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Research Article

The reality of the use of Electronic-Learning in Iraq by history teachers at the secondary stage

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Introduction

We find at the present time that all educational cadres are constantly searching for the best ways and means that enable them to deliver information to the student in an appropriate manner, and electronic-learning is considered one of the best projects through which experiences and opinions are exchanged between the teacher and the learner and between the learners themselves, hence, the turning point in education appears to us, i.e. the transition from traditional education based on one knowledge source to electronic-learning, which includes multiple sources of knowledge that enables the student to use them at all times, so it makes the student the focus of the educational process because of his positive role when participating in the research Information and exchange of opinions with others.

Therefore, we find the reality of the use of electronic-learning in Iraqi educational institutions, which was not previously used like other countries, rather, it was used as a result of special circumstances and without prior consideration of this type of education and the special requirements it needs, whether in the infrastructure, which is the formation of an advanced technological structure, the creation of a technological educational environment, and the provision of the teacher with cultural and cognitive skills in the field of electronic-learning.

Research Objective

1- Electronic-learning.

2- The experiences of some countries for applying electronic-learning.

3- The reality of electronic-learning in Iraq (Al-Qadisiyah governorate as a model).

The first axis / electronic-learning.

The concept of electronic-learning: Many researchers have been interested in the concept of electronic-learning, despite the difference in its definitions. Some of them defined it as an organized process aimed at achieving educational outcomes, and acquiring knowledge from various sites using information and communication technologies in all its forms for the purpose of being able to create an educational environment (1: 2020, Kvavadze, Basilaia), while Abdel-Aty (2014) defined it as the use of technology of all kinds to deliver information to the learner with the least time and effort and the greatest benefit, and this education may be simultaneous instantaneous or it may be asynchronous inside or outside the classroom (Abdel-Aty, 2014: 143-144).

As for Abdul Hamid, he sees in electronic-learning "that type of education that depends on the use of electronic media in achieving educational goals and delivering educational content to learners without regard to time and space barriers, these electronic media may be represented in modern electronic devices such as computers and satellite receivers ... or through computer networks represented by the Internet and what it has produced from other media such as educational websites and electronic libraries" (Abdul Hamid, 2010: 16).

This type of education that depends on the use of electronic media in communication between teachers and learners and between learners and the educational institution as a whole (Al-Muhaisin, 2002: 3), then we can say that electronic-learning is a creative way to provide an interactive learning environment centered around learners, well-designed, and facilitating for any individual, at any time and any place, as a result of the advantage of this digital technology in providing a flexible learning environment suitable for learning (Al-Khan, 2005: 18), and the definitions of electronic-learning are still continuous and changing due to the great development in the various and varied electronic-learning management systems.

The difference in the views of some researchers about the definition of electronic-learning is due to the continuous development and growth of the concept of electronic-learning to this day.

The stages that electronic-learning has gone through: electronic-learning has gone through several stages, including:

- **The stage that begins before 1983 AD:** represents the traditional era of study, where the information is delivered to the student by the teacher directly and inside the corridors of the class and on time.
- **The stage that between 1984 - 1993:** This stage includes the widespread use of multimedia, represented by magnetic disks, to disseminate and communicate the educational process (Saadawi, 2015: 87).
- **The period starting from 1993 - 2000 AD:** This period was represented by the emergence of global networks for the Internet and many messaging programs that were used to deliver information to learners.
- **The stage after the year 2000 AD:** represented by the emergence of the second generation of the Internet as an extension of the fourth generation that combined computers with the Internet (Abbas, 2018: 208).

The foundations of electronic-learning: There are a set of foundations on which electronic-learning is based, namely:

- General consideration of the characteristics of learners.
- Providing information in various forms for the purpose of taking into account the individual differences of students.
- Making the learner the center of the educational process by developing his skills in obtaining information.
- Creating a learning environment that increases the learner's motivation, which affects the learning activity and speed in achieving the desired goals (Abdul Majeed and Al-Ani, 2015: 78).

Electronic-learning Importance: The importance of electronic-learning is due to the comprehensive change that it has brought about in the educational institution through the development of the educational process and the transition from the traditional framework to the modern framework in the educational process, the importance is evident through the following points:

- No need for traditional methods of education.
- It depends on the student's personality in the learning process and according to his own ability and appropriate time.
- The student receives feedback during the learning process, which increases his continuous motivation
- It achieves the highest levels of efficiency in mastering and learning the material for students.

- He loves the educational process for students because he uses multimedia that makes the student eager for the learning process.
- It has complete flexibility because it is not limited by place and time, so it saves learners time and effort.
- It encourages the learner to manage his learning in what suits him, because he gets the various educational methods.
- The education process is not limited to a specific place such as the classroom or school as in the traditional method, but is available anywhere and anytime (Ismail, 2009: 60-61).

The difference between traditional education and electronic-learning:

The reader finds that there is a big difference between traditional education and electronic-learning, so we find that the teacher in traditional education is the only source, not the product of knowledge obtained through traditional education processes, so he is the focus of the educational process, education here is traditionally limited to a place and time for the students and the teacher, and the role of the student in it is passive so that he becomes only a recipient of the information presented to him by the teacher and does not initiate any effort in research and investigation to obtain information, communicating with the teacher is within the corridors of the class and for a limited time, and education here does not fully meet the needs of the learner because the source of information is taken from one side, traditional education relies on memorization and indoctrination for the student and memorization of cues during the school year, while we find the opposite in electronic-learning, we find the teacher playing his role as a guide, guide, and organizer of the educational process to make the student the focus of the educational process and his role is positive and active because the learning process is subjective and he can obtain knowledge from multiple sources without being restricted to one source for the educational process, and electronic-learning is not restricted to time and place, but rather takes place at any time and any place, unlike traditional education, which makes the student active because the educational process in it is self-reliant, and electronic-learning here meets the needs of individuals and takes into account their individual differences and develops the student's methods of solving problems through research and investigation and reaching effective solutions that increase his creativity (Hashem, 2017: 15-16).

The advantages of electronic-learning: There are many advantages that make electronic-learning at the top of the list of modern educational methods at the present time, namely:

- Providing a new culture that processes knowledge so that it differs from the traditional culture that works to produce knowledge.
- Providing educational opportunities for all segments of society.
- It eliminates the shyness factor of the student, allowing him to ask at any time he wants, unlike traditional education, which casts terror in the hearts of students inside the corridors of the classroom.
- It stimulates all the senses of the students because it uses multiple media in the educational process such as sound, image and animated films.
- It works to confront many of the problems facing educational institutions, such as the shortage of teaching staff, and individual differences among students.
- Making the student the center of the educational process, and self-learning through obtaining knowledge from multiple sources, unlike traditional education, which considers the teacher the only source of knowledge for the student (Tahiri, 2011: 102).

Obstacles to electronic-learning: There are many obstacles that stand in the way of electronic-learning, as shown by previous studies, which are:

- The lack of training courses, which leads to the lack of fully qualified teaching staff to use this technology in the educational process.

- The lack of knowledge of the teaching staff in the technical aspect, which negatively affects the use of electronic-learning, because the ability to use technology is one of the basic conditions for using electronic-learning in the educational process.
- The lack of an infrastructure that enables the use of electronic-learning. (Al-Maliki, 2020: 65).
- Dominance over the preparation of courses electronically by technicians, and this marginalizes the educational role in decision-making because they do not have sufficient experience in the technical field.
- Low levels of cultural activities, and this is reflected in translated and printed books and thus affects electronic-learning in a negative direction.
- The lack of experts within educational institutions, as well as the lack of a communication infrastructure, which leads to obstruction of the use of technology in the educational process (Gerry, 2016: 125).

The most important conditions for the success of the educational process through electronic-learning:

There are a set of conditions that make the electronic-learning process enjoy a lot of progress and advancement for the better, these conditions are:

- Determining and achieving the educational goal instead of teaching and memorizing the material.
- Receiving diverse ideas and answers and not focusing on one answer or one idea.
- Working on generating knowledge and extracting the energies and ideas available to the learner.
- Deepening the discussion among students through cooperative group work.
- Encouraging participation in international groups for the purpose of obtaining diverse ideas and knowledge (Al-Hilah, 2004: 422).

It is clear from the above that the development of the educational level through electronic-learning requires cooperative work through which the required level of the educational process can be promoted, because electronic-learning reaps its fruits on a long-term basis, upon graduation entering the labor market.

The second axis / experiences of some countries to apply electronic-learning.

Arab experiences.

The experience of the United Arab Emirates: The Ministry of Soil, Education and Youth adopted the development of educational curricula for computer subject for the secondary stage, so that this project was implemented in the year (1989-1990) for the first and second grades at the beginning, the beginning of the experiment was by selecting a group of two schools from each educational area, namely males' schools and females' schools, in the following year, the experiment was generalized to include all secondary schools in the country, and the experiment was accepted and welcomed by the students' parents, among the most prominent results of this experiment are:

- This experience has made parents aware of the importance of this technology in the educational process due to its various methods, methods and sources of knowledge.
- The experience stimulated teachers of other subjects to learn to use the computer and use it in the educational process.
- Attracted school administration towards the use of computers and their employment in administrative fields (Training and Education Encyclopedia website, https://ila.io/3vy0E).

The experience of the Hashemite Kingdom of Jordan: The Kingdom of Jordan introduced technology in the educational field during the period (2003-2004), as it was used in (100) schools, and the purpose of that was to identify the strengths and weaknesses in the use of electronic-learning in educational institutions. it was found through the use of electronic-learning an increase in the academic achievement of students, so that education was through multimedia and the use of simulation programs, the students were connected to the Internet, and the

teaching staff was developed through the introduction of intensive training courses to be ready to work within the project adopted by the Ministry of Education at the national level (Al-Khafaji, 2015: 136-137).

Foreign experiences.

The Japanese Experience: Japan conducted an electronic-learning experiment in 1994 through a television network that broadcasts educational materials to students, and then a group of schools was connected to the Internet as a step for the project of the 100 schools that were equipped with the Internet and educational programs, in addition, the Japanese Educational Committee prepared a report showing the extent of the possibility and ability to establish a regional information system to serve the educational process over the ages in all Japanese provinces, thus, the committee developed a plan for training educational cadres that received support from the Japanese government budget in the 1996-1997 fiscal year, so that all activities related to the electronic-learning process were supported, and here Japan started a new stage in modern education (Al-Khazraji and Ali, 2018: 260).

The Australian Experience: In every Australian state there is a Ministry of Education that is independent from the rest of the other states, so the state of Victoria set out to develop a development plan for the educational process aimed at integrating technology with education, and began implementing it in 1996 until 1999 AD after linking all Victorian schools the Internet and via satellite, and harsh decisions have been taken towards the teaching staff, forcing every teacher who did not want to use the computer in the educational process to contract with the state for a limited period and then leave the work to be replaced by another teacher who wants to work in this field, in fact, 24% of the teachers' census were replaced, but in 2001 the Australian Ministry of Education directed a plan to enable them to apply technologies in all Australian schools for the purpose of making staff and students able to use technology of all kinds and not face any difficulty when using it (Internet, https:/ /ila.io/3vy0E).

The third axis / the reality of electronic-learning in Iraq:

In fact, educational institutions, especially secondary schools, lack electronic-learning, and this is one of the biggest disadvantages of education in educational institutions, because there are educational materials that can be taught electronically and interact with them through electronic-learning, that is, electronic-learning is suitable for it, whether it is education directly or indirectly, and the use of the Internet in education is one of the most important technological achievements through which a person has been able to shorten distances and time at the same time and makes the world more like a small village through which science can be obtained and acquaintances and communication with those he loves without trouble, in addition, parents of students can communicate and interact with educational institutions, which increases students' motivation to learn because of the continuous follow-up by parents, and that dealing with this technology enhances and develops the capabilities of teachers, educators and learners (Abboud and others, 2008: 290).

Therefore, we find that the reality of electronic-learning in Iraqi schools is very weak, and educational institutions are not ready to use electronic-learning, but the emergency circumstance forced these institutions to use electronic-learning because there are no alternative solutions that would enable them to complete the educational process, although the use of electronic-learning needs to Lots of requirements that can be used realistically.

A study of the reality of electronic-learning for Iraqi secondary schools in Al-Qadisiyah Governorate:

For the purpose of getting acquainted with the reality of electronic-learning in the province of Qadisiyah, it was necessary to visit the General Directorate of Education in the province for the purpose of visiting the Preparation and Training Department / Training Division and the Educational Planning Department / Information and Communications Division and the electronic-learning department of Al-Qadisiyah Education Directorate, due to the importance of these departments in preparing training programs for teachers that Enable them to use electronic-learning on the ground, in addition to that, a group of schools was visited and met with their directors and teachers.

After visiting the Preparation and Training Department / Research and Studies Division, the official records of the courses held by the General Directorate of Al-Qadisiyah Education were reviewed. It was found that most of the courses held for teachers of social subjects (history, geography) are specialized courses in teaching methods only and have nothing to do with electronic-learning, which is traditional courses, so that the total of these traditional courses that were held from 2010 until the year 2020 amounted to a total of (24) training courses that included (677) teachers, with (334) male teachers and (343) female teachers.

The researchers also visited the Planning Department, the Information and Communications Division, and through the meeting with the director of the department, it was found that the number of electronic and technical courses that were held from 2010 to 2020, a total of (98) various training courses in the technical field, but it included the directors of the directorate's departments and most of the employees working in the directorate from all specializations, thus, it was concluded that the history teachers in Al-Qadisiyah governorate did not undergo any specialized technical course over the abov electronic-mentioned years, which makes them unaware and familiar with the electronic or technical side, except for those who depended on themselves and developed them through self-learning and increasing their technological efficiency, as for the physical technical equipment that the schools have been equipped with, it was found through the meeting with the official of the Electronic-Learning Division of the Al-Qadisiyah Education Directorate that (122) schools were equipped with computers out of (302) schools, and this constitutes a percentage of (40.39%) [*].

Since one of the researchers is one of the teaching staff and while working as a teacher on the staff of the Directorate of Education in Al-Qadisiyah for a long time, he noticed that most of the teaching staff, especially the teachers of history, have weaknesses in the use of technology and evidence of this is their lack of knowledge in the use of computers, the simplest of which is the process of printing questions Final exams, as most teachers resort to going to the offices for the purpose of typing questions or writing questions by hand, knowing that this skill of using Word is the simplest computer skill, for the purpose of scientific verification, the researcher directed an open questionnaire containing a set of questions to an exploratory sample of history teachers amounting to (30) teachers in order to get acquainted with the reality of their electronic-learning and the knowledge and information they possess in the electronic field, and after obtaining the answers, it was found that Most of the teachers' answers indicate that they do not have simple knowledge that enables them to use electronic-learning easily, in addition, they indicated that they did not participate in any technical training course to enable them to use technical equipment in the educational process, but that the courses in which they participated were limited to the usual teaching methods and in the traditional way, they also indicated that the role of educational supervision is as an oversight role whose mission is only to follow up on the daily plan book that the teacher presents to him during the visit and to check the examination books and the way to correct them, this work is routine for educational supervision so that the supervisor performs it twice a year if he is able to visit all the teachers under his care.

By studying the reality of electronic-learning in secondary schools in Al-Qadisiyah Governorate, we find that most history teachers have not been exposed to any technical course related to electronic-learning in the Education Preparation and Training Center, and if there is development for some teachers, it is self-development stemming from the teacher’s desire and without the intervention of the school tool or the directorate and without a program prepared in advance by the educational institution to which they belong, and this indicates that the reality of electronic-learning in Iraqi schools is very weak, but the emergency circumstance forced these institutions to use electronic-learning because there are no other alternative solutions that enable them to complete the educational process, therefore, we find that most of the teaching staff tend to use messaging programs (Telegram) to deliver summaries to students, it is considered a kind of electronic-learning in the educational institution, through the

[*] This information and ratios were obtained through a visit by a researcher to the electronic-Learning Division and a meeting with its director, Mr. Osama Raji Malallah, according to the official book that we obtained from the Research and Studies Division of the Preparation and Training Department in the General Directorate of Al-Qadisiyah Education.

foregoing, we can define the reality of electronic-learning in the province of Qadisiyah with a number of points that may be common with the other provinces of Iraq, which are as follows:

- **The lack of an infrastructure that enables teachers of history to use electronic-learning.**

All educational institutions have many problems in all aspects, whether in the human aspect, such as the lack of technical and technical cadres, or in the material aspects such as the lack of availability of halls equipped with electronic devices, the weakness of the semi-internet in Iraq, or the administrative aspects of managing the school with traditional methods that it does not have Experience in using modern technology because we do not have a culture of electronic-learning.

- **Technical illiteracy prevailing in educational institutions.**

Most of the teaching staff do not have the knowledge of using computers and harnessing the educational process, and here we say that the missing thing is not given, and the reason for this is due to the teacher himself as the first axis who does not seek to develop himself without relying on other parties for his development and development and works with the concept of self-development, the second reason falls on the Department of Preparation and Training, and each responsible party has a duty to strive to develop the educational process and keep pace with the civilizational development that roams the world.

- **Lack of a strategic plan for development to address the obstacles.**

It is necessary to expedite the treatment of all obstacles facing the use of electronic-learning in the educational process, the reason for this is the lack of a long-term strategic plan for preparing and training teachers to use technology in the educational process, and how to deal with computers and the Internet for the purpose of increasing knowledge in the technical field.

- **Technical culture and ethics of electronic dealing in educational institutions.**

The lack of electronic culture in students, because the computer subject they are studying is simplified, and most of it deals with the historical aspect of the progress of technology, and it did not intend to provide students with technological skills and a good deal with it, students must also instill in them the ethics of dealing, good communication and moral decency in addressing the teacher digitally, today, we are witnessing many unethical abuses in dealing with teachers as a result of electronic-learning.

Research Questionnaire

S / an exploratory questionnaire addressed to teachers of history

Peace, mercy and blessings of God be upon you...

The researchers intend to conduct a study on "the reality of the use of electronic education in Iraq by history teachers in the secondary stage (Al-Qadisiyah governorate as a model)."

Therefore, we see that you are the desired aim of the research with the aim of your development, so please answer objectively and honestly about the following questions because you are the best able to answer them.

- What is the reality of using electronic-learning from your point of view?
- What are the requirements that must be met to use electronic-learning from your point of view?
- Have you participated in training courses specialized in the technical field or electronic-learning that enable you to use electronic-learning on the ground?
- What is the administrative reality towards the use of electronic-learning?

- To what extent do you know the use of technical devices and their accessories in the educational process?
- What kind of software do you use when you use electronic-learning?

Thank you very much...

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