

Virtual Platform as an Effective Means of Teacher Training Process

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Abstract:- Today, the modern information field and its scope is becoming more and more widespread not only in everyday life, but also in the scientific and educational system. Today, a completely different new field has its unique place and influence in teacher training: media literacy, which allows the process of teacher training to be transferred from a face-to-face platform to an online platform, changing not only the forms and process of its organization, but also the role and significance of training, in action. By being trained from this point of view, the teacher acquires not only new theoretical and practical knowledge, but also skills and abilities to use modern technologies. In recent years, online learning and the implementation of teacher training through it have started to be used more and more widely. Online trainings represent the implementation of the training process using an online platform and appropriate tools and materials. Among the most encountered problems in this process are:

- Full development of the training process,
- Choosing the right online training tools and using them correctly and appropriately
- The correct choice of forms of organization of the training process.

Keywords: *virtual platform, teacher training, training process, effectiveness, online training.*

1. Introduction

Teacher training plays an important role in quality in education. Along with other factors, such as the image and status of teaching in society and working conditions in education, entry requirements affect the supply of prospective teachers, both quantitatively and qualitatively. All these factors affect the professional quality of teachers and its growth. Here it is important for teachers, trainers and quality as it equips participants with the knowledge and skills to teach effectively and meet the needs of their institution and learners, whether they are working in early childhood education and care, primary or secondary school. The types of qualifications, the length of education, the content of the program and the quality of the education provided affect the extent to which initial teacher education prepares them for their role and the extent to which teachers can move across levels of education and teach different subjects. In addition, training indicates the level of knowledge and skills necessary to work in the field of education and affects its social status.

In a number of international countries, special attention is paid to continuing education and training of teachers. In Australia, they are called "Registration Centers", the purpose of which is to provide continuous education of teachers, to support professional growth, etc. [5]. Almost 90 percent of EU member states and the majority of higher education places a major emphasis on further education as training that meets the requirements of the Bologna process [2]. The retraining of teachers in Luxembourg follows the model of the initial education of teachers in secondary education, and the professional training program for pedagogy and teaching takes place during the final qualification period and lasts at least two years (pédagogique) provided by the state. examination. Finally, the final exam consists of two assessment classes, a pedagogical project and an assessment of educational law. After successful completion of this induction program, the teacher trainee is assessed by a panel of judges

consisting of a state commissioner, a school principal and three secondary school teachers in the same subject field.

Teacher training can be divided into following spheres:

- Theoretical field
- Methodical teaching skills
- Pedagogy and education
- Legislative and institutional framework
- Personal project sequential

Online teacher training courses can cover a wide range of subject matter, including classroom management, lesson planning, assessment and evaluation, special education, technology integration, and more. They can be offered by universities, colleges and other educational institutions, as well as private organizations and companies, whose main purpose is to choose to ensure that the goal and objectives of the training are appropriate, and the outcomes correspond to the entire content of the training. On the other hand, many online teacher training courses can be conducted autonomously, allowing teacher trainees to study and master the training materials at their own convenience and schedule, choosing the training that best suits their professional needs. In particular, training materials include reading materials, video lectures, interactive quizzes and assessments, as well as discussions, forums or online meetings and group discussions where teachers can interact with each other and with course trainers [1]. Online teacher training courses can be a valuable tool for teachers who want to expand their teaching skills, earn continuing education credits or professional development credits or meet recertification or license renewal requirements, and deepen their knowledge by combining work and training, international and national experience.

The trainings can be carried out in a combined version, using synchronous and inter-synchronous existing and remote methods, paid and free methods.

The annual professional need assessment is based on the following three components:

- Self-assessment of teacher's professional need
- Assessment of professional needs by subject method association and pedagogical council,
- External assessment of professional need

By carrying out a professional need assessment from different perspectives, a decision is made to participate in the training. In the documents of each teacher subject to certification, appropriate notes are made about the need for certification.

Many changes have taken place in the field of education in the world, as a result of which not only the content and standards of educational programs for training and retraining of teachers have changed, but also at the same time how to teach online, to teach trainee teachers the different ways of training on the online platform.

The results of surveys on the effectiveness of teacher training on the online platform have shown that they are based on a number of factors, including technical factors, training organization forms and goals, problems, the selection and use of necessary and appropriate media tools.

The effectiveness of teacher training through an online platform depends on a number of factors such as:

- ✚ Personal interest
- ✚ The introduction of theoretical approaches to the educational institution through online media tools.
- ✚ The practicality that allows teachers to use different media tools to make their lessons more complete and meaningful.

- ✚ Online training offers important effective ways for teachers. A number of studies show that online training is increasingly being implemented, which provides the flexibility and efficiency that teachers need to access new learning platforms. At the same time, they get the opportunity to participate in trainings conducted by the world's leading educators and teachers through online learning.
- ✚ Improving skills and knowledge through many media tools, seminars, workshops, etc. available on the online platform.

Online trainings enable teachers to engage in their continuing education and gain deeper knowledge and skills within their professional subject. Speaking about online trainings carried out on online platforms, it is necessary to mention what kind of training it is carried out, in other words, the teacher is still being trained, then he will teach, teaching and training at the same time, trainings for more specialization of work, etc.

Various teacher training courses enable teachers to combat the challenges posed by online learning. These trainings are designed to develop their teaching skills and advance their careers and provide them with valuable resources on educational technology, teaching methods, and the proper implementation of all online learning and professional knowledge acquisition for learners. These trainings also prepare teachers to be aware of children's special needs, manage their emotional well-being remotely but skillfully, and equip them with the necessary knowledge not only for good academic results but also for their holistic development.

Online teacher training courses can cover a wide range of subject matter, including classroom management, lesson planning, assessment and evaluation, special education, technology integration, and more. They can be offered by universities, colleges and other educational institutions, as well as private organizations and companies, whose main purpose is to choose to ensure that the goal and objectives of the training are appropriate, and the outcomes correspond to the entire content of the training.[3]

2. Method

Many changes taking place in the educational world are related to both professional development and more flexible and effective teaching of the subject. These changes also have their impact on the teacher training process, especially on the features of the online platform training process. In order to more effectively organize the implementation of training on the online platform, to create an effective pedagogical model, we have carried out research works. The research works were aimed at carrying out research and surveys in a number of educational institutions and among Armenian and foreign teachers. A total of 150 teachers who have different teaching experience and teach different subjects participated in the research. During the research, a number of features were taken into account, such as the effectiveness of the online platform, the amount of time allocated to it, the effectiveness of the results, etc.

The research works were conducted in different phases, which were carried out in the national and international educational world by including Armenian and foreign teachers who participated in various online trainings.

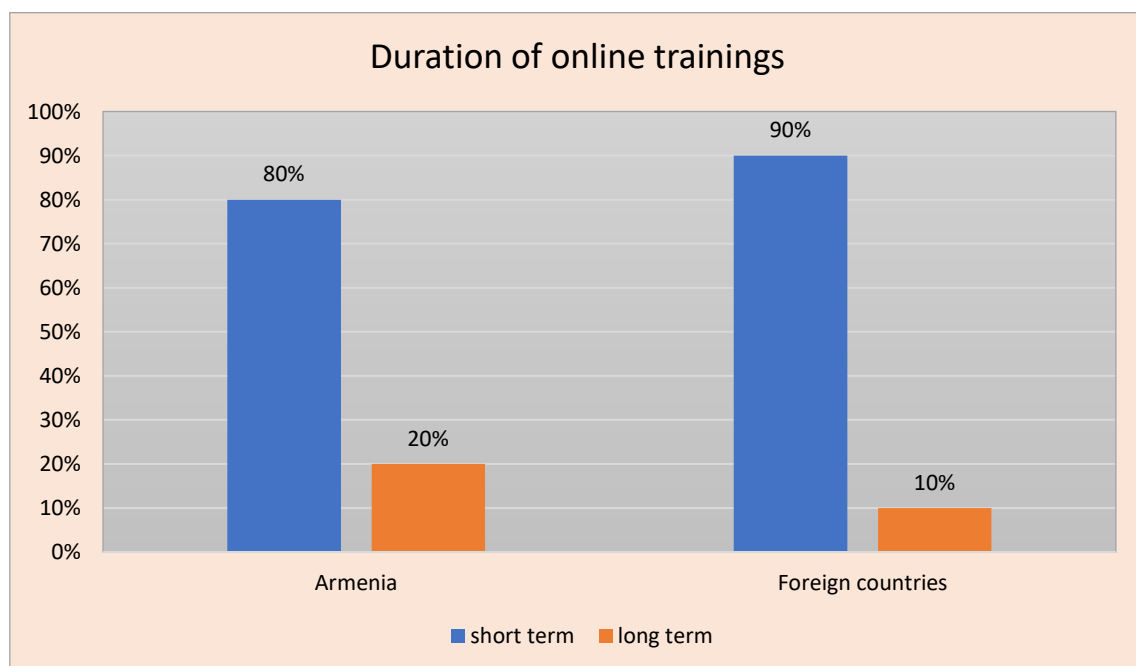
In order to obtain a more prominent picture of the problems of teacher training through the tools of media literacy, we have carried out research works. In order to find out the role of the training process, we conducted surveys among teachers teaching not only in elementary, but also in middle and high schools. The purpose of the research was to find out the application of media literacy and its importance within the framework of the organization of the teacher training process. In order to carry out the research, observation and survey methods were used. All the teachers teaching different subjects took part in the survey. The research was conducted in two phases. In the first phase, a number of trainings conducted on an online platform were observed and studied. Through viewing, we got the opportunity to watch and participate in a number of online trainings. For the online trainings that we followed and did not participate in, we did surveys. We have tried to present the results recorded as a result of the survey below through statistical analysis. As we have already mentioned, teachers from various educational institutions of the educational system participated in the survey, whose participation index is presented in the form of a report: middle school teachers, especially foreign language teachers, were most active on the online platform, which was due to the knowledge of a foreign language and a wide range of online trainings conducted by foreign

countries and organizations, and on the other hand, to a number of activities in this field. As a result, the effectiveness of online teacher training depends on a number of factors, including:

- Introducing theoretical approaches to educational institutions through online media tools.
- Practice that allows teachers to use different media tools to make their lessons richer and more meaningful.
- Online learning offers effective ways for teachers. A number of studies show that online courses have become more widespread, providing the flexibility and efficiency through which teachers can access new learning platforms.
- Improving skills and knowledge through multiple online media tools, workshops, seminars, etc.
- The modernization of national education requires not only the active provision of educational institutions with technology, but also fundamental changes in educational priorities, pedagogical emphasis, educational construction approaches, the paradigm in general and individual educational trajectories in particular.

3. Results And Discussions

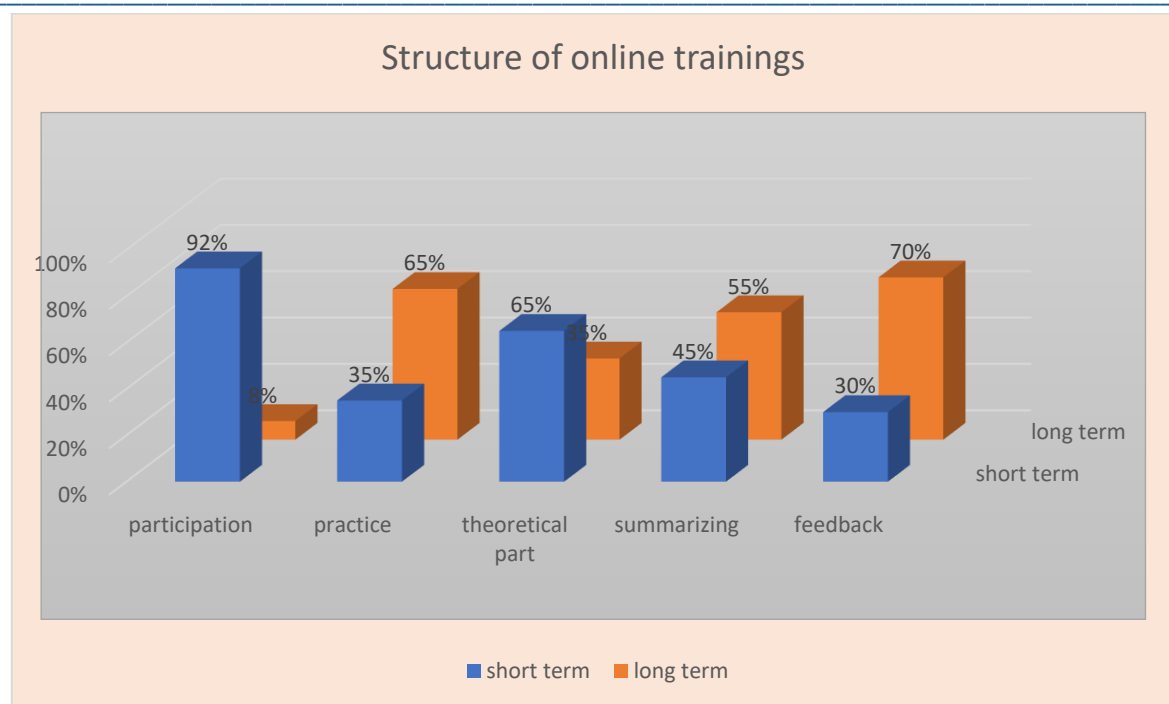
In the first phase of the research, observations were made, for the purpose of which we participated in the online training of Armenian and foreign teachers in order to get acquainted with their features. During the research, attention was paid to the training period, structure, process forms and summary of results. Short and long-term teacher trainings were carried out on the online platform, the results of which were reflected in the diagram:



Graph 1. Duration of online trainings

As can be seen from the diagram, teachers are more inclined to participate in short-term trainings because they combine it with their work. On the other hand, the choice of short-term trainings is due to the fact that short-term trainings are mainly aimed at solving more pressing problems related to methodology, educational standards, teaching methods, etc.

During the visits, we also studied the structure of these trainings, which are distinguished from each other by their structural components and peculiarities.

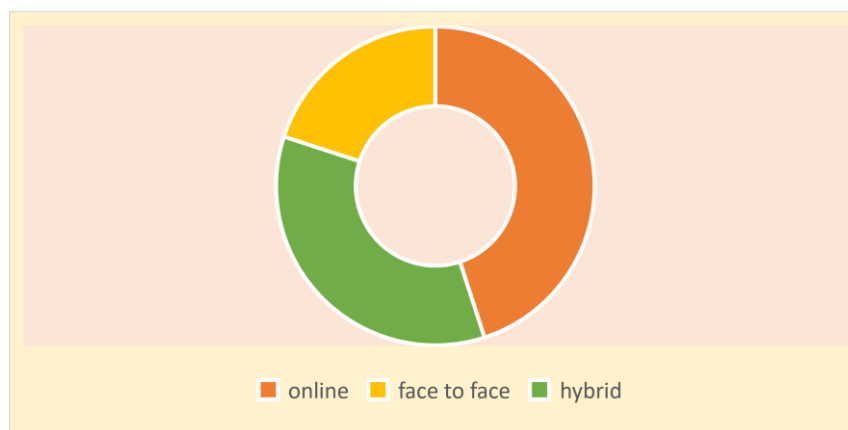


Graph 2. Structure Of Online Trainings

The diagram shows the main components of short-term and long-term online training and their characteristics. According to the results included in the graphs, teachers most prefer to participate in short-term trainings, because they are completed in a shorter period of time and provide study and assimilation of material related to a specific field or issue. The study of theoretical and practical materials and their correlation varies according to the type of training. Thus, during short-term trainings, teachers receive more theoretical knowledge, and in the practical part, due to lack of time, less time is given to their implementation. The summary and feedback of the training course is mainly done either in the form of tests or research papers. If the training is a valid course, it can be concluded with discussions or a small test work. Online trainings carried out over a longer period of time have their summary with the sum of the results of individual modules or current training tasks and practical works, and sometimes they do project work or research work and extend it to the end of the retraining.

In addition to observations, at this stage of the research, we also conducted surveys, the purpose of which was to find out what kind of trainings they prefer to participate in (online, face-to-face, hybrid), about the advantages and disadvantages of trainings.

The results of teachers' preference for participating in any form of training are presented as follows:



Graph 3. Participation Of Teachers

The results show that they most often participate in online training, but if it is longer, they prefer to participate in hybrid or cross-temporal training; At the same time, some group of teachers tend to participate only in face-to-face training, because it provides more communication and tangible results of feedback of acquired knowledge and mastered material.

4. Conclusions

As a result of a thorough study of the existing pedagogical and methodological experience regarding the Armenian and international training of teachers carried out on online platforms, we came to the following conclusion that in order to carry out the training of teachers on the online platform more effectively, it is necessary to have a correctly and appropriately prepared program, a model that will allow to take into account the all the features and functions needed to develop and make the teacher training process more efficient in the online platform.

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