

The Impact of a Proposed Program Based on Virtual Classes on The Development Of Teaching Skills among Students of The College of Basic Education in the Public Authority for Applied Education and Training in Kuwait

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Abstract

The study aimed to identify the impact of a proposed program based on virtual classes in the development of teaching skills among students of the College of Basic Education in the Public authority for applied education and training in Kuwait. The Researcher used the analytical descriptive and semi-experimental approaches. The study sample consisted of (28) students from the study community, selected as an intended sample. The two tools of the study were the achievement test that was prepared and judged and calculated stability using half-hash, as well as the card to note the teaching skills where it was confirmed its sincerity, as well as the method of stability of observers was used to verify its stability, where the study tools were applied tribally and after On the sample of the study, after the Researcher conducted the necessary statistical treatments. The results showed statistically significant differences in the cognitive aspect of teaching skills between the average grades of tribal application and the average degrees of the dimensional application of the attainment test attributed to the use of virtual classes in favor of the dimensional application, and the results showed statistically significant differences in the side The skilled performance of teaching skills between the average tribal application grades and the average score of the remote application of the note card is due to the use of virtual classes in favor of the remote application.

Introduction

The requirements of the current era are full of challenges facing human beings, every day new data appears on the scene of life that needs new thinking, methods, skills and mechanisms to deal with them successfully, i.e., they need a qualified human being with the ability, creativity and innovation, and to adapt the environment to the needs of Human and desired goals, not just adapting to them. This is not achieved without training and acquiring the necessary skills and skills for the teacher to keep pace with the requirements of the times, and his future prospects are seen within a correct vision of the educational institution. Therefore, the authorities responsible for education were keen to arrange the educational environment, link technology to devices and tools, and employ human resources to modernize and develop it, and raise the competences of teachers, to keep up with technological innovations, which the teacher had to use appropriately and effectively. Developed countries have actively invested in education technology, and teachers' skills and teaching skills have been activated in the use of multimedia by training, within their training programmes.

The professional preparation of teaching focuses on two complementary aspects: the theoretical aspect, related to theoretical studies in the sciences of education and psychology, and the practical aspect of practical education, which puts the student teacher, in direct confrontation with reality, and puts his abilities and skills on the test of experience, Practical education is a real opportunity for teachers and teachers to experience the educational process and to train them in the various teaching skills they need to improve their performance (Al-Attab, 2004).

The training is a planned activity aimed at providing individuals with a range of information and skills that increase their performance rates, and is also a major and ongoing activity from the point of view of repeating it throughout an individual's career on multiple occasions, as it is not just a once-in-a-lifetime event, but an activity inherent to the development of individuals (Abdul Baki, 2001).

Efficiency and efficiency in performance and production can be achieved by training that is used as a tool for development. Training plays a key role in the growth of culture and civilization in general, and the importance of this is highlighted, in that training is the foundation of every learning, development and development of the human element, and thus the progress and construction of society. Training is also an important factor in administrative creativity and outstanding functionality, particularly as organizations with their various activities face multiple changes and developments in light of the increasing trends towards globalization (Shawaf, 2000).

Therefore, the teacher must be prepared and trained, so that he acquires the professional competences necessary to deal with technology and its educational innovations, as the new concept of teacher's competences can use educational devices and materials, produce various educational materials and software, and follow up innovations in a way Continuing in education technology.

The development of curricula and educational activities has led to the development of teachers and learners' roles, refining the skills of learners, and making them able to easily and ably cope with different situations in everyday life (Richards& Rodgers, 2001).

Due to the positive results achieved by the use of networks in supporting and raising the efficiency of the educational process at the global level, the applications of education over networks have multiplied significantly, the most important of which is virtual classrooms, after achieving good results at the global level, and the emergence of its positive impact in supporting the educational system and raising its efficiency, where it is characterized by a set of important characteristics identified in the following: the appropriateness and flexibility of scheduling school times, and obtain in instantly the latest modifications to the program, and achieving the principle of the principle of the following: Continuing education, low costs and saving time for non-mobility, provide all means of interaction between student and teacher (Zainaldin, 2007).

Al-Ghribi (2009) states that there are currently many virtual classrooms, with approximately 200 software packages, including proprietary commercial software or open-source software (OSS).

In order to be able to perform the main and basic tasks assigned to it, the teacher must have a number of teaching skills to be able to perform his role properly. These skills, which are to be available in the teacher, which helps him to achieve educational goals, planning skills, implementation skills, skills to prepare students for the new lesson, and evaluation skills, the role of the teacher is no longer a role of the teacher, but has become an organized and facilitating role for the learning process(Al-Qurashi, 2013).

Accordingly, the Researcher will conduct the current study to investigate the effectiveness of a proposed program based on virtual classes in the development of teaching skills among the students of the fourth year of the final year in the College of Basic Education in the Public authority for applied education and training in Kuwait.

Theoretical framework

What are virtual classes?

With technological, information and communication progress, the teaching profession has been dramatically affected in terms of functions, variables, specific procedures for the role and complexity of the teacher, and his responsibilities towards the learner, society and knowledge (Fadel, 2006). Reynald, 2003.

The impact of the use of the Global Information Network in education on the way teacher and learner perform and their achievements in the classroom, and the use of multiple systems in the Global Information Network will change the way technology affects life and work, and has emerged at the international level to deal with the Global Information Network with various terms and philosophies, including distance learning, schools, e-universities, virtual universities, virtual inaction, e-learning and virtual classes(Blessed, 2004).

Teaching and learning online help to promote, support, quality and efficiency of teaching, strengthen and revitalize the learning environment, not to replace it, and whether it is used as a means of distance learning or to enhance the efficiency and effectiveness of traditional learning methods, it helps to overcome the traditional barriers in the classroom and traditional learning methods, i.e. it is not an alternative to traditional learning, online learning and traditional education can be used to support each other (Rizk, 2009; Tersa & Radice, 2004; Fleix, 2001).

Virtual classes include different advanced and intelligent techniques such as direct communication (text, voice, or text together) and direct participation of systems, programs and applications (between teachers, students or students) or between students, and allows interaction with the teacher or organizer of the educational seminar live, which distinguishes it from the traditional classes(Al-Qarni, 2006:27).

There are other labels for virtual chapters: electronic chapters, web chapters, smart chapters, virtual classes, and imaginary chapters. These are classes similar to traditional classrooms in terms of the presence of teachers and students, but are on the Web, where they adhere to a time or place and through which virtual learning environments are created so that students can gather through networks to participate in collaborative learning situations, so that the student is at the learning center, and will learn for understanding and assimilation.

It can be defined as "one of the main means of delivering lectures on the Internet, which are smart classrooms in which the basic elements needed by both the teacher and the learner, one of the main means in the interactive open distance education system, is an advanced technique that reflects the image of the future in the world of training and education in general (Rizk, 2009:220-221).

Samour (2011:8-9) defined virtual classes as "a system that allows live interaction between teachers and female students over the Internet, combining the characteristics of traditional classes, electronic classes, and is flexible and easy, in terms of determining the appropriate times for teachers and students, so that students can communicate simultaneously through the electronic board and written and voice conversations, in order to achieve optimal understanding and understanding."

Al-Ajrmi (2013:320-321) defined it as "classes based on the meeting of students and teachers via the Internet and at different times to work on lesson reading, performing duties, and accomplishing tasks through a range of tools including voice interaction, text conversations, e-blackboard, and educational management that enables direct and interactive learning in ways that are very similar to traditional education".

Al-Shahri (2009) pointed out that virtual classes are one of the technical education systems that include electronic systems that allow interaction with the teacher by voice and image through a full presentation of the educational content of the imaginary class through the Internet and live, which is called learning and interaction commitment.

The Researcher believe that the previous definitions came together with a comprehensive concept known as virtual classes, and the definition of blue (2009) for virtual classes was the optimal definition as a key means in the delivery of lectures on the Internet, which are smart classrooms in which the basic elements needed by both the teacher and the learner, one of the main means in the system of open interactive distance education, an advanced technique that reflects the image of the future in the world of training and education ingenerate definitions of Samour, 2011; Al-Ajrmi, 2013; Al-Shahri, 2009) cannot be ignored, as they have shaped the definition of what the virtual chapters are.

Features and pros of virtual classes

The virtual classes have many features, including (Talwani, 2014;Zainaldin, 2007):Ease of use. Education at any time, where the student can learn anytime, anywhere. Individual and group education. Continuous interaction, continuous response and continuous follow-up as a whole. The big drop in cost. Virtual classroom management does not require high technical skills. Cover a large number of students in different geographical areas and at different times.

Encourage the student to participate without fear or concern. Exempting the teacher from the heavy burdens of reviewing, correcting, monitoring grades and organizing. Support for interactive education. The ability to record lessons to re-watch them. A large volume of information through digital libraries.Generating the ability to search in students.

Basic features of virtual classes

Virtual classes offer several possibilities for elements of the educational process, including (Al-Ajrmi, 2013): Direct voice-only, or voice-only, or audio-visual communication. Written communication. Electronic blackboard (interactive).Direct participation of systems, programs and applications between teachers and students or students. Send and share files either directly or indirectly between the teacher and his or her requests. Follow-up of the teacher for each student individually or for the total number of students at the same time. The feature of using educational movie programs. The feature of directing and voting written questions. The property of directing follow-up orders for what the teacher offers to students. Send a connection to any browser for one student or for all students. The property of allowing any student to enter or remove him from the class. The feature of allowing or not to speak. Allowprinting. Lecture recording (audio and written) feature.

Teacher tasks in virtual classrooms

The teacher's tasks are many in relation to this type of class, including (Talwani, 2014):To define the objectives of the lessons and courses that he seeks to achieve. Select or prepare evaluation methods to assess the achievement of these goals. Follow-up the attendance of students and their progress in the study. Organize the learning environment and make it comfortable and cooperative. Encourage students to learn and encourage them to participate in classroom activities.

Assigning students to practice, activities and projects. Ask the questions to understand and think and accept the answers no matter how wrong they may be. Organizing interaction and classroom discussions between him and his students and students with each other. Providing help and academic guidance to students and solving their educational problems. Guiding students to additional learning resources online.

Student tasks in virtual classrooms

While the rest of the student's tasks: See the objectives of the lessons and courses he is seeking to achieve. Follow the lessons in all seriousness. Comply with the proposed code of conduct during the phase. Do the solution of training, activities and projects. Asking questions. Participating in discussions and dialogue. See additional learning resources online. Teaching skills Al-Zahrani (2010:9) defined teaching skills as "the group of teaching behavioral processes that the teacher demonstrates in his educational activity inside and outside the classroom to achieve the objectives of the subject he teaches."

Al-Ajrami (2013:327) defined it as "a set of teaching verbs and behaviors that students are expected to be able to teach to students during the period of practical education, to help them carry out their teaching tasks easily and perfectly in the planning, implementation, and evaluation stages in order to achieve Teaching objectives."

Al-Tanawi (2009:22) defined teaching skills as "the group of effective teaching behaviors that the teacher demonstrates in his educational activity with a view to achieving certain objectives, and these behaviors are manifested through the teaching practices of the teacher in the form of emotional, kinetic or verbal responses characterized by elements of accuracy and speed in performance and adaptation to the conditions of the educational situation."

Based on previous definitions, the educational process in all its aspects depends heavily on the activities of teaching positions. Teaching effectively occupies the cornerstone of achieving the objectives of the educational process, on the basis of which the purpose of the teaching and learning process is achieved and the outcomes of the educational process are positive.

To achieve the tasks of the teacher, the learner and the teaching skills, it is important to involve teachers before graduation or during the period of practical education in an active learning environment in which they can use these methods and technological means as a medium and a means of learning, and to develop teaching skills in the light of contemporary (Hsu, Wang, 2000).

The training programs work on the quality of education, by raising the teacher's skills and skills, enabling him to use modern techniques, and virtual classes, and in the end, it increases the achievement of learners, and helps to use them in shortening class time, generating a positive attitude among learners towards the educational process, as well as getting the teacher to diversify teaching methods to take into account individual differences among learners, increasing the retention of learners, raising their interest and satisfying their needs, and developing their willingness to learn (Kansra, 2007)..

Many studies have demonstrated the effectiveness of the proposed training programs to develop teaching skills among teachers and service teachers, students in the last year of the university and qualified to become teachers within their specialty, and the impact of these programs using virtual classes on students and their educational achievement, and the development of teaching skills and acquiring learning and electronic learning skills, design and other skills. These studies include the Study (Al-Mubarak, 2004; Abdul Qadir, 2008; Ashour, 2009; Abdul Ati and Abdul Ati, 2009; Rizk, 2009; Al-Jawhari, 2010; Al-Ajrami, 2013; 2010; Samour, 2011; Richards, 2005).

The problem of study and its questions

The problem of studying is that the Researcher note their work at the university to a lack of real it in focusing on teaching skills both traditional and in the virtual classes of students in the College of Basic Education in the Public authority for applied education and training in Kuwait, in particular students of the final stage of the bachelor (fourth year), the Researcher were briefed On several studies whose results have shown efficacy and a clear impact on the use of virtual classes in the educational process such as al-Ajrami, 2013; Rizk, 2009; Ashour, 2009; Al-Qarni, 2006; Al-Zahrani, 2010; Richards, 2005), so the Researcher will do this study, and the study will try to answer the following questions:

1. What teaching skills should be developed by students in the Basic Faculty of Education using the virtual classroom?
2. What is the proposed vision of the training program based on the default chapter in the development of teaching skills among students in the College of Basic Education?

3. What is the impact of the proposed program based on the virtual chapter on the development of the cognitive aspect of the teaching skills of students in the College of Basic Education?
4. What is the effectiveness of the proposed program based on the virtual chapter in the development of the skilled aspect of the teaching skills of students in the College of Basic Education?

Study hypotheses

1. There are no statistically significant differences at the level of significance ($\alpha 0.05$) between the average grades of student's teachers in the tribal and dimension application on the cognitive achievement test for teaching skills due to the use of the proposed program based on virtual classes.
2. There are no statistically significant differences at the level of significance ($\alpha 0.05$) between the average student grades in the tribal and dimension application on the teaching skills note card due to the use of the proposed program based on the virtual classes.

Study objectives

- 1- Identify the teaching skills that need to be developed by students in the College of Basic Education using the virtual classroom.
- 2- To define the proposed concept of the training program based on the virtual chapter in the development of teaching skills among students in the College of Basic Education.
- 3- To identify the impact of the proposed program based on the virtual chapter on the development of the cognitive aspect of the teaching skills of students in the College of Basic Education.
- 4- To show the impact of the proposed program based on the virtual chapter on the development of the skilled aspect of the teaching skills of students in the College of Basic Education?

The importance of study

The importance of this study is:

1. To investigate the impact of the proposed program based on the virtual chapter in the development of teaching skills among students in the College of Basic Education in the Public authority for applied education and training in Kuwait, specifically the students of the final stage (fourth year) as these students will move from the theoretical and study to the practical field stage, especially as teachers.
2. The current study may be a new addition to scientific research and Arab studies on the impact of virtual classrooms on the development of teaching skills among students at the College of Basic Education.
3. The results of the current study may benefit the student in the College of Basic Education to improve his performance, develop his teaching skills, and teaching methods, so that his teaching is organized and purposeful.
4. The current study of university education and the Ministry of Education may benefit new information and techniques to help them with distance training and design proposed programs that serve the teacher and learner.
5. Try to find solutions in overcoming some of the problems that hinder the good training of teachers by employing the web within the framework of education technology.

Definition of study terms

- **The proposed program:** "A set of learning experiences and activities designed in the form of a system of study designed in a coherent and structured manner in the light of logical and psychological organization, so that this program defines objectives, content, activities, educational means, teaching methods and evaluation" (Abu Amra, 2010: 9).
- **Virtual classes:** "Classes that are similar to traditional classrooms in terms of the presence of teachers and students, but are on the Web where they do not adhere to a time or place and through which virtual learning environments are created so that students can gather through networks to participate in collaborative learning situations, so that the student is at the learning center, and will learn for understanding and assimilation" (Rizk, 2008: 220).
- **Teaching skills:** "A set of teaching verbs and behaviors that teachers are expected to be able to teach students during the period of practical education, to help them carry out their teaching tasks easily and thoroughly in the planning, implementation, and evaluation stages to achieve teaching objectives" (Al-Ajrami, 2013: 320).

Study limits

- 1- To investigate the impact of the proposed program based on the virtual chapter in the development of teaching skills among students.
- 2- The study was limited to the College of Basic Education in the Public authority for applied education and training in Kuwait, the first semester 2020/2021.

Previous studies

Al Mubarak Study (2004) aimed to identify the impact of teaching using virtual classes via the World Wide Web of Information on the achievement of university students, and to use them in the processes of teaching and learning. Many administrative burdens made it an effective tool in education, especially in solving contemporary educational problems.

The Richards study, 2005, aimed to identify the impact of virtual classes on the teaching and learning processes, where the members of the sample of 121 students considered that obtaining information and doing the process of learning through virtual classes is one of the best activities of students, and they reported that virtual classes were a tool to stimulate students' motivation towards learning.

Abdul Qadir's study (2008) aimed to identify the effectiveness of a proposed electronic program using virtual classes to develop confidence in e-learning, interactive communication and student achievement in the course of the teaching of forensic sciences, through a training program developed using one of the free open-source software based on the Internet, represented by Moodle. The proposed e-program will use virtual classes to develop confidence in e-learning, interactive communication and student achievement in the Forensic Science Course.

Ashour Study (2009) aimed to identify the effectiveness of Moodle program in acquiring 3D design skills in students of the Faculty of Education Technology at the Islamic University, the researcher built an electronic course for the 3D design course and then uploaded it to the model program and applied it to students, and the researcher used tools The study is an educational test consisting of (30) questions divided into five skill axes by which the researcher measures the cognitive level of students, and a note card consisting of (25) paragraphs divided into five skill axes by which the researcher measures the performance level of the students. The researcher chose a mean sample of (35) students who are studying in a multimedia division of the Islamic University, and the researcher used the experimental method according to the nature of the head. After the application of statistical treatments to the criteria, the results showed a statistical indication between the experimental group before and after the trial, and the differences were in favor of the dimensional application, meaning that the program had an impact. There were statistically significant differences between the experimental group before and after the trial, and the differences were in favor of the dimensional application, which also meant that the Programme had an impact. A statistically significant correlation between students' grades in 3D design performance skills and their scores in knowledge skills for 3D design.

Abdul Ati and Abdul Ati (2009) learn about the effectiveness of a proposed training program in developing some of the skills of managing electronic content using virtual classes in professional diploma students and their attitudes towards them. The study sample consisted of 50 students. The study found statistically significant differences between the average study sample scores in the tribal and dimensional applications of the three study tools, in favor of the dimensional application, and also found that student trends were positive towards learning based on the use of the CMS course management system.

Rizk Study (2009) aimed to find out the impact of virtual classes on the beliefs of self-competence and teaching performance of pre-service science teachers. The researcher used the measure of self-competence beliefs of teacher students, and prepared a teaching performance note card, and a merit-like design for the study. The study sample consisted of (20) students at the Faculty of Education, University of Tanta, who go to field training, and after analyzing the results the researcher reached the impact of virtual classes in the development of the training competence of teacher's chemistry division, and this was demonstrated by the superiority of the group Experimental on the control group in the dimensional application of measuring tools.

Al-Jawhari Study (2010) the study aimed to identify the effectiveness of the use of micro-teaching and the pattern of single-teach with the help of computers to develop the skills of effective teaching and motivation for achievement among female teachers, and the study found statistically significant differences between the average grades of each group The control and the experimental group in the achievement test and the measure of motivation for achievement, in the dimensional application in favor of the experimental group attributable to the micro-teaching method.

Al Zahrani Study (2010) aimed to identify the role of training courses in developing the skills of effective teaching of technical education teachers from their point of view. Using Atos as a tool for study, the researcher chose a random sample of (80) teachers from The City of Mecca and Al-Laith Governorate. The results of the study indicated that

technical education teachers benefit from training courses to a large extent in most teaching skills, and there are four obstacles limiting the use of technical education teachers from the courses to a large extent: the absence of material and moral incentives, and the short duration of the courses, Relying on the method of delivery in most courses, and the predominance of the theoretical aspect on the practical side, the results also showed no statistically significant differences between the averages of the study sample responses by different years of experience, and by training courses.

Mohammed's study (2011) aimed to identify the effectiveness of an electronic course to develop Moodle skills in graduate students and its impact on cognitive achievement. Teaching in universities and supporting them with technological innovations and activating the role of e-courses and e-learning environments in the university education stage, which helps to grow positive trends towards their innovations, interest in using course management systems to publish courses on the Internet, preparing students of education technology in the Faculty of Education to deal with e-learning environments.

Samour Study (2011) which aimed to identify the impact of the employment of virtual classes in acquiring Islamic jurisprudence concepts among intermediate diploma students and their attitudes towards them. Following the descriptive analytical and experimental approach, the researcher used three tools to verify hypotheses: analysis of the content of a unit in the scheduled book, a tribal and after test, and a measure of the trend of female students towards the use of virtual classes in learning. The study sample consisted of (66) students divided into two control and experimental groups. The study found statistically significant differences in the dimensional application of the attainment test in favor of the experimental group' as well as reflecting an improvement in their attitudes towards the default grades in the dimensional application of the trend scale.

Dahlan's study (2012) aimed to investigate the effectiveness of a program developed by Moodle to enroll students in basic education at Al-Azhar University the skills and directions of the daily planning of lessons. Statistically between the average grades of the experimental group and the control in the tribal test, and the statistically significant differences between the average grades of the experimental group and the officer in the dimensional test in favor of the experimental group, and the presence of statistically significant differences between the average grades of student trends attributable to the program enhanced by Moodle.

Al-Ajrami Study (2013) aimed to identify the effectiveness of a proposed program based on virtual classes in the development of some of the teaching skills of teachers at al-Quds Open University and their attitudes towards it, and the sample of the study consisted of 24 students from the study community, and the researcher used two approaches: The analytical descriptive approach, in determining effective teaching skills, and the semi-experimental approach, to demonstrate the effectiveness of the independent variable (virtual classes) on the dependent variable (effective teaching skills), the research tools were the achievement test, and the card to observe the effective teaching skills where To confirm their sincerity, as well as the method of stability of the observers was used to verify their stability, where the research tools were applied tribally and after the research sample, and after the researcher conducted the necessary statistical treatments. The results showed statistically significant differences in the cognitive aspect of effective teaching skills between the average grades of tribal application and the average degrees of the dimensional application of the attainment test attributed to the use of virtual classes in favor of the dimensional application, as well as the results showed statistically significant differences in The skilled performance of effective teaching skills between the average tribal application grades and the average distance application scores of the note card is also due to the use of virtual classes in favor of the remote application.

Commentary on studies

The current study was characterized by previous studies as a new addition to Arab studies, and according to the researcher's knowledge may be one of the first studies of its kind or few in Kuwait with regard to the subject of the study that sought to investigate the impact of the proposed program based on the virtual chapter in the development of teaching skills among students in the College of Basic Education in the General Authority for Applied Education and Training in Kuwait, and has benefited from previous studies in terms of sample, methodology and statistical methods, in addition to the benefit in the preparation of the current study tool, and the results reached Her studies.

- Method and procedures

Curriculum

The Researcher relied on the experimental method because it is most suitable for research, in detecting the impact of the independent variable (the proposed program based on virtual classes) on the dependent variable (teaching skills).

The study community and its appointed

The study community is a fourth-year student in the Basic Education College in The Public authority for applied education and training in Kuwait.

The Researcher selected a mean sample of 30 students from the study community for the first semester of the academic year 2020/2021, as an experimental group trained with the proposed program based on virtual classes.

Experimental design of the study

The Researcher used the experimental design based on a single experimental group, using dimension tribal measurement on the study sample.

Designing study tools

First: List of teaching skills

To determine the teaching skills of the proposed training program, in order to answer the first question of the study, the Researcher reviewed the literature of teaching methods, as well as the results of previous studies in the field of teaching methods, such as the Study of Al-Ajrami (2013) and the Al-Jawhari Study (2010), Al-Zahrani Study (2010). The Researcher observed students working at the university while applying teaching skills.

Believe the skills list

In the light of the above derived a list of teaching skills, and after preparing this list in its initial form, the Researcher presented it to a group of arbitrators, and they were asked to express their opinion on the importance of these skills, their clarity in terms of wording and composition, the extent to which the skill belongs to the dimension, and the modification of what They see fit whether by omission, addition or integration; Class management skills (7), drafting and class question-asking skills (6) skills, motivational skills towards learning (5) skills, skills using educational means (5) skills, and student achievement assessment skills (6) skills.

Second: Achievement test for teaching skills

An initial test on the cognitive aspect associated with teaching skills, included in the skills list, was prepared according to a number of steps such as (setting the goal of the test.

Believe the test.

The test was presented to a group of arbitrators specialized in teaching methods and education technology, in order to express their opinions and suggestions on the terms of the test in terms of the clarity and validity of the terms of the terms, and to add and modify what they see fit; Modifications, where the test consists of (35) questions.

Test stability

The test was applied to a sample of (18) students under the supervision of another supervisor, and the stability factor was calculated in a half-fragmentation way, by dividing the test questions into two sections of individual questions against questions with even numbers, and calculating the Pearson correlation coefficient was equal (0.56), and then adjusted the length using the Spearman method. The Researcher considered that the stability factor was high, reliable, and therefore assured to be used as a measurement tool.

Calculate the ease and difficulty coefficient of test lines

The ease of any test item is measured by calculating the mathematical average of correct or error answers according to the following equation: the readiness factor = the number of correct answers \div (correct number + error number), and after calculating the ease coefficients of the test lines, they were found to range from (0.17 to 0.84), which are within the acceptable range. The discrimination coefficient for test lines was also calculated, and they were not less than (0.2) and not more than (0.8) in the test lines, and it is noted that the difficulty coefficients for the test also fall within the acceptable range.

Quantification of students' performance in the test

Student levels in the test were assessed, based on one score for the correct answer, and nothing to answer the wrong answer, so the total final score for the achievement test was (35).

Third: Teaching skills performance note card

A note card of (52) paragraphs is prepared, depending on the following steps:

- **Determining the purpose of the note card:** The note card aims to use it as an honest and consistent measure as possible in evaluating the skills of students in the College of Basic Education in the implementation of teaching skills.
- **Drafting of note card paragraphs:** The wording of the card paragraphs was mainly based on the list of previously defined teaching skills, and studies on observing students' teaching skills were reviewed, such as: Al-Ajrami Study (2013), Dahlan Study (2012), Al-Matfi Study (2010), and Al-Zahrani Study (2010) and Al-Jawhari Study (2010), the paragraphs of the card in its initial form included (63) paragraphs, divided into eight dimensions, and was considered in the drafting of paragraphs to be procedural, easy to observe, and each paragraph to include only one behavior, in addition to its logical sequence.
- **Quantitative assessment of students' performance on the card:** The Researcher used the quantification to estimate the levels of students in the performance of each skill in the observation card, by suggesting four levels of grading: (0, 1, 2, 3) and the gradient (0) indicates that the student did not perform the skill, while the gradient (1) indicates that the student performed the skill with a weak degree, while the student performed the skill with a medium degree, while the gradient (3) indicates that the student performed the skill to a high degree, and the previous levels of appreciation were relied upon to believe the nature of the skills to be observed, and to agree Arbitrators on previous estimates in the card adjustment step, and for the use of some studies similar estimates, such as: the study of al-Ajrami study (2013), Zahrani (2010), and the study of al-Jawhari (2010).
- **Wording instructions for observation cards:** Since the process of observing teaching skills will be carried out in cooperation with another colleague, it was necessary to develop some appropriate instructions, to be used properly and accurately, and the instructions included two main aspects: data for the teacher to evaluate his performance, instructions for the observer who uses the card, and these guidelines indicate how to record the quantitative estimate of the level of performance and the objective of the card.
- **Authenticity of the note card:** The note card was presented in its initial form to a group of arbitrators specialized in teaching methods and education technology, in order to ensure the integrity of the procedural wording of the card items, the possibility of noticing the skill, the sequence of its terms, clarity and order, the suitability of the card to the goal for which it was designed, the integrity of the quantitative assessment of the performance of the students, and the addition or modification of what they deem appropriate;
- **Note card stability:** To calculate the card stability factor, applied by two observers, to a sample of (18) students from another division under the supervision of another supervisor, and the stability of the observers was calculated according to the cooper equation (Agent and Mufti, 2007, 288):

$$\text{The stability of the observers} = \frac{\text{Number of agreement slots}}{\text{Number of agreement slot} + \text{number of non-agreements}} \quad \text{The government's work on the "New Year" is a very}$$

By applying the previous equation, the stability coefficients are as follows:

$$\text{The stability of the observers} = \frac{232}{232 + 38} \quad \text{The government's work on the "New Year" is a very good one.}$$

The calculated stability rate was 86.0, which is a high percentage from which the observation card can be assured.

Procedures for implementing the study experiment

Preparing the proposed Programme:

- A. The Researcher converted the list of skills (52) skills into a list of training needs, and then distributed it to the research sample to identify the most skills on the list that they needed, and found that the most training needs were for the following skills: (skill planning for the lesson, skill of presentation and preparation for the lesson, skill of explanation and implementation, skill of drafting and asking questions), and accordingly the researcher divided the objectives of the proposed program for the **following objectives:**

1. **The student should plan to teach properly.**
 2. **The student should present the lesson by making a suitable preparation for the new lesson.**
 3. **The student should explain and carry out the lesson with a master y**
 4. **The student should formulate and ask the classroom questions in a proper manner.**
- B. In this step, the Researcher initiated the actual production of the proposed program based on virtual classrooms to develop teaching skills, by printing the program's texts, collecting the required educational images and videos, as well as preparing a set of presentations (PowerPoint files) related to learning topics.
- C. The Researcher then coordinated with the University's Computer and Programming Center on a link to Moodle virtual classes program to adopt this virtual chapter by the university administration.
- D. The Researcher developed a guide to help the learner on how to deal with Moodle virtual separation, in a way that leads to the best possible educational goals.
- E. The Researcher also prepared a form to evaluate the virtual chapter consisting of (22) paragraphs, so that the judges can easily arbitrate the virtual chapter in its light, and then the researcher presented it to a group of arbitrators to ensure its accuracy, accuracy and linguistic integrity, until the final picture of the evaluation form of the program based on the virtual chapters was reached.
- F. View the initial version of the proposed program based on virtual classes to experts specialized in education technology, teaching methods and methods, in the light of the default chapter evaluation form to ensure its safety and suitability for final trial.
- G. The opinions and suggestions of the arbitrators were taken into account, and the necessary adjustments were made, as the Researcher conducted a survey experiment on a small sample of (ten) students in the final year who were then excluded from the basic research sample, and during the experimentation process the Researcher monitored a set of observations about the program based on virtual classes, as well as made adjustments, in order Topics, fonts, differentiation of content elements, and the size of illustrations.

2- Tribal application of study tools

The Researcher applied the study tools (achievement test - observation cards) tribally to the study sample (experimental group), in order to measure the cognitive level, and skills available to them about the content of the proposed program under study before starting to apply it.

Applying the proposed program to the sample of the study:

- A. The two Researcher held a preliminary session in which the entry mechanism for the virtual class was explained, and provided students with WordPress files to explain the virtual chapter, through the learning guide for the program, which the Researcher prepared in an earlier step.
- B. The Researcher applied the proposed program based on virtual classes in its final form to students in the fourth year, for two weeks.

4- Dimensional application of study tools

After the study sample was taught in the proposed program based on the virtual classes, the study tools were applied after (achievement test, observation card), and after monitoring the data obtained from the application of the study tools, the appropriate statistical processing was carried out, and then the answer was made About study questions.

View and discuss the results of the study

The first of the study's questions is "What teaching skills do students in the basic faculty of education have to develop using the virtual classroom?"

To answer the first question, the Researcher derived a list of teaching skills needed to be developed by students in the fourth year of the university, and the list consisted of (52) skills, divided into eight dimensions, and for more details about the procedures followed in the preparation of this list see (first: design of research tools), in the study procedures.

To answer the second question of the study, which states, "What is the proposed perception of a training program based on the default chapter in the development of **teaching skills among students in the College of Basic Education?**"

The Researcher prepared the proposed program with the aim of developing the teaching skills based on the virtual classes of students in the fourth year of the College of Basic Education at the university, and the details of the procedures for designing the proposed program were identified with procedures for implementing the study experience.

To answer the third question, which states, "What effect does the proposed virtual segregation Programme have on the development of the cognitive aspect of **students' teaching skills at the Basic College of Education?**" The first hypothesis, which states that **"there are no statistically significant differences at the level of significance ($\alpha 0.05$) between the average grades of students in the tribal and dimension application on the cognitive achievement test for teaching skills due to the use of the proposed program based on virtual classes."** To validate the hypothesis, a "T" test was used for related samples, and the results were as follows:

table (3) Test results (T) to test the significance η^2 of differences in tribal/dimensional test and the value and size of the effect

Test	Number	Average arithmetic	Standard deviation	Value "T"	The value of the significance	Level of significance	Value η^2	Impact size
Tribal	24	15.72	3.48	30.6	0.00	Function	0.97	Large
Post	24	42.8	1.30					

* The scheduled (t) value at the degree of freedom (25) and the level of significance (0.01) = 2.78.

* η^2 (0.01) small effect, (0.06) average, (0.14) large.

It is clear from table (3) that there are statistically significant differences at the level of indication (0.01) between the average η^2 scores of students in the dimensional and tribal test in favor of the dimensional test, as well as the magnitude of the effect "significant" the value of the ETA box (0.97) which indicates that this Differences in achievement were not the result of chance, but by the impact of virtual classes; Students use what suits them, take regular steps in learning skills, in terms of studying skill and reading about them through the program based on virtual classes, and noticing their performance by watching the videos and flash inside the virtual classroom during the sessions, then practical application and training skill, and then evaluation and retraining. This contributed to an active role in enriching educational attitudes and raising the level of achievement of students in the fourth year in the cognitive aspect.

The current finding is consistent with the "Richards, 2005" study, which found the impact of virtual classes in the teaching and learning processes, and the Abdul Qadir Study (2008), which found the effectiveness of a proposed electronic program using virtual classrooms using virtual classrooms for diploma students. Professional, and agreed with Dahlan study (2009) which showed statistically significant differences between the average grades of the experimental group and the control in the dimensional test in favor of the experimental group, and the existence of statistically significant differences between the average grades of student trends attributable to the program enhanced by Moodle. The result of the current study differed with the results of the Mubarak Study (2004), which found that there were no statistically significant differences in the cognitive achievement of the educational method decision at levels (understanding-remember-application) between the control group and the experimental group due to the virtual separation.

To answer the fourth question, which states, "What effect does the proposed virtual segregation program have on the development of the skilled aspect of **students' teaching skills at the Basic College of Education?**" The second hypothesis, which states that **"there are no statistically significant differences at the level of significance ($\alpha 0.05$) between the average grades of students in the tribal and dimension application on the instruction already credit card, are attributable to the use of the proposed program based on virtual classes."**

To validate the hypothesis, a "T" test was used for linked samples, and table 4 shows the results of the analysis:

Table (4)**Test results (T) to test the significance of differences in the tribal dimensional application****For the note η^2 card and the value and size of the effect**

Note cards	Group	Average Arithmetic	Number	Standard deviation	Degrees Freedom	Value T	Level of significance	Value η^2	Impact size
Teaching planning skills	Me	7.96	24	0.93	16	33.35	Function when 0.05	0.97	Large
	Go away	18.80	24	1.41					
Preparing students for the new lesson	Me	24.84	24	1.65	16	46.08	Function when 0.05	0.98	Large
	Go away	57.80	24	2.73					
Lesson explanation and implementation skills	Me	7.00	24	0.00	16	30.18	Function when 0.05	0.97	Large
	Go away	19.20	24	2.02					
Class question-asking skills	Me	7.00	24	0.00	16	45.23	Function when 0.05	0.98	Large
	Go away	19.16	24	1.34					
College degree	Me	46.8	24	2.58	16	34.37	Function when 0.05	0.99	Large
	Go away	114.96	24	7.5					

* The scheduled (t) value at the degree of freedom (16) and the level of significance (0.01) = 2.78

* η^2 (0.01) small effect, (0.06) average, (0.14) large.

It is clear from the previous table that there are statistically significant differences at the level of indication (0.01) between the average grades η^2 in the tribal and dimensional application on each dimension of the note card and the overall score, in favor of the dimensional application, as it is noted that the values of the ETA box are large whether it is on the score The college is the mother of each dimension, which shows that virtual classes have a positive and significant impact in raising the level of the skilled side of the students in the fourth year, which is the final year in which students begin to prepare themselves for working life; Preparing the proposed Programme in terms of: identifying the target group, collecting information, materials and resources that help meet the needs of this group, drawing up a plan for the preparation of the program, and then designing it in the light of specific objectives, reviewing and revising it, and testing it to ensure the integrity of the program, as well as allowing the fourth-year student to see how successful or failing they are directly by providing them with immediate feedback that enhances or modify their responses.

The current finding is consistent with Ashour's study (2009), which found the effectiveness of virtual classes in acquiring 3D design skills among students of education technology, and Rizk Study (2009), which found that virtual classes have an impact on beliefs of self-competence and teaching performance. for science teachers before service. All of which confirmed that virtual classes are more effective in training teachers and students than in normal methods, in order to break the technical awe of teachers.

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