

Technological Skills Needed for Preparatory School History Teachers from the Standpoint of Teachers and Principals

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Abstract

1. Identifying the technological skills necessary for history teachers for the preparatory stage from the point of view of teachers and school principals.
2. Identifying the technological skills necessary for history teachers for the preparatory stage from the point of view of teachers and school principals according to the fields.

The research sample consisted of history teachers, female teachers, and school principals in the preparatory stage in the day schools only in the three directorates of education in the Rusafa side in Baghdad as a sample of his research which amounted to (326) teachers and principals by (240) teachers and (86) principals, and the questionnaire was adopted as a tool For his research consisting of (67) items distributed over five areas, the researcher reached the following results:

1. The total of the sample responses to the tool items was (84,936), with a mean of (260.539), a standard deviation of (19.113) and variance (364.217), and the weight percentage in general was (77.772), meaning that the degree of importance of the technological skills needed for history teachers for the preparatory stage from the point of view of teachers and school principals were required to a (large) degree in general in the sample responses, and the importance of all the necessary technological skills ranged between (medium - very large).
2. The arithmetic averages of the items of the tool fields showed that the fourth field is the highest of all fields, as its average paragraphs reached (52.625) and the degree of its importance in relation to the sample responses was a (very large) degree, and in the

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third place, the second field with an average of (55.5) and a degree of importance (large), while the fourth place was the fifth field with an average of (47.463) and the degree of importance was (large), and in the fifth and last place was the first field with an average of (46.868) and a degree of importance (medium).

Keywords: *Technological skills, history teachers, standpoint of teachers.*

Chapter One: Introduction to Research

Research Problem

The current world is witnessing a remarkable development in the use of technology, which has contributed to changing lifestyles, and made it easier for people to obtain information and knowledge, thus, it is not possible to ignore the huge explosion of knowledge and its impact on educational institutions that need to use modern technology and techniques, because of their significant impact on transforming the educational process from its traditional path to a path that motivates students, and raises their motivation towards learning, technology delivers information with greater accuracy and depth, which leads to raising the efficiency and level of teacher performance in the use of modern technology in education, which has become an urgent matter because of the services it provides to students, both school and university education (Ahmed, 2019:11-12).

The researchers noted that e-learning during the Corona pandemic needs basic technological skills in order to achieve the main objective of the teaching process, the researchers also noted that e-learning in the preparatory stage by tracking the performance of teaching in it in general suffers from a clear weakness of teachers, especially history teachers, in using modern technology skills and tools in teaching and benefiting from the benefits it provides in enriching the study material and saving time and effort provided by the teacher during traditional lesson, this prompted him to explore this problem and identify it with an in-depth study to be the title of his message, so the researchers presented an open questionnaire in which a set of questions was given to a sample of teachers, female teachers and school principals in the Baghdad Governorate / Rusafa, for the purpose of identifying the importance of the technological skills needed for history teachers in the preparatory stage in teaching.

As it became clear to the researchers from the responses of the exploratory sample, the weakness of some of them in possessing technological skills and the lack of knowledge of most of them, and that the competent authorities in the Ministry of Education did not train them on it, and that what they possess is a very simple thing that does not fit with what is required of them in the e-learning procedures in light of the pandemic of the age, some Arab and foreign studies have confirmed that there is a significant weakness in the possession of most teachers of the technological skills necessary to implement electronic teaching in the

classroom, and they must be trained on it, hence, this study came for the purpose of identifying the technological skills needed for history teachers in the preparatory school from the point of view of teachers and schools principals.

Research Importance

The process of progress of any society in the various fields of life depends on the extent of scientific and technological development achieved by the society, and this development in turn depends on the efficiency of the educational system and the effectiveness of the educational process in it, because the development and effectiveness of the educational system comes as a result of the active and influential role that the teacher plays in achieving educational aims the desired aim, which is one of the most important foundations that increase the development and effectiveness of the educational system, which is reflected in the development of society, this is why the importance and position of the teacher increased in the era of the knowledge explosion and technological progress that the world is witnessing today, the greatness of countries and nations today is no longer measured by the size of their area or the number of their population, but rather by the amount of science they present to the world and the advanced technology they produce (Shawq, 1990: p. 31). Therefore, human development scholars believe that the teacher constitutes the first source of the civilized, economic and social construction of nations through his real contributions to building human beings, and the huge volume that is added to the stock of knowledge, and expressed by the human capital theory that the more the teacher succeeds in increasing the educational levels of the children of nations the higher the levels of general production, which in turn is reflected on the levels of income of the people of nations and the achievement of social welfare (Obeid, 2006: 11).

Therefore, the history teacher is in dire need of development in order to be able to catch up with the rapid changes in the field of human knowledge and its applications in real life, as the volume of knowledge doubles in a short time, it is impossible for a person to store in his mind all this knowledge, especially what the world has witnessed in recent years of informational challenges of different dimensions in all fields, including the educational field, and the transformation of the world from an industrial society to an information society, and working to develop the process of exchanging his ideas and improving his teaching and development methods and developing his methods, which It removes boredom from himself

and informs him of the best ways and methods in order to increase his love and interaction with the profession (Owen, 1992: p152), as a result of the multiple roles played by the history teacher, advanced societies have sought to raise their level, through continuous development (Al-Hamamy, 1999: p. 81), therefore, the issue of preparing and rehabilitating it occupied the concerns of educational and research institutions, as it is one of the important factors in achieving comprehensive goals in light of the scientific, social and economic changes of contemporary societies (Al-Hilah, 2002: p. 42).

The past few years have witnessed rapid progress in the use of modern technology in education, providing ideas for the educational process and solutions to many of the problems it faces, the most important of which are the scarcity of available materials, the large number of students in the classroom, the spacing of distances, and adapting to the minds of students that were dominated by technology in order to facilitate accessing the information to the mind in accordance with the objectives of the curriculum in an enjoyable way, the success of the learning process depends to a large extent on the degree to which teachers use technology in the teaching process, and that teachers who use modern technology in education feel comfortable and confident with it when using it, and that their interest in training it increases their confidence towards their use of it (Gilakjan, 2012: 64).

Therefore, teacher preparation and qualification programs must include three main aspects: the aspect of general technological culture, in which the teacher is provided with skills and general information in the aspects of technological technical knowledge, and to clarify the interaction between them, and he is also interested in expanding his abilities and making him aware of the conditions of his society, and identifying important issues in different branches of science and the methods used to study them and the aspect of specialized (academic) preparation, in which the teacher is provided with a set of study materials that aim to prepare them well in the basics of the subject or subjects that they are studying or will teach in the future, as for the educational preparation aspect, in which the teacher is provided with the knowledge and skills that he will use in the actual educational situations that he faces in his working life (Obeid, 2006: 22), therefore, the Ministry of Education must develop the electronic skills of all its teachers in educational institutions in general and history teachers in particular, the mastery of the skills of using modern technology in teaching and how to deal with it because of its great role in preparing a generation capable of dealing with technological developments and benefiting from them, from the above, the researchers

believe that the Internet in education benefits both the teacher and the student alike, and enables them to interact and communicate, both inside and outside the actual educational environment, accordingly, the teacher must be familiar with the skills of technological interaction with his students and how to communicate with them, especially in this difficult time that we are witnessing from the outbreak of the Corona epidemic, which hindered the educational process in all parts of the earth and became reliance on the technological aspect in the conduct of the educational process and the rest of the other aspects of life, all this imposed on the history teacher the necessity of possessing technological skills and how to deal with e-learning tools.

Research Objectives: This current research aims to:

1. Identifying the technological skills necessary for history teachers for the preparatory stage from the point of view of teachers and school principals.
2. Identifying the technological skills necessary for history teachers for the preparatory stage from the point of view of teachers and school principals according to the fields.

Research Limits: The search is limited to the following limits:

- History teachers, male and female teachers, and school principals in the preparatory stage in day schools only in the General Directorate of Education, the capital, Baghdad / Rusafa 1, 2, and 3.
- For the academic year 2020-2021.

Define Terms

Technological Skills

Hijazi, 2007 defined it as: Knowing the basic concepts in dealing with computer skills and its application programs and being able to use different applications of computer programs from writing, designing presentations, tables, electronic tests, and using the Internet and e-mail during the educational activities. (Hegazy, 2007:115)

The two researchers define technological skills: they are the set of activities and abilities possessed by the school of history and through which the teaching process is practiced in the preparatory stage in terms of choosing educational materials and how to deliver them to them, testing students in them and following up their performance within the various activities of the educational process from the point of view of teachers and school principals.

Chapter Two: Previous Studies

The researchers adopted a number of previous studies close to the subject of his study, and the selection of these studies came as a result of reviewing the various studies and researching the educational literature in order to know the efforts of the previous researchers and to see their scientific contributions and to form a clear vision of the study's methodology and procedures.

Husain study (2004)) The study was conducted in India, and it aimed to determine the most important educational technological competencies that are necessary for preparatory school teachers to practice the teaching profession effectively and the extent of their practice of it, the sample of the study consisted of (73) male and female preparatory school teachers in India, with (44) male and (29) female teachers, to achieve the objectives of the study, the researcher prepared a questionnaire for information and communication technology competencies consisting of (47) items distributed over three areas (the educational use of ICT Information and communication, educational technological competencies, and social technological competencies), and after confirming the validity and stability of the tool, it was applied to the study sample, and after processing the study data statistically, it was concluded that teachers who have competencies for the educational use of information and communication technology amounted to (56%), which is a very simple percentage compared to its importance, and the ability of (50%) of the teachers was weak in using computer skills and in dealing with the information network and needs to be developed, and the fields of educational technology competencies, and social technological competencies, they got the lowest percentages in the sample responses, as they reached (25%) and (19%) respectively. (Husain, 2004: P657-658).

Chapter Three: Research Methodology and Procedures

First: Research Methodology and Procedures

The researcher used the descriptive method as a method for his research, which is one of the scientific research methods used in educational and psychological sciences, it is a kind of investigation that focuses on a specific phenomenon or issue as it exists in reality, with the aim of diagnosing its conditions, the results of these studies are useful in solving many educational problems, as they provide diagnostic information on the subject of the research (Al-Zoba'i et al., 1981: 53-56).

Second: Research Community

The society represents the total group with the elements that the researcher seeks to generalize the results of his study on, the community represents all the individuals or units of the phenomenon under study, on which it depends in selecting the study sample, in an intentional or random manner (Al-Sammak and Al-Fahadi, 1986: p. 20), therefore, the research community included male and female history teachers on the Rusafa side in Baghdad governorate, as well as school principals for the academic year (2020-2021), after excluding secondary schools and evening schools from the research community, the community became of (133) preparatory schools, with (70) schools for boys and (63) schools for girls on the Rusafa side, thus, the number of school principals is also (133) principals , and these schools include (343) teachers of history, with (159) teachers and (184) female teachers representing the research community, as shown in Table (1) and Table.

Table 1

Number of preparatory schools in the province of Baghdad, Rusafa side

Directorates of Education	Number of preparatory schools		Number of school principals	Number of teachers and female teachers		total
	male	Female		male	female	
Rusafa first	28	23	51	58	69	127
Rusafa second	26	26	52	69	78	147
Rusafa third	16	14	30	39	42	81
Total	70	63	133	166	189	355

Third: Research Sample

The sample is part of the original study community, chosen by the researcher in different ways, in a way that represents the needs of the community and achieves the objectives of the study, and spares the researcher the hardship of studying the entire community (Atawi, 2000: 85) the stratified random sample has been adopted in order to be representative of the research community, and after excluding the members of the exploratory sample and the members of the statistical analysis sample, therefore, the researcher chose the remaining sample of male and female history teachers and school principals in the preparatory stage in the three directorates of education from Rusafa, which amounted to (326) teachers, female teachers, principals and female principals, with (240) teachers and female teachers and (86) principals and female principals from the original community after excluding the members of the previous two samples as shown in Table (2).

Table 2.

The basic research sample distributed by the three districts and gender

Directorates of Education	Number of preparatory schools		Number of school principals	Number of teachers and female teachers		Total
	Male	Female		Male	Female	
Rusafa first	18	15	33	39	47	86
Rusafa second	17	17	34	47	53	100
Rusafa third	10	9	19	26	28	54
Total	45	41	86	112	128	240

Fourth: Research Tool

Since the research aims to know the technological skills of history teachers in the preparatory stage from the point of view of teachers and school principals, the researcher considered that the questionnaire is the appropriate tool for his research in order to obtain better results, and because it is one of the frequently used tools in descriptive research, it is considered the best and optimal tool to achieve the objectives of this type of research (Abu Hawij et al., 2002: p. 252). In preparing the research tool, the researcher relied on the following procedures:

1. The researcher reviewed the literature on e-learning and development programs for its competencies, such as the digital learning program, education and skills in the digital age, as part of the program of the advisory symposium on digital learning held by the Corsham Institute.
2. The researcher reviewed the various literature related to the educational aspect and studies that dealt with e-learning skills or competencies, such as the Al-Sharif study (2005), the Al-Anazi study (2007).
3. A set of items has been developed that amounted to (77) items in their initial form distributed over the five areas as shown in Table (3) to be the tool.

Table 3.

The number of items for each field of the tool

Arrange fields	Title	Number of items
First	Computer skills and software	14
Second	Internet skills and services	16
Third	E-learning design skills and how to manage them	15
Fourth	Electronic exam preparation skills	15
Fifth	Communication skills with electronic students	17
Total items		77

Fifth: The Psychometric Properties of the Research Tool

A. Validity of the Research Tool

The validity of the tool is a prerequisite and one of the conditions that must be met by the tool on which any study depends, and the validity of the tool means its ability to measure what it was developed for (Daoud and Anwar, 1990: 118), so the researchers adopted the apparent honesty and presented the questionnaire in its initial form to a group of experts and specialists In educational and psychological sciences, curricula and teaching methods to determine the validity of these paragraphs and to suggest what they see as actions, omissions, or merging in the items (indicators) the percentage of agreement (80%) and above was adopted from the consensus of the arbitrators regarding the validity of the items, as the value of (ka) favoritism was the least agreed paragraphs (1.636), and when compared to the tabular value of (3.84) at the level (0.05), we find it statistically significant.

- **The Discriminatory Power of Items**

It is one of the basic steps in building research tools, and the power of discrimination means the ability of the paragraph to distinguish between individuals who possess the characteristic or characteristic that was placed in the tool to measure it and individuals who do not possess it (Al-Zobaie and others, 1981, p. 79), therefore, the researcher chose a sample of (140) teachers, female teachers, principals and female principals, with (103) teachers and female teachers, and (37) principals and female principals, its objective is to conduct the statistical analysis of the research tool and to ensure its validity and reliability, the results showed that all items of the questionnaire have a high discriminatory power at the level of significance (0.05).

B. Stability of the Tool

Stability means the consistency and cohesion of the paragraphs of the tool and its ability to give the same results in the event of its repeated application again to the same group (Abdul-Rahman, 1998: p. 163), and the half-segmentation was adopted, and the value of the stability of the first tool was (0.88), and after correcting it with Spearman's equation Braun became (0.93), and this result indicates that the tool has a high degree of stability.

Sixth: The Final Application of the Research Tool

After the researcher confirmed the validity and stability of the tool and determined the research sample of male and female teachers who study history for the preparatory stage, the process of applying the two research tools in its final form was conducted under the supervision of the researcher on the final sample after excluding individuals (the exploratory sample and the statistical sample) thus, the final sample of male and female history teachers and preparatory school principals in the three Rusafa districts became (326) teachers, female teachers , principals and female principals, with (240) teachers and female teachers and (86) principals and female principals who began research procedures on sample members in the second semester of the academic year 2020-2021 through field visits to the preparatory schools in the province of Baghdad in the three directorates of Rusafa Education.

Chapter Four: Presentation and Interpretation of Results

This chapter includes a presentation and analysis of the results reached by the researcher.

First: The Answer to the First Aim

The answer to this aim, which reads (recognizing the technological skills necessary for history teachers for the preparatory stage from the point of view of teachers and school principals). and since all the items of the tool in general obtained a total of sample responses amounted to (84,936), an arithmetic mean of (260.539), a standard deviation of (19.113), a variance (364.217), and the weight percentage in general was (77.772), meaning that the degree of importance of the technological skills necessary for history teachers for the preparatory stage from the point of view of teachers and school principals, it was necessary to a (large) degree in general in the sample responses, and the importance of all the necessary technological skills ranged between (medium - very large), therefore, the researcher interpreted the top quarter of the items of each field only and according to the order of the fields in the questionnaire, so the researcher extracted the sum of the responses, the arithmetic averages, the standard deviations, the variances and the percentage weights for each of the items of the tool, to identify the degree of importance of the technological skills needed for history teachers for the preparatory stage from the point of view of teachers and school principals and then, in general, the sum, the mean, the standard deviation, the variance, and the weight percentile for a tool were also extracted as shown in Table (4).

Table 4.

Arithmetic averages, standard deviations, variances and percentage weights of technological skills for the first field

S	Items	Item sum	Arithmetic averages	standard deviations	Variance	Percentage weight	priority level
	Computer skills and software						
1	It can operate the computer, and deal with the system (Windows) in a good way	1251	3.837	0.912	0.829	76.75	Large
2	Proficient in operating and using computer peripherals such as printer, camera, and scanner	1021	3.131	0.847	0.715	62.64	medium

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3	Proficient in the use and management of files (create, save, copy and modify)	1143	3.506	1.025	1.047	70.12	Large
4	Proficient in the use of word processing software	1016	3.116	0.966	0.931	62.33	Medium
5	Proficient in designing presentations to be used in the presentation of the course material using the (Power Point) program	1027	3.15	0.997	0.992	63.01	Medium
6	Proficient in using the spreadsheet program and how to create it using Microsoft Excel	1075	3.297	1.061	1.123	65.95	Medium
7	Proficient in the use of protection programs in examining electronic devices and their programs and making sure that they work	1148	3.521	1.06	1.12	70.43	Large
8	Able to deal with various electronic files such as (pdf. ppt. doc.) well	1069	3.279	0.89	0.79	65.58	Medium
9	It can convert text documents in (word) format to documents in other formats such as (JPEG-PDF) or others	1094	3.355	1.132	1.278	67.12	medium
10	Able to play audio and video files using appropriate programs	1105	3.389	1.138	1.293	67.79	medium
11	Proficient with graphics, photo and digital editing programs	1089	3.34	1.119	1.249	66.81	medium
12	Proficient in the use of memory tools for storage inside and outside the device	1071	3.285	1.053	1.105	65.71	medium
13	Proficient in using security software to scan and remove viruses	1094	3.355	1.121	1.253	67.12	medium
14	Has knowledge of compressed file methods	1076	3.3	0.945	0.891	66.01	medium
Total		15279	46.87	10.68	113.8	66.95	Medium
S	Items	Item sum	Arithmetic averages	standard deviations	Variance	Percentage weight	priority level
	Internet skills and services						
15	Able to use the Internet and access it easily	1246	3.822	0.731	0.532	76.44	Large
16	It can connect devices to	1110	3.404	1.11	1.228	68.1	Medium

	the Internet and connect them						
17	Proficient in dealing with Internet browsers and obtaining educational information via (Google Chrome Yahoo- Google).	1305	4.003	0.778	0.604	80.06	Large
18	He is good at using his own email (Gmail)	1314	4.03	0.814	0.661	80.61	Large
19	Sends files to students via e-mail (Attached file)	1299	3.984	0.842	0.708	79.69	Large
20	Has sufficient knowledge of the basics of security on the Internet.	1325	4.064	0.783	0.612	81.29	Large
21	He knows how to download and download books and files from the Internet	1299	3.984	0.831	0.689	79.69	Large
22	He is proficient in participating and registering in websites and forums related to his specialization on the Internet	1252	3.84	0.795	0.63	76.81	Large
23	He has sufficient knowledge of the most important electronic libraries available via the Internet and how to deal with and access them.	1320	4.049	0.778	0.604	80.98	Large
24	Easily create and manage a social media page	1309	4.015	0.72	0.518	80.31	Large
25	He is good at creating various social networking sites (Telegram .Whats App .Viber) easily and conveniently	1305	4.003	0.774	0.598	80.06	Large
26	He can publish (pdf) or (word) files and other educational files over the Internet	1311	4.021	0.778	0.603	80.43	Large
27	Has the ability to use digital educational platforms in e-teaching, such as (Google Classroom, Moodle, Edmodo)	1365	4.187	0.718	0.514	83.74	Large
28	He communicates with his students via audio and video through approved electronic	1333	4.088	0.796	0.633	81.78	Large

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	platforms via e-learning platforms						
Total		18093	55.5	6.024	36.19	79.29	Large
S	Items	Item sum	Arithmetic averages	standard deviations	Variance	Percentage weight	priority level
	E-learning design and management skills						
29	Can identify safe digital educational resources for my students.	1264	3.877	0.733	0.537	77.55	Large
30	The electronic academic content is designed in a way that suits the achievement of educational goals	1390	4.263	0.734	0.537	85.28	Very large
31	It works on diversifying teaching methods and methods (video, audio recordings, presentations) in line with the students' desires.	1389	4.26	0.733	0.536	85.21	Very large
32	In designing the content of the electronic lesson, the students' abilities and levels are taken into account	1539	4.72	0.585	0.342	94.42	Very large
33	It has the ability to convert a study material into an electronic lesson	1294	3.969	0.687	0.471	79.39	Large
34	The design of electronic lessons takes into account the motivation of students towards the subject matter	1337	4.101	0.81	0.655	82.02	Large
35	Chooses electronic applications appropriate to the desires and tendencies of learners.	1373	4.211	0.749	0.559	84.23	Very large
36	Video communication (meetings) is used with students via the (Meet-Fcc-Zoom) program.	1385	4.248	0.737	0.542	84.97	Very large
37	Designs electronic lessons in a learner-centered manner	1374	4.214	0.729	0.53	84.29	Very large
38	Presents lessons using technological innovations such as multimedia and hyper-media.	1385	4.248	0.786	0.616	84.97	Very large
39	Ensures electronic lessons with activities, enriching scenes, and questions appropriate to the content	1376	4.22	0.788	0.619	84.42	Very large
40	Allocate the time	1198	3.674	0.943	0.888	73.5	Large

	between the activities of the electronic educational situation appropriately						
41	The lesson includes a variety of electronic activities (tests - tasks - assignments)	1332	4.085	0.678	0.458	81.72	Large
42	Able to control text display devices electronically during the lesson	1298	3.981	0.795	0.631	79.63	Large
Total		18934	58.08	5.415	29.24	82.97	Large
S	Items	Item sum	Arithmetic averages	standard deviations	Variance	Percentage weight	priority level
	Electronic exam preparation skills						
43	Uses various assessment technology methods (homework - activities - tests)	1445	4.432	0.674	0.454	88.65	Very large
44	He is keen to diversify the questions of electronic tests (essays - objective) to measure the different mental abilities of students	1409	4.322	0.738	0.543	86.44	Very large
45	Chooses questions that fit the objectives of the electronic content and achieve learning	1436	4.404	0.652	0.425	88.1	Very large
46	Fluent in designing a test form using Google Form electronic forms in conducting tests	1449	4.444	0.702	0.492	88.9	Very large
47	Students take into account the time allotted to answer the electronic test	1441	4.42	0.682	0.464	88.4	Very large
48	Proficient with electronic test preparation programs	1420	4.355	0.653	0.425	87.12	Very large
49	Develops a plan to answer students' inquiries while submitting the electronic test to them	1413	4.334	0.72	0.517	86.69	Very large
50	He can publish the electronic educational test on the approved educational website	1410	4.325	0.669	0.446	86.5	Very large
51	It relies on various methods in publishing and submitting electronic tests to students on a social networking site in the event of a specific defect	1437	4.407	0.658	0.431	88.16	Very large

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52	Make sure that the electronic test paragraphs are valid and distinct	1442	4.423	0.655	0.428	88.47	Very large
53	He is able to put test questions dealing with graphics and images in the electronic test	1429	4.383	0.729	0.53	87.67	Very large
54	Provides students with immediate feedback on their answers to the electronic test items	1425	4.371	0.74	0.546	87.42	Very large
Total		17156	52.63	4.8	22.98	87.71	Very large
S	Items	Item sum	Arithmetic averages	standard deviations	Variance	Percentage weight	priority level
	Communication skills with students electronically						
55	Proficient in using digital tools for time management purposes during the online lesson.	1185	3.634	0.994	0.986	72.7	Large
56	Proficient in using voting tools to create surveys at the appropriate times for the semester.	1189	3.647	1.044	1.087	72.94	Large
57	He is proficient in using various social networking sites (Telegram.Whats App.Viber) to communicate with students during the teaching and learning process.	1105	3.389	1.127	1.268	67.79	Medium
58	Students are allowed to express their opinions and comments about the electronic lesson and respond to their inquiries via e-mail messages.	1222	3.748	0.927	0.856	74.97	Large
59	He is good at using online sticky notes to capture interesting ideas.	1178	3.613	1.097	1.2	72.27	Large
60	Part of the lesson is devoted to open discussions with students about the subject	1172	3.595	1.07	1.142	71.9	Large
61	Students are assigned various electronic duties and activities, and I follow up their performance in them	1196	3.668	1.011	1.019	73.37	Large

62	The teacher is good at using social sharing sites to share resources with and between learners.	1141	3.5	1	0.998	70	Large
63	It prepares students to take responsibility for learning through the electronic presence	1192	3.656	0.937	0.875	73.13	Large
64	Tracks students' performance and learning progress to provide advice and guidance.	1252	3.84	0.947	0.894	76.81	Large
65	It encourages students' interaction with the electronic study material and the interaction of students among themselves, and between him and the students.	1188	3.644	1.014	1.026	72.88	Large
66	Respond to student inquiries via emails.	1212	3.717	0.986	0.969	74.36	Large
67	It sets a time calendar in which I specify the most important dates related to the lesson in terms of delivering and receiving activities, attending the lesson, or performing the exam.	1241	3.806	0.885	0.781	76.13	Large
Total		15473	47.46	8.089	65.24	73.02	Large
The total sum of the tool in general		84936	260.5	19.11	364.2	77.77	Large

Second: The Answer to the Second Aim

The answer to this aim, which reads (recognizing the technological skills necessary for history teachers for the preparatory stage from the point of view of teachers and school principals according to the fields of the tool).

Through the arithmetic averages of the items of the tool fields, we have shown that the fourth field is the highest of all fields, as the average answers of its items amounted to (52.625) and a standard deviation reached (4.800), and the degree of its importance for the sample responses was at a degree (very large), and thus ranked first among the other fields, and came after it, in order, the third field with an average of (58,082) and a standard deviation of (5.415) and a degree of importance (large) ranked second, and in the third place came the

second field with an arithmetic mean of (55.5) and a standard deviation of (6.024) and achieving a degree of importance in the sample responses with a degree (significant), as for the fifth field, it ranked fourth in the order of the sample responses, with an average of (47.463) and a standard deviation of (8.089), and its degree of importance was also (large), in the fifth place, the first field was with an arithmetic mean (46.868) and standard deviation (10.681) and a degree of importance (medium) according to the responses of the sample members of history teachers, teachers and school principals, as shown in the table (5).

Table 5.

Sums, arithmetic averages, standard deviations, variance and percentage weights for each field of the tool

Tool fields	Item sum	Arithmetic averages	standard deviations	Variance	Percentage weight	priority level
Computer skills and software	15279	46.87	10.68	113.8	17.99	Medium
Internet skills and services	18093	55.5	6.024	36.19	21.3	Large
E-learning design and management skills	18935	58.08	5.415	29.24	22.29	Large
Electronic exam preparation skills	17156	52.63	4.8	22.98	20.2	Very large
Communication skills with students electronically	15473	47.46	8.089	65.24	18.22	Large
Overall total	84936	260.5	19.11	364.2	100%	Large

First: Conclusions

After completing the research results, the researcher concluded the following:

1. History teachers' weak possession of technological skills, and this was indicated by the sample responses to the research tool.
2. The simplicity of the technological information possessed by teachers, teachers of history and school principals, which indicates that the process of self-professional development to increase their expertise and skills in the technological field was very weak if it did not keep pace with the development taking place in society, but was very simple.

3. Most of the teachers of history and school principals did not participate in training courses dealing with technological skills and how to deal with e-learning at the present time.

Second: Recommendations

1. Holding intensive training courses on developing the technological skills of teachers and school principals to keep pace with the development in the field of e-learning and the new roles that history teachers should play according to its patterns and mechanisms.
2. Holding educational and educational meetings between specialists in the field of technology and teachers to discuss the most important problems they face in the use of technological skills that serve the application of e-learning and issues in the educational field.
3. Securing technical specialists and technicians in the field of technology for schools, and working to find a mechanism for cooperation between the maintenance department in the education directorates with schools.

Third: Suggestions

1. Conducting a study similar to the current study to find out the necessary technological skills for the professors of the history department at the undergraduate level from their point of view.
2. Conducting a similar study to the current study on the technological skills needed for preparatory school social teachers from the point of view of teachers and school principals.
3. Conducting a study similar to the current study to find out the necessary technological skills for social teachers of the primary stage from the point of view of teachers and school principals.

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