

BUILDING A PROPOSED TRAINING PROGRAM FOR TEACHERS OF E-LEARNING CLASSES ACCORDING TO THE THEORY OF INFORMATION PROCESSING TO DEVELOP VERBAL COMMUNICATION SKILLS

ShaymaaAbduljawad Hussein Al-Ethari, Prof. Dr. Mushriq Mohammad Majwal Al-jubori

Master of Arabic Language Teaching Methods, College of Basic Education, University of Babylon,
Republic of Iraq

Email:umahdpp9@gmail.com

ShaymaaAbduljawad Hussein Al-Ethari, Prof. Dr. Mushriq Mohammad Majwal Al-jubori, Building a proposed training program for teachers of e-learning classes according to the theory of information processing to develop verbal communication skills-Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(9), ISSN 1567-214x

Abstract

The current study aims to develop verbal and verbal communication skills: (speaking and listening), by using a training program based on the theory of information processing to develop the speaking and listening skills of teachers of e-learning classes among children - friendly schools in the province of Najaf. Two lists were prepared that include sub-skills for each of the speaking and listening skills, in addition to preparing a note card to judge the speaking skills of teachers and a listening test prepared by the researcher as well, and building a training program that includes two units, one of which is specialized in training in speaking skills, following the steps prepared by the researcher according to The theory of information processing, and another specialized in training in the skill of listening, and the two research tools were applied to the trainees. Before and after implementing the training program, the results were treated statistically. To find out the extent to which the research objectives have been achieved. The effectiveness of the training program was reached in developing the speaking and listening skills of trained teachers.

Introduction

The educational system has its own inputs, processes and outputs, as it is an integrated system that overlaps between the elements, so that each element in it raises the other negatively, or positively, and that the teacher is an essential element in it

and has an active role in its formation. Processes and procedures and their impact on their outputs, as they are the main component of education inputs, and its role is no longer limited to transferring knowledge and filling the learner's mind from it, it has become a role to enable the learner to learn and that standard performance is his ability to achieve and influence the learner's knowledge structure, modify his behavior, and develop his personality. Inclusive of knowledge, skills and values. This confirms the trends of modern education and shows the tremendous and rapid progress in the areas of life, as the teacher has become playing roles that have not been heard by previous teachers, and based on that, it is necessary to reconsider the preparation and qualification of the teacher. Teaching profession; Keeping pace with the developments of the times, meeting the needs of society, the requirements of the nation's development, and keeping pace with other nations. (Atiyah and Abdel-Rahman, 2008: 19). The teaching profession is one of the most relevant to life, as it requires constant and permanent preparation to face pre-service teacher preparation problems. The teacher not only must freeze at the preparation stage, but must continue during the service and permanently; So that it is related to scientific developments, whether in scientific qualification or academic specialization. (Abdulaziz, 2013: 73). The researcher believes that the skills that a modern teacher should possess, who is a true supporter and complement to what he possesses science and extensive knowledge, are verbal communication skills, without which the teacher stands unable to express himself or understand the presentation of scientific material to them. Because there is no prospective view on matters related to being registered listeners of what information and knowledge is provided to them, regardless of their connection or way of thinking and learning styles, the communication between effective learners is open to the teacher broad prospects for the Seem sector to choose his method of teaching and a distinguished call in presenting the educational material as it deems appropriate For learners and their ability to provide appropriate feedback to them, it is imperative to train teachers on some patterns that require stimulating thinking and attention among learners.

The study Problem

The Iraqi government has a strategy for development and training that comes in the form of a program that aims to:

Teacher preparation and professional development before and during service, as they are the cornerstone of the educational process, and it stems from the National Education Strategy for the years (2011-2020) Through this program, UNESCO provides support to the Ministry of Education and the Ministry of Higher Education and Scientific Research to enhance access to education as well as improve Its quality and overcoming obstacles to teacher preparation and training. (Al-Arnousi, 2018: 45) The researcher learned that within this initiative presented by UNESCO, a program aims to develop some schools in the country under the name of Child-Friendly Schools and the existing administration, and between the beneficiary education directorates. From this program, the Directorate of Education in Najaf Governorate,

which in turn sought to add a distinctive addition to these schools, created the so-called e-learning classes, which until now include basic classes in primary schools with the hope of expanding in the future to other classes and secondary schools. These classes are distinguished by their teachers' use of the computer and the display device (displaying data), in providing study materials to students, and to complement the benefit of the Education Directorate in Najaf Governorate, training courses have been organized for this category of teachers. With the aim of enabling them to use computers and introducing them to methods of presenting academic subjects, including Arabic teachers in the schools concerned, hence the need for this study to build a training program based on the theory of organization and processing information to enable Arabic language teachers in e-learning classes to communicate effectively with their students. By developing their verbal communication skills, specifically speaking and listening skills, to reach the largest possible amount of the desired benefit in a way that is the educational process. Where the specialist aspect is one of the most important things that must be taken into account when preparing an Arabic language teacher professionally. (Al-Jubouri, 2015) states that this aspect includes the following:

1. Skills related to listening and speaking, and other skills related to reading and writing, as well as literature and grammar.
2. The experiences, knowledge, perceptions, facts, skills and trends of this topic, and it includes two types of capabilities: knowledge and performance.
3. Integration and functionality in choosing the teaching of the Arabic language and paying attention to language skills and abilities in exchange for information. (Al-Jubouri: 55: 2015)

Accordingly, the researcher decided to build a proposed training program for teachers of e-learning classes according to the theory of information organization to develop verbal communication skills. The researcher expects that the study will answer the following main question:

* What is the proposed training program for teachers of e-learning classes according to the theory of information organization to develop verbal communication skills?

Objectives of the study

The current research aims to:

- (Building a proposed training program for teachers of e-learning classes according to the theory of information processing to develop verbal communication skills)
- Identify the effectiveness of the training program according to the theory of information processing in developing verbal communication skills.

The importance of studying

The modern educational institution that attracts learners is the institution that provides quality educational and educational programs, in order to prepare learners

for permanent learning, in order to acquire knowledge and prepare life developments for self-realization and integration with others, in addition to developing mental skills to solve problems and produce knowledge in an atmosphere of fun Soda activity and work To provide expert learners with various life skills and put them into practice. The teacher is considered one of the most important factors that help the success of education in a modern educational institution. Because he is the person responsible for helping the learner in continuous learning and success in the educational process may not be achieved without the help of the teacher who has effective teaching skills, which are reflected in the student's learning, communication skills, exploding his energies and building his personality. (Sabry and Reda, 2017: 38). The teacher's use of verbal communication techniques positively affects the achievement of cognitive communication for learners through the share of the Arabic language, as evidenced by the study (Hassan: 2017) B. Controlling the teacher's verbal communication skills as well as receiving the correct information (educational message) inevitably affects the cognitive connection with the learner, and this is evident in his interest and response to the various activities that the teacher provides in everything. Comfort and self-confidence, as well as precision and perfection. (Hassan, 2017: 30) The importance of the current study lies in its handling of a vital topic important to the teacher, which is verbal communication skills, which are as follows:

1. Developing my speaking and listening skills for teachers.
2. Directing educational leaders to pay attention to developing teachers' verbal communication skills and caring for them as the most influential and influential force in the educational process.
3. Interest in studying theory and getting acquainted with the educational activities and exercises emanating from it to develop speaking and listening skills.
4. Building a note card to judge the teacher's speaking skills, and a test that measures the skill of listening, which may be useful to researchers in the educational field.
5. Providing a program based on the theory of information processing to develop teachers' verbal communication skills.

Terminology of study

First: the training program

ArafaArnouk: "Providing trainees with information and knowledge about public interest and methods of improving performance, as well as refining the skills and abilities they possess and enabling them to invest energies that did not find their effective way after their use, as well as to modify the methods of developing behavior and performance issued by the learners in order to provide opportunities." And further improvement and development in education, and securing access to the objectives of the educational process. (Al-Arnoussi, 2018: 21)The FH researcher defines procedurally as: a set of structured educational activities and exercises designed to give teachers specific skills, where they can speak by developing my skills and listening to them according to information processing theory.

Second: Information Processing Theory: It was defined through

Sabry and Reda: One of the modern epistemology theories. It is considered a revolution in the field of memory study, as the philosophy of this theory is based on the unity of memory and its connection to the level of organization and processing. This theory differs from the old cognitive theories in that it is not limited to describing cognitive processes only, but rather tried to explain the mechanism of occurrence of processes and their role in processing information and producing behavior. (Sabry and Tawfiq 2017: 22). Al-Kaabi: A strategy aimed at teaching learners how to organize their thoughts and information on the basis of common elements that bring them together to be stored in memory in the form of general patterns and abstract units through awareness of inter-relationships between information and thus aims to help learners increase the meaning and understanding of new academic topics. (Al-Kaabi, 2018: 59).

Third: Verbal Communication: It was defined by

- Zayer, et al tan, “Effective communication as a future understood through hearing. This type of communication began when societies developed and became able to formulate words symbolizing specific meanings. Verbal communication that combines words with spoken and phonemic symbols.” (Zayer et al., 2020: 27).
- Al-Mafraji and Najat: Communication that depends on verbal, spoken and written symbols. (Al-Mafraji and Najat, 2020: 49).

Research limits

The current research is determined by the following:

The human limit: Includes all teachers of Arabic reading for the elementary grades of the elementary level in schools in the e-learning experience. Cognitive limit: the theory of information organization and processing and its impact on the development of verbal communication skills for teachers. Spatial boundaries: E-learning section, preparation and training department, Najaf Education Directorate. Time limit: the establishment of training courses to implement the e-learning project in the education of the province of Najaf, the Honorable Directorate

Study tools

The current study uses the following tools:

1. Experimental treatment tools: This is a training program based on the theory of information processing to develop verbal communication skills.
2. A questionnaire to determine speaking and listening skills.
3. Measurement tools prepared by the researcher:
4. Note card to judge speaking skills.
5. The Listening Test.

Study procedures

The researcher used the following procedures to verify the validity of the hypotheses of the current study:

1. Defining the theoretical background and the concepts of the study, as it included the following basic concepts:
 - Training program.
 - Information processing theory.
 - Verbal communication skills.
2. Reviewing previous studies reported by the researcher in completing her studies.
3. Preparing a list of sub-skills for speaking skill, and sub-skills for listening skill and presenting them to the experts.
4. Preparation of study tools.
5. Determine the sample of trained teachers.
6. Implementation of the training program to find out its effectiveness. The application procedure includes the following:
 - Application of research tools to the sample of the experimental group.
 - Application of the training program on the experimental group.
 - Applying search tools in a remote application to the experimental group to identify the extent of the program's effectiveness in developing speaking and listening skills.
7. Analyzing and processing data statistically by using appropriate statistical methods to obtain results.
8. Presentation and interpretation of results.
9. Make recommendations and suggestions.

Results

1. There are statistically significant differences between the mean scores of teachers' scores between the pre and post measurements of the judgment card on speaking skills in favor of the post measurement.
2. There are statistically significant differences between the mean grades of teachers' scores between the pre and post measurements to test listening skills in favor of the post measurement.

Recommendations and proposals

1. Applying the training program to Arabic language teachers in the rest of the schools that are not covered by e-learning.

2. Building a similar program based on the theory of information processing to develop non-verbal communication skills for teachers.
3. Measuring the effect of the teachers' training program on their students' achievement.

References

1. Al-Jubouri, FalahSaleh Hussein, Arabic language teacher or future courses in education quality, 2015, Al-Radwan Publishing and Distribution House, Amman.
2. Hassan, Ahmed Abdel-Latif Abdel-Fattah, The use of the Arabic language teacher for effective verbal communication and its role in achieving cognitive communication for high school students in the Kingdom of Saudi Arabia, a research published in the Arab Journal of Education and Psychology. Science, Issue (1) October 2017.
3. Zayer, Saad Ali, and two others, Educational Communication and Communication, 2020, Dar Al-Radwan for Publishing and Distribution, Amman.
4. Sabry, Abdel-Azim and RedaTawfiq, Teacher Preparation in Light of Some Countries' Experiences, 2017, Arab Group for Training and Publishing, Cairo - Egypt.
5. AbdulazizSaeed, Teaching Thinking and Its Skills, Training and Practical Applications, Third Edition, 2013, House of Culture, Amman.
6. Al-Arnousi, DiaoOweid, Integrated Learning in Teacher Profession Training, Competencies and Quality Assurance, 2018, Dar Al-Safa for Publishing and Distribution, Amman.
7. Attia, Mohsen Ali and Abdul Rahman Al-Hashemi, Practical Education and its Applications in Preparing the Future Teacher, 2008, House of Curriculum for Publishing and Distribution, Amman - Jordan.
8. Al-Kaabi, Karrar Abdul Zahra, Modern Strategies in Teaching and Learning, 2018, Dar Al-Safa for Publishing and Distribution, Amman.
9. Al-Mafraji, Hussein RabihHammadi, Najat Muhammad Matar, Theories of Communication and Measurement, 2020, Al-Methodiya Publishing and Distribution House, Amman