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CHALLENGES OF TEACHING ARTS AT UNIVERSITY BETWEEN PEDAGOGY AND ANDRAGOGY PLASTIC ARTS AND CINEMA AS A MODEL

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ABSTRACT

This study brings together the paradoxes of educational concepts focused on educating children and those focused on educating adults. It explores the question of variables and constants in the concept of andragogy. Furthermore, it seeks to define andragogy and related and adjacent concepts, taking into account the overlap between them, particularly in terms of their focus on teaching methods for adults, particularly in university settings, where students are not young learners to whom pedagogical concepts apply. This study also addresses the challenges of adult education in the fields of cinema and plastic arts, between university institutions whose primary concern is unconditional intellectual openness, and those whose sole concern is to build individuals and groups within political programs and specific agendas, whose sole concern is to integrate the individual within the collective mind of society or a single group, within the concept of the nation-state.

KEYWORDS

Andragogy, Pedagogy, Teaching, Cinema, Plastic Arts

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1. Introduction:

It seems that the foundations of education and upbringing are still derived from the wellspring of heritage, adding to it some of the variables imposed by places, times and changes in civilizations, within the framework of scientific and intellectual accumulation, and in line with and in view of the developments taking place in various fields, especially since every development must pass through science and knowledge obtained through education that begins with primary schools and extends to intermediate and secondary schools and reaches universities. All of this requires sciences that are concerned with the methods and styles of education and learning for each category according to what its specificities require. Children have their own methods of education and learning, and adults also have what is appropriate to their ages, inclinations and interests. Children learn by judgment, while adults learn out of desire or to fill a deficiency or demand according to an immediate or future perspective, and other reasons will be mentioned in what we will receive in this research paper. The main topic we are investigating is andragogy, which concerns adult education and the methods and contexts required for its teaching. In this research, we have focused on the field of cinema, which has presented such educational concepts through numerous films, and the Fine Arts Department at the university, which has its own specificities in teaching this field.

Research Problem:

- From the above, we can define the research problem in the following questions:
- Do university educators still not understand the meaning of adult education?
- How can we disentangle pedagogy from andragogy?
- Does andragogy succeed in achieving the fundamental goal for which universities were established, or is it also a tool in the hands of the idea of the institution?
- What is the importance of andragogy in teaching fine arts and cinema?

Study Objectives:

- This study can be utilized in the following:
 - Clarifying the procedural and normative differences between what pedagogy means and what andragogy does in the field of education. This is achieved by examining some artistic works that address the educational process for adult students, especially since many universities and other educational institutions still confuse pedagogy with andragogy.
 - Comparing adult education with child education, and investigating the procedural errors made by practitioners in the field.
 - Adding a small building block to the field of research and writings concerned with adult education (university students as a model).
 - Shedding light on an artistic treatment of the problem through an induction in the film *Three Idiots* (This is a 2009 Indian Hindi-language coming-of-age satirical comedy-drama film written, edited, and directed by Rajkumar Hirani, co-written by Abhijat Joshi, and produced by Vidhu Vinod Chopra. The film addresses the issue in some of its scenes.)

Conceptualization (Search Terms):

Education:

In this research, we include concise, brief, and indicative educational concepts, highlighting the most important theories theorized by those who have considered education as a behavior or as a science.

Pedagogy:

This is the theoretical science concerned with educational sciences. It is the summary of all the theories of learning that have been developed by the various educational sciences in their theoretical aspects, as well as the approaches that correspond to them in terms of ideas, proposals for their application, and their embodiment in a manner consistent with the general goals and objectives of a given society. It is concerned with "the strategies employed by the teacher, such as guidance, supervision, accompaniment, and facilitating learning methods" (Al-Bohi, 2018).

Educational:

It is the applied science that is concerned with applying the outcomes of pedagogy. It is divided into general and specific educational sciences. It can also be called didactic science because it is concerned with teaching methods and approaches for learners in the early stages of learning.

Andragogy:

A rare term that is often overlooked, it seems to be an obsolete term. It refers to the science concerned with educating adults. This is because the methods of dealing with them are not the same as pedagogy, and their academic interests are not the same as those sought by children, or even those considered and desired by educational systems. From this standpoint, andragogy takes into account the learner's age, interests, and learning methods and approaches, as follows: "...each age group has its own education to satisfy its needs, and educational goals, based on this, must be appropriate to the stage of development. One must not skip over any stage of development. Therefore, education, according to Jean-Jacques Rousseau, recognizes individual, gender, and age differences, as women are educated for their femininity, men for their masculinity, children for their childhood, and adults for their maturity..." (Farhati, 2018). The evidence here is that adults must learn for their maturity, which is what andragogy addresses when constructing learning processes.

Previous Studies and Commentary:

By browsing through literature on andragogy, we found a significant scarcity in the availability of sources and references that deal with andragogy, in particular, while there is an unparalleled abundance regarding pedagogy. Among the most important of these is the book "Pedagogy, Andragogy, and Hetagogy" by Hussein Hashem Al-Fatli. This book is divided into four chapters, the first and second of which are almost a single chapter, due to the concepts falling under the heading of pedagogy. The author could have combined the two, and we believe he separated them to create balance between the chapters. In the third and fourth chapters, he then discusses the concepts of andragogy and hetagogy. Perhaps the most prominent issues addressed in this book, which is considered rare on the subject, are the following:

- Explaining newly introduced educational concepts within the concepts of (pedagogy, andragogy, heutagogy), as well as presenting the educational theories that explore these terms.
- Identifying the objectives, knowledge, and principles of each newly introduced educational concept.
- Linking the various concepts to educational approaches and explaining them in a respectable scientific manner.
- Applying the various concepts in a set of lessons in curricula for various subjects.

Among the advantages and disadvantages of this book, as revealed by a careful reading, are the following:

- One of its strengths is that it is one of the rare books in its field, presenting newly introduced terms and other terms that are obscure and foreign to Arabic literature in the field of educational sciences.
- It is an important reference for teachers, educators, researchers, and graduate students in the field of educational sciences.
- The book proposes a qualitative shift in the field of authorship and research within the educational sciences, addressing new topics.
- Correcting some of the misconceptions circulating among educators.

Because mentioning virtues is more important than mentioning faults, among the negative aspects of this book are:

- The author did not elaborate on some of the concepts he introduced.
- The author's style was predominantly philosophical in many of his chapters, perhaps because he is tied to the ropes of philosophy, or because his basic education relies on philosophy as a fluid discipline in his studies. This is likely to create difficulty in understanding for a large segment of readers, especially those whose basic education does not include philosophy and its tributaries.
- Some topics were repeated during the introduction of some new concepts.
- The book was somewhat padded, and the author could have condensed it to a smaller size.
- He did not use modern references, despite their diversity, nor did he conclude the book in a smooth manner, as we lacked recommendations and a conclusion. During our research, we also found a scholarly article by three authors at Iraqi universities, published in the Arab Journal of Media and Communication Research under the title "Andragogy and Media Professionalism." This article intersects with the issue of andragogy, but it did not discuss the topic in detail except in terms of defining its concepts and characteristics. In addition to this book and article, we found other fragments on the internet that amounted to nothing more than quotations or plagiarisms from the same book, repeatedly addressing the same topic. We also found a small amount of information on the Wikipedia page.

2. Between Pedagogy and Andragogy:**2.1 The Difference Between Child and Adult Education:**

It is clear to anyone studying educational sciences that with pedagogy, we are mostly dealing with a receiving mind, while with andragogy, we are dealing with minds that distinguish between knowledge and ignorance. This is especially true since we are dealing with a believing mind, unlike the receiving mind, which believes what it receives directly, with rare exceptions, without discrimination, and often accepts, without proof, anything except what it has been previously trained to learn. As for the criteria, there must be a difference between what pedagogy targets and what andragogy targets. In pedagogy, what matters is what the learner has learned, while andragogy targets what the learner has understood. A child's question, even if it is also a learning question, has only one goal: mastering the method, arriving at an understanding for the purpose of answering or re-formulating it, or achieving competence governed by assessment criteria based on the binary of right and wrong, which is accepted by a specific value that climbs the assessment scale. The learner understands it as a point followed by an evaluative or guiding remark. The criteria in andragogy, however, go beyond this, because

adult education does not indoctrinate an idea, but rather exposes it to discussion. In this, it tends more toward the institution of the idea, where the student can discuss the professor's idea and expand or criticize it, support it or oppose it. The question that immediately arises is: Do we have training in our universities that qualifies the professor to accept new answers that contradict his or her opinions, beliefs, and convictions? Do we have a structure that qualifies the student to express his opinion and idea without embarrassment, boldly, without shame or fear?

2.2 Fallacies Falling into the Field:

It is unfortunate that a university professor begins to receive supplementary training immediately upon entering the field of university teaching, following his or her success or secondment to an Algerian university. His or her teaching is led by a professor who is supposed to be well-versed in guidance and training issues, particularly those related to teaching methods and dealing with university students. However, during this process, he or she receives concepts about pedagogy and education, similar to those presented to professors in the early stages of education for children, from elementary school, middle school, and even high school. University professors constantly use the term "pedagogy" as a concept and a procedure, but it would be more appropriate for them to review this issue in light of the age-related characteristics of adult learners, all of whom are university students.

3. The University: Between the Institution of Ideas and the Institutional Idea:

3.1 University institutions are divided into two groups, and the rest are lost followers:

Universities worldwide can be judged by their outputs, which are the results obtained from educational and teaching processes. This is because all actions have outputs, especially if they are deliberate processes planned in advance to achieve specific goals or address specific competencies, as universities do through their curricula. Despite the fact that the university, as it is supposed to be, teaches students, first and foremost, to think outside the box, also through reading outside the curriculum. This enables individuals and groups of students to build intellectual independence, with a measure of measurement and creative free thinking, and with a creative critical self, "within the qualitative changes achieved among students in the field of acquiring scientific knowledge and its methodological tools, such that new mental representations and applied skills emerge in their personalities, complementing prior acquisitions. This is supposed to qualify university graduates for further stages or integrate them into the environment as new energy and effective human capital" (Farhati, 2018).

The university is also an institution that belongs to the world of ideas and thoughts, meaning the field of science and learning. It is the space most open to other worlds, and the most free, as it has no limits or ceilings to its scope of expansion and horizon of cognitive expectation. It is the field that is unconditionally open to self- and external criticism, and diversity with a constant movement towards cognitive and intellectual renewal. The university is also a tool for managing, directing, and investing in science and its people, given that university institutions with scientific laboratories produce the power of information, in the age of information par excellence, and produce human resources with specialized training and technical labor with creative skills, within the framework of investment in human resources. "Its affiliation with the world of the institution is nothing but affiliation with the world of order and regularity of human, cognitive, and material resources, more than its affiliation with the world of codification, control, and discipline. The formation of universities depends more on the Taylorist bureaucratic institutionalism, which makes them a subject of dissonance between being (the institution of the idea) and being (the idea of the institution), that is, between forming the institution for the sake of the idea, which is the core functional requirement of universities, and placing the idea within the scope of the institution." And its conditions and objectives and in its service, which is a situation that would limit academic scientific freedom, in that science, the essence of the university, does not grow except in the space of freedom of ideas, and does not accept the strictness of institutional regulation (Farhati, 2018).

On the opposite side of the issue of adult education, especially university students, andragogy stands torn between perpetuating the demagoguery of rulers and politicians, and striving to form individuals with a sound formation that qualifies them to understand the events taking place around them, and sends guiding lights to their minds, from which they can discern issues, facts and phenomena, whether in the material world for pragmatic benefit, or in the moral aspect of the humanities in order to deal and coexist with events, and end up developing the earth, since succession in it is the gap that man must fill during his life. This is what andragogy is supposed to teach adults within the organic culture of every individual in society, and the educational reality in universities is linked to the word of policies enacted by the ruling regimes in each country, and they differ according to different points of view and differences in intellectual and ideological orientations

and even ethnic race and other causes and manifestations of difference and even disagreement in most cases, between what pedagogy produces and what andragogy aims for, there are many paradoxes in the final outcomes, so what is useful then? Is it what the idea of the institution consecrates, which does not deviate from the political frameworks and ideological orientations of individuals and groups that represent one trend over another? Or is it what the idea institution seeks, which does not recognize the boundaries of human thought on earth? It is no wonder or reproach to them that the Easterner identifies with the Westerner, nor the Northerner with the Southerner, in adopting an idea that serves humanity as a whole. Between what the former consecrates and what the latter seeks stand many academic institutions, especially those affiliated with countries that are lagging behind, or even those ideologically affiliated with other universities and political institutions, either serving their research axes or blindly imitating their research approach. Instead of their andragogy establishing and shaping the individual and the group for new challenges, aware of their surroundings and prepared for what awaits them, they consciously or unconsciously offer many clients, followers, and lovers of what others produce, in unparalleled blindness. They are neither advocates of the idea of the institution nor members of the idea institution group.

3.2 An Analytical Study of the Indian Film "3 Idiots":

The film "3 Idiots" addresses the issue of university education in a model considered successful among Indian universities. This is represented by the character of the Dean of the College of Engineering, a competent individual who has earned his seat at the university by merit, according to the standards common in most international universities. He embodies the idea of the institution, as he seeks to form students according to a single model embodied by the student "Chatoor," a common model of success in most educational systems at various levels. One of his characteristics is memorizing matters without realizing them, like someone studying jurisprudence who thinks that jurisprudence is the memorization of matters. Figure (1). The unfortunate thing about this issue, represented by "Chatour," is that the majority of those who adopt this educational system, which is approved by many international universities, have varying degrees of academic performance, achievement, and knowledge production. However, the general nature of what these universities graduate falls under the name of the institution's idea. A student may graduate from university as an outstanding student, or even be first in his class or at the level of his university, and perhaps first in his country in his specialty, but he does not possess the awareness that qualifies him for an organic culture that enables him to understand the events and issues around him. He does not understand what happened to him, as he became a tool in the hands of others without realizing it, because he entered into the project of the institution's idea; consciously or unconsciously alike, as it does not matter if the learner is aware that he is part of a project within a university educational institution, because he is part of the goals of others in the institution.



Fig. 1.

The scene clearly sums up what the student Chatur represents, as he was bragging about his memorization of the definition of the instrument as it was mentioned in the book or as it was taught to him by the professor who had previously asked another student to define the instrument, and he defined it according

to his understanding in an easy and understandable way, but the professor himself mocked him and threw chalk at him that he had in his hand.

Chatour is that student who was fooled and belittled by the educational institutions system that does not pay much attention to social upbringing that makes the student a light that he walks with among people, illuminating himself and others, and gaining independence in thinking and management. Rather, he represents that citizen whose greatest concern, as far as his knowledge is concerned, is to find a job to live on, build a house and find a wife for himself. If he can win a car, he has won. But if he accumulates money and counts it, he will be a master in society. Here, he has joined the group of the collective mind that runs society and for which educational institutions are established from the early stages to higher education. As for the calamity that the university did not pay attention to, in terms of it educating adult adults, it established the idea that engineers, doctors and the like are among the owners of popular professions that the international community has come to promote and respect, and it overlooked that these students have choices that they want to be, a passion that motivates them, skills that they master and hobbies that they desire, but the prevailing system in the society for which the university was established has come to control the choices Students, and more than that, pressure on their parents until they became the ones who choose for their children what they will be in their present and future, and these are many, represented by the student who committed suicide because he failed to achieve his parents' dream, then it appears at the end of the film that there is another student who represents this category whose families choose for them what they should be, and he is the son of the dean of the college who committed suicide because he did not succeed in the engineering specialty that his father "Virus" chose for him, because he is an engineer and wanted his son to be like him, and the result is that he lost him by suicide, and suicide here does not mean that he dies the death that the public knows, but suicide here is also an intellectual suicide, as the one who worked in a specialty other than what he loves, in a specialty other than what his soul wants, has committed intellectual and social suicide, and will be nothing more than a lost link in a society that does not run itself, but is run by ideas that are not of its fabric, for which educational systems were established that were made in order to achieve specific goals that did not take into account the privacy of individuals and groups, as they should work to develop their ideas within the project of the Idea Foundation, which is what the student "Rancho" represents, that distinguished student who came from In order to develop his skills, and know that books and knowledge were made to benefit from them, and enjoy the new ones, 'Rancho' is a representation of an exceptionally intelligent student who maintained his passion for knowledge, maintained that child inside him, he did not kill the curiosity of the world he was born with nor the wonder of the philosopher that he inherited after his birth, but rather he came to the university with an artist's conscience and encountered a prevailing system built on a single style of teaching and learning, so he clashed with a trend that was contrary to his ideas, as he is a man of ideas, and the university he entered summarizes the idea of the institution from beginning to end.

The prevailing ideology at the university allowed itself to accuse three different or distinguished students of stupidity because they did not conform to the prevailing institutional ideology among everyone at the university. The title of the film, "Three Idiots," is a descriptive description of what the collective mind sees in those who lag behind the herd or those who sing outside the flock. It has become an insult or a disgrace to anyone who thinks outside the box within a system that is not open to accepting others, especially their ideas and approach to issues and matters.

The film "Three Idiots," in most of its parts, addresses the issue of reconsidering the educational methods and approaches adopted at the university, which are concerned with adult education.

Andragogy allows teachers, regardless of their level, to consider the needs and interests of adult learners, particularly their way of thinking and the methods they must adopt to ensure they learn what benefits them, particularly how they receive and process knowledge, away from classical methods and approaches, or even methods specific to teaching children. University students often neglect the pursuit of knowledge and are driven solely by the pursuit of a degree, without convincing content. This is because the professors and systems in place at university institutions are, for the most part, ineffective, as they do not pay attention to andragogy.

4. Andragogy and the plastic Arts:

Fine arts have their own characteristics and advantages over other specializations and sciences, not to mention that teaching children in it differs from teaching adults and university students, as children are often beginners who are fascinated by everything related to fine arts, and are trying to explore this new world for the first time. Their lack of experience in this field is what requires the teacher to apply the principles of pedagogy, given that they are young, and perhaps most of what they are taught in the end does not go beyond exploring the unknown, techniques, and talent as well... While pedagogy must be transcended to apply the principles of andragogy in teaching adults fine arts, because the art student often chooses the specialty based on prior knowledge and experience in it, and thus possesses at least a little experience that allows him to hone his skills and develop his methods through his personal inclinations. Here comes the role of andragogy, which requires the art teacher to find other methods that are more appropriate for the age of the young student who has long since passed the stage of childhood... Therefore, the art teacher must be aware of the most important basics for applying andragogy, such as flexibility Curricula, for example, are not recommended. It is not recommended to follow a single, rigid curriculum that cannot be deviated from. Rather, the teacher must be prepared to adapt the educational content to suit the learners' interests, experiences, and inclinations. The ultimate goal of higher education is to guide the student, not to create identical copies for all learners or for the learner to be a copy of his teacher at the end of the artistic training. In addition, multiple options must be provided in terms of artistic techniques, media, materials, and raw materials, including everything related to technology, digitization, and artificial intelligence tools, so that the learner is able to optimally choose what suits his interests and style in the way of implementing and completing artistic works. This will break his restrictions and stimulate his spirit of creativity. Freedom of choice is essential here and constitutes the essence of success in artistic work and from there to ensuring the optimal result at the end of the educational session. Attention must also be paid to a very important issue, which is focusing on the educational process more than the result. Thinking about the result may hinder creative traction. Therefore, the teacher must encourage the student to try everything he wants and provide an atmosphere for creativity and enjoyment of the session. And work, the creator often changes his ideas during the creative process unless the result is determined in advance through strict controls that make the work move from the broad scope of art and creativity to the circle of craft and profession only. In addition to this, the application of andragogy requires providing a supportive community environment, by providing an interactive environment and space that encourages students to dialogue and discuss among themselves and what the professor tells them or what he teaches them in practice before their eyes. Art education has proven to be very effective by allowing students to exchange ideas and create discussions during the creative process, especially in workshops, as students can learn from each other as well and not just from the professor... Moreover, the teacher must build a relationship based on respect and appreciation. The university student, as an adult and mature individual, has life experiences that must be respected and multiple and different viewpoints that must be appreciated and directed if necessary, not eliminated from the ground up. This can be achieved through freedom of discussion and mutual respect. The adult has a personality that he has built over many years, and any lack of Disregarding their life experience or belittling their ideas and opinions can create countless problems in the educational process. Consequently, we can undermine their desire to learn, instead of investing in guiding touches that contribute to building their artistic personality. Furthermore, the teacher must be familiar with the methods used to implement the principles upon which andragogy is based, so that the educational process proceeds on the right path and achieves its desired goal. Because "andragogy is a science related to skill development, motivation, the realization of individual potential throughout life, and the application of theories" (Ashley, 2005), the first and most important of these methods is intensive educational **workshops**, Through this method, the focus is on direct practical application and the reduction of theoretical lectures. The student acquires the necessary experience and skills he needs as a plastic artist from the actual practice of the specialty through immediate experience of the results and an attempt to understand and solve problems. Someone who experiences the experience with his hands and all his senses and has a role in it is not like someone who sees it from afar or only hears about it in a lecture. This enables the student to integrate quickly into professional life later on, and at the end of his university studies he is not forced to enroll in special training to communicate what he learned theoretically at the university. This method has proven its effectiveness in relation to the trend of many universities in urging the student to complete a startup project at the end of the study, as the students who received knowledge in workshops were able to develop their ideas through special projects that they were able to work on with ease because they acquired what was necessary for this practically, while the majority of students whose education system was limited to lectures only did not succeed. This trend towards the necessity

of completing graduation projects is what achieves its goals and objectives based on the second method, which is **project-based learning**, when Students learn to be creative within a group to create a single piece of art. This requires mutual respect for ideas and acceptance of others' opinions. Diversity in individual skills is the secret behind the success of companies and art and design institutions. Collaboration within the group is the cornerstone for ensuring continuity and renewal. This approach also allows students to devote their full time to projects that otherwise take longer. This not only contributes to building and strengthening relationships and sharing multiple opinions, but also extends to trying to reach an ideal result after careful consideration without rushing, which contributes to limiting deep thinking to solve problems.

Another approach is criticism and discussion, Teachers must be constructive critics and familiar with the methods for engaging in serious and positive discussion without insulting or disparaging the artwork, which is an integral part of the learner's personality. This can be achieved through the ability to analyze artwork, instill critical thinking in learners, and encourage them to accept different viewpoints, which may add value to the artwork to ensure it reaches its best possible level. Furthermore, the necessary means and tools must be provided in the educational process, as the field of arts, despite its unique characteristics, makes it impossible for the educational process to succeed without the presence of artistic materials. This is what the **Discovery Learning/Self-Directed** approach calls for, where students are given the freedom to experiment and discover new techniques and contemporary and innovative materials on their own, where students are given permission to experiment and discover new techniques and contemporary and innovative materials on their own, and the teacher's role here does not intervene except in his capacity as a guide, mentor and manager of the training session. One of the principles of andragogy is for the teacher to understand that the adult student is not an empty vessel into which knowledge must be poured, as this learner often comes with acquired knowledge and inclinations, and the teacher must find outlets to direct them to the right path.

In addition to the methods mentioned for applying andragogy, another extremely important method is the necessity of conducting **field trips and inviting guest speakers**. This can be done by visiting museums and art galleries, or even the workshops of academic and professional artists. Students can discover various techniques and methods and discuss them in the field with the professor or other artists. In addition, it is necessary to invite academic artists to educational classes to share their techniques and discuss their experiences, allowing learners to gain a comprehensive and in-depth view of real-life experiences. It is very important to connect the educational process to realistic contexts that enable learners to choose the most appropriate path in an artistic environment full of challenges, thus establishing a distinctive presence that makes the student a sought-after artist, given their personality and artistic and creative outlook, distinct from that of other artists. Therefore, it is necessary to go beyond pedagogy and adopt the methods, principles, and techniques of andragogy in adult education in order to ensure the success of the educational process and to ensure the graduation of learners who can be directly integrated into professional life and the working environment.

5. Study Results:

This study initially concluded the necessity of:

- Paying attention to the true terms that should be adopted between childhood education and adult education, and correcting any necessary and emerging concepts that can be corrected, especially those we adopt and speak of in Algerian universities, unaware of our own mistakes toward students, who we have placed on an equal footing with young learners, for whom pedagogy is essential.
- Researching educational theories that focus on adult education, especially university students, as andragogy opens a wide door for research and innovation. No nation can advance, nor can a university excel, if it builds on errors, knowingly or unknowingly.
- Changing the criteria used in adult education assessment to align with the objectives of andragogy.
- Completely separating pedagogy from andragogy, both theoretically and practically, allows educational integration to occur through a fair and well-understood interplay, rather than remaining as we are in our current understanding, which undermines the value of adults in their education and training.
- If the concept of andragogy is established among university students through practical understanding, it can transform society into a culture of science, rather than one mired in the clutches of cultural science. Otherwise, we wouldn't be asking today why our societies remain so far behind, despite the presence of educational institutions at all levels, particularly universities, particularly in Algeria, where it is clear that the country is seeking to expand its presence in all regions without exception.

6. Conclusions

Efforts toward pedagogy and andragogy are both important in the education of children and adults alike, and they each have their own conditions, reasons, and theories upon which each is based. However, what is most important in this regard is that specialists who theorize educational processes, and those who apply them, including teachers in the early stages of education for children, as well as teachers in the advanced stages of higher education, should be concerned with this. It is shameful for a pedagogist or andragogue not to be fully aware of the contents of applied science, applied theory, or educational art, whether for children or adults, and not to be deeply knowledgeable about the intricacies of the necessary approaches and the old and new methods through which the educational process is carried out, especially for university students, given that they must study according to the andragogy method, as it complements what pedagogy has achieved. This is because adults have the capacity to learn related to their essential needs arising from their practical and social problems. They are in search of knowledge that benefits them in their daily lives, in accordance with the new developments imposed by the labor market. ...so the andragogue must take this into consideration, he must know that both the orientation and the direction must be towards independence, his mission is dominated by motivation and encouragement, and the learner has an abundant source of learning, and his inclination towards discussion teaching methods is greater, unlike the pedagogue who must encompass the basic learning that is supposed to carry out a basic formation that enables the learner to build his scientific self later on, that which enables him to make the right choice in all aspects of life. In most cases, the teacher is the one who determines what and when to do it, and then tests the learner in the event that learning has taken place, since his experience is limited and he is inclined towards directive teaching methods. As previously mentioned, pedagogy relies on standard curricula that target learning the essence of the subject, where the curricula are divided into topics... (Adel Al-Kroui, 2018)) But this can never make us overlook an important issue in learning, which is self-learning or what is called heutagogy, which is primarily concerned with studying the self-learning of learners, especially what they want to learn, which opens a wide field for research into an integrated system for teaching and learning for young and old.

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