Method

This method involves teacher-student questioning in a question-and-answer format to engage students in the lesson and make them a central focus in the educational process. According to some teachers, students prefer the dialogical method because it is dynamic and

breaks the monotony of the subject. It helps students grasp the material presented to them clearly and thus aids them in forming conceptual structures related to historical topics (Belarbi, n.d., p. 156).

However, this method has become impractical due to the number of students and their inability to answer the teacher's questions. Consequently, the teacher is forced to use the lecture method. Therefore, teachers often resort to a blend of the lecture and dialogical methods.

Teaching History Using the Textbook Method

The textbook method is commonly used today as it allows students to explore historical facts through reading and observing historical images (Khair al-Din, 1999, p. 187). Written documents are considered significant sources that play a major role in the teaching-learning process. When students use these documents, they feel as if they are experiencing the events of that historical period (Lauwers, 1953, p. 72), thereby enhancing their understanding of those events. The documents found in textbooks are also essential tools for developing observation, analysis, synthesis, comparison, and judgment skills. They provide opportunities for students to express their opinions on the presented information and engage in research and deduction. It is not fair to blame a teacher who relies on clarification and explanation in the history textbook rather than speaking continuously, filling in much unnecessary information and chatter.

Modern history education aims to develop students' scientific thinking. Analyzing historical documents from the textbook allows learners to focus on events that leave a lasting impression, having been subjects of thought and commentary (Josserand, 1957, p. 47). Therefore, using the textbook method is essential for both students and teachers.

Teaching History Using Cooperative Learning Method

Many studies have shown that using cooperative learning in teaching contributes to the development of cognitive skills. Several studies have demonstrated the superiority of cooperative learning over competitive and individual learning in various areas, including problem-solving, concept acquisition, memorization, and judgment-making.

Teaching History Using Problem-Based Learning Method

This method is considered one of the most effective in teaching social studies, as it relies on conscious observation and experimentation with all available information. This method in this field depends on putting students in perplexing educational situations, where they feel perplexed and uncertain about specific conditions and the content of the information, whether it is geographical or historical, with an intense desire among students to get rid of that perplexing situation by organizing, linking, selecting, and reflecting on their information.

Teaching History through Project-Based Learning

The educational process relies on various means and resources, the most important of

which is the textbook, which is considered the practical face of the curriculum. It is a fundamental cornerstone for both the teacher and the learner, as it contains the educational material that is intended to serve as a tool enabling students to achieve the curriculum objectives. Therefore, academic researchers in most countries, including Algeria, have paid close attention to textbooks.

Educational Methods for Teaching History in the Algerian National System

By educational methods, we mean the tools the teacher uses to help him achieve his teaching objectives. This means that the essence of teaching lies in the teacher's activity and in the tools he uses, such as maps and pictures. These are nothing but educational aids that assist the teacher if chosen and used effectively. The educational methods used have an essential role in the teaching process for the following reasons:

Verbal teaching alone by the teacher is not sufficient to clarify and embody the facts, concepts, ideas, and principles contained in the lessons taught by the teacher or the subjects studied by the student in textbooks. Using supplementary visual aids adds a sense of realistic vitality to verbal teaching by providing engaging material embodiments of the ideas, spatial connections, and temporal relationships contained in the lessons.

Proper use of educational resources helps the teacher achieve the lesson objectives by capturing students' interest and attention in what they are studying, thereby assisting them in clarifying the lesson's content and understanding its components through observation and tracking.

History is one subject that requires the use of educational resources because it involves temporal relationships that students may find challenging to visualize and understand. Among the most important of these tools, we mention:

The Blackboard

Many teachers do not effectively use the blackboard to help students follow the parts of the lesson, clarify the relationships between these parts, and understand its educational value as a visual aid that supports collective work. What is drawn or written on the blackboard can be observed and discussed by all students in the class. It can also be a way to grab their attention and spark their interest in the lesson. The blackboard is used in teaching history for various purposes, such as:

- Forming a clear summary of the main points of the lesson.
- Writing difficult words.
- Writing essential dates.

Maps

A history teacher cannot do without maps, as they are their only tool to clarify historical

information. Through maps, locations are identified, historical events are located, explained, and justified (Belkacem, 2006, p. 207). Effective use of historical maps helps students achieve this purpose because a good historical map enables them to identify the locations of historical events and clarify the names of geographical features (Abdullah, 2003, p. 118).

The Earth Globe Model

The Earth Globe Model stands out as an educational tool for its unique representation, which accurately shows the distribution of continents relative to one another (Abdullah, 2003, p. 118).

Graphs

Graphs represent knowledge and reinforce it when the teacher uses them effectively. For example, using a graph for World War II or the Algerian Revolution provides students with clear, concise, and focused results of the consequences of the phenomenon and idea (Belkacem, 2006, p. 215).

Pictures

Pictures are educational tools in teaching history because they embody and illustrate many facts better than mere verbal explanation. The successful use of good pictures helps students visualize and clarify what the teacher is saying and enhances their powers of observation. Using pictures as an educational tool can also stimulate students' interest and attention as they learn (Abdullah, 2003, p. 123).

Official Documents

Official documents refer to treaties, agreements, publications, records, letters, and seals. Their importance lies (Belkacem, 2006, p. 215) in being authentic sources of political, economic, social, cultural, and administrative history. Students have a crucial need for them (Belkacem, 2006, p. 215).

Engravings

Engravings, historical writings, and inscriptions are among the most important sources of history as they serve as political documents. They are relied upon to correct history because facts and news are often mixed with fiction. The importance of inscriptions is evident not only in political aspects but also in religious and economic aspects.

Coins

Coins are the stamps on circulating currencies among people, as Ibn Khaldun says in his introduction, and they are an essential source for studying the political and economic history of a nation. Through coins, we learn the name of the state, its rulers, and the history of coinage. They are an essential document that helps us achieve many political and economic events (El-Sayed, 1962, p. 24).

Conclusion

Rabeh Turki argued in his book “Fundamentals of Education” that teaching history at all levels of the Algerian national educational system is absolutely indispensable because it is the primary contributor to instilling national spirit, love of country, pride, and honor in the ancestral past. Therefore, major countries around the world have sought to give history a significant role, focusing on teaching its local aspects. Similarly, Algeria has introduced many specializations at universities and institutes to graduate academically qualified personnel in history. It has established laboratories for this purpose, created specialized journals, and even adopted television channels dedicated to history. All of this is aimed at facilitating and enabling the teaching of history in the educational system at all levels: primary, intermediate, and secondary.

There is a weak adoption of the subject, especially in scientific streams, which has led learners to be almost sure that history is a secondary rather than a fundamental subject. Additionally, there is a shortage of teaching hours for the subject, typically limited to 4 hours per week in literary streams. This is in addition to other streams that receive only one teaching hour per week in history. Moreover, the timing of teaching the subject is often in the evening, when learners are tired, leading them to pay insufficient attention to it. All of this is compounded by the inadequacy of teaching resources, whether traditional or technological.

In addition, the teaching of history in Algeria has gone through two phases. The first phase occurred during the era of French colonization, when European history and the history of their personalities were taught in the French education curriculum. Meanwhile, the teaching of national or Arab-Islamic history was obscured, distorted, and prohibited, undoubtedly for specific purposes. However, the post-independence phase also witnessed changes in programs and curricula in line with policies that emerged over time.

Consequently, we can call upon the officials of the Algerian educational system to pay more attention to history and to include it as a fundamental subject in all streams and at all levels if we genuinely desire the establishment of national identity and culture, along with allocating more teaching hours to national history.

About the Author

Khairi Rezki was born in the municipality of Magra, in the province of M'Sila. He obtained a Bachelor's degree in History from the University of Constantine in 1997, a Magister's degree from the University of Algiers in 2013, and a Doctorate from the University of Prince Abdelkader Constantine in 2018. He currently works in the Department of History at the University of Batna 1, where he holds the rank of Professor of Higher Education. ORCID: **00009-0004-4735-5375**

AI Statement

This document has been enhanced through the use of Grammarly which was employed to refine its linguistic style and correct grammar and spelling. While the incorporation of these technologies may introduce some AI-generated linguistic patterns, it is important to note that the core intellectual content, data interpretation, and conclusions presented are entirely the work of the author.

Statement of Absence of Conflict of Interest

The author declares that there are no conflicts of interest related to the research, findings, or recommendations presented in this paper. All conclusions drawn are independent and unbiased.

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