Enrolling of Modern Methods in the Field of Education Technology in Jordanian Schools "Evaluation Study"

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Abstract

The study aimed to identify the reality of employing modern methods in the field of educational technology in teaching in Jordanian schools from an evaluation point of view, The latest methods in the field of education technology to be used, the degree of availability of education in secondary schools in Jordanian schools, and the obstacles hindering the use of modern methods in the field of educational technology. Where a sample of secondary school teachers was employed in private schools in the capital Amman in the academic year 2017/2018. The results of the study showed that the degree of availability of technical developments in secondary schools for boys was generally low. The general arithmetic mean was 1.27, And the degree of use of technical advances in secondary schools for boys was low, the general arithmetic mean was 1.45, There are also high barriers that teachers see as preventing them from using the educational technology innovations in teaching. The general arithmetic average of the degree of difficulties is 2.66, The results of the study showed that the skill of teachers in the use of educational technology innovations was low, the mean was 1.31, The researcher recommends that the Ministry of Education have to provide the various educational technology innovations in all schools and equip them with the possibilities that allow the employment of educational technology innovations properly.

Introduction

The employment of the innovations of teaching technology in teaching is an important and contemporary subject, and everyone has realized that the fate of nations depends on the creativity of their children and the extent of their challenge to the problems of change and its demands. Education occupies a prominent position within the context of the societal shift, and education is one of the most important elements of the winds of change and renewal.

And education technology of educational science which has seen rapid growth and development in modern times. Although this science with the understanding of modern - as an input to the development of education, a relatively recent science may be due to the real beginning to the post - World War II, but its roots extend to the distant past, since the man began to teach young people as he tries hard to improve and raise this education, The use of gravel in the count and also used many materials that have the ability to transfer learning and shows clearly in the effects of ancient civilizations such as ancient Egyptian civilization, where the ancient Egyptians used to write, statues and images, as shown in ancient Greek and Roman civilization.

The stages of the development of this science can be defined in three main stages: the focus on the separate educational materials, the focus on the number of machines and the focus on the methods, methods and strategies (the stage that this research is interested in because it is the stage that took care of employing the educational technology innovations in terms of Performance and Interaction in Education Since the use of education technology in an effective manner, Helps solve a lot of educational problems in general, and in teaching mathematics in particular. Education is a great return and can provide our efforts. Research has demonstrated the potential of education technology for the school and its effectiveness in the teaching and learning process. Al-Khayyat and Al-Ajmi concluded that the use of educational technology helps achieve educational goals, attract students, draw their attention to the lesson, bring the subject closer to their level of awareness, and improve their orientation towards the subject of the lesson.

Asettea noted that education technology can help to better educate students of different ages and mental levels, provide effort in teaching, ease the burden on the teacher, and contribute to raising the quality and quality of education.

De Scool (2005) states that attitudes toward behavior can be affected by, inter alia, the person's abilities and abilities to conduct that behavior, that person's values, beliefs and past experiences, and the ease or difficulty of that behavior. The direction of the person can also be affected by other things, such as the encouragement and reinforcement that this person receives from others. In order to improve the trend towards education technology, obstacles that can lead to a person's reluctance to use such means must be removed; for example, the difficulty in obtaining equipment and materials needed by teachers, and the lack of validity of such equipment and materials for use because of lack of maintenance, Materials and software in terms of quality, quality and modernity that teachers need. The study also found that the involvement of teachers in the selection and evaluation of means, as well as the holding of training courses on the design, selection and use of education technology can help to

improve the direction of teachers towards these means.

Al-Halafawi (2006) points out that there are some principles that must be taken into account when employing technological innovations from these points of view:

1. The expenditure on the employment of technological innovations in the educational process has no consumption by any measure because education is an investment process.

2. The return on spending on the employment of technological innovations in education is higher than the expenditure on some sectors other than education.

3. Attempting to reach levels of mastery and educational quality standards that are the basis for meeting the challenges of the twenty-first century necessarily necessitate spending on the use of technological innovations in the educational process.

4 - The return on spending on the employment of technological innovations in the educational process appears only in the long term, taking into account the cost and the return, so employment is linked to criteria including:

• The number of beneficiaries: The more the number of beneficiaries of the innovator, the lower the cost and increase the usefulness and return.

• The innovator must be seen as a whole system or subsystem within a whole other system.

In this context, the return of the technological innovator can increase because if we take into account the relationship of the technological innovator with the rest of the components of the system to which he belongs, we can predict that the elements of the other system will not articulate the new innovator.

In this regard, the schools in the Hashemite Kingdom of Jordan have sought to modernize the educational process by introducing the computer for education. The Ministry of Education officials have been interested in spreading the computer culture. The computer has been introduced as a basic subject in the primary and secondary stages.

Sense of problem

The previous presentation shows the great importance of employing educational techniques in the educational process because it offers many of the advantages mentioned above. Perhaps one of the most important reasons for employing modern technologies in education is the significant improvement in the attitudes of teachers and students, Our schools and curricula are explosive, As demonstrated by the study Qurashi that it is possible to raise the level of student achievement and improve the trend towards it, if teachers work on the use of modern technical mechanisms of computers and network education, and the use of methods focused on self-learning and stimulate the motivation of the learner, Fathallah was mentioned"The use of e-learning in education is one of the most recent trends recommended by many studies, which showed that a person can remember 10% of what he reads, 20% of what he hears, 50% of what he hears and sees, and about 90% Which he hears, sees, and does, This fact confirms the fact that the use of technology in the service of education, despite the presence of mind in the minds of teachers, but it has not been sufficiently employed in the curriculum, which prompted the researcher to try to study the reality and difficulties of the use of technology in the service of education, which is an urgent need for many studies and research In light of the interest of the Ministry of Education in Jordan in the use of technology in the service of education and the importance of reviewing and evaluating such experiences came the current study to see the current teachers' reality towards the use of modern methods in the field of education technology in teaching and availability in the Jordanian schools.

Study Questions:

In light of this, the study problem can be identified in the following main question:

What is the reality of employing modern methods in the field of teaching technology in teaching in Jordanian schools from a calendar point of view?

This question has led to the following sub-questions:

1- What are the modern techniques in the field of educational technology that should be used in secondary school education in Jordanian schools?

2- What is the degree of availability of modern methods in the field of educational technology in secondary schools in Jordanian schools?

3- What is the degree of teachers' use of modern techniques in the field of teaching technology in teaching secondary schools in Jordanian schools?

4- What are the obstacles to using modern methods in the field of teaching technology in teaching in secondary schools in Jordan?

Objectives of the study:

- Knowledge of the availability of educational technology innovations in secondary schools in Amman

- To know the degree of teachers' use of modern methods in the field of teaching technology in secondary schools in Amman.

- Knowledge of the obstacles to the use of educational technology innovations in secondary schools in Amman.

The importance of the study
The importance of the study is as follows:
• The compatibility of the study with the recent trends in the use of modern methods of technological innovations in the service of school education.
• Highlighting the importance of technological innovations and their ability to enable the learner to progress in the processes of teaching and learning in accordance with his abilities and readiness.
• This study may reveal the difficulties that prevent the use of technological innovations in the educational process.

Study limits
A sample of secondary school teachers in private schools in Amman was implemented in the academic year 2017/2018.

Study terms:
Educational Technology Innovations:
Hindawi (2009) ((technological innovations: as solutions to the problems of education to raise and increase its effectiveness in a manner appropriate to the nature of the current era may be material solutions created by the revolution of communications and computer devices such as tools and educational materials or intellectual created by the knowledge revolution and development in the field of educational sciences and behavioral and communication sciences represented In various theories and strategies in the field of education designed and adapted to suit the educational process, making them characterized by interactive and individuality, diversity, universality and integration.

Al-Najjar (2009) defines educational technology innovations as: a concept that refers to an integrated system that includes everything new in educational technology: educational devices, software, learning environments, and working methods; to raise the level of the educational process, increase its effectiveness and efficiency on scientific grounds, In that study, multimedia presentations, ICT, tele-learning technology, educational environment technology and educational devices for educational technology innovations are identified.

Through the above definitions of technological innovations, the researcher defines the procedure as: "All that is new and innovative in the use and use of technological means in the educational process, it is a complete educational system for the transfer of education in order to increase the ability of the teacher and learner to deal with the educational process and solve problems, Among many types of educational stimuli written, audio, video and electronic, can be employed to achieve specific educational objectives "

Enrolment of educational technology innovators:
Abdullatif defines it as "the ability to use,The ability to use the Internet in all educational processes and all the activities carried out by students and related to the knowledge and information, theories and facts they go through.

Al- Kanady define it as The use of modern technology to serve general education and the use of technology as an educational assistant in the educational process to teach different materials in general education, whether theoretical or practical through the use of modern technology or through practice and practice and simulation and to achieve the objectives of these materials in public education.

The researcher defines the procedure as "planning, design and implementation to use the skills of educational technology innovations according to the educational need in a timely manner from the educational situation in an integrated and interactive with other sources of learning according to a systematic plan studied effectively to improve teaching and learning."

Constraints on the Employment of Educational Technology Innovators:
Obstacles: It was narrated in the tongue of the Arabs as saying: "It is hampered by something that is hampered by any impediment.**(Ibin Manzour)**

The researcher is meant by the following factors: The factors that prevent secondary teachers from using modern methods in the field of education technology in the best way, thus reducing the benefit of their modern capabilities in building general education to achieve the goals required in general and the society in particular.

Theoretical and previous studies:
Technological innovations:
Technological innovations are an innovative way of employing ideas and inventions in the service of different

areas of life, including education. Technological innovations in the field of education include all new and innovative tools, tools and tools that can be employed in the process of adaptation to cope with the successive changes. They share a set of characteristics as indicated (Abdulaziz Tolba, 2010).

1. Interactive:
2. Interactive describes the type of communication in the learning position. This allows for a degree of freedom for the learner to control the rate of presentation of the content of the article and to interact with the device to which the content is presented and to walk through the material presented through many activities.
3. - Individual:
4. Technological innovations provide a diverse learning environment in which every learner finds what works for him and achieves it by providing a range of options in educational activities, testing, progress dates, multiple levels of content and learning methods
5. 3. Inclusiveness:
6. Some of the technological innovations available now allow users to access the information they need in all fields of science around the world through the Internet. It is possible for schools to subscribe to this network and receive a service in the form of pictures or text or In the form of texts.
7. - Integration:
8. The various components of the technological innovations are vary and take into account the designers of these innovations the principle of integration between the components of each innovator so that the components of the creator of an integrated system in multimedia programs, for example, provided by the computer does not display media one after the other but integrated in one framework to achieve the desired goal.
9. - Availability:
10. Since the use of technological innovations is linked to the single learning environment, the user must have access to educational options and alternatives. These alternatives and options must be presented at the appropriate time and provide him with the content, activities and methods of lightning assessment, easy .
11. 6. Total Quality:
12. The design of technological innovations in any of its physical aspects is related to total quality. Quality control systems exist throughout the design and production stages of technological innovations, and it is only natural that the technological innovations can be demonstrated only through a monitoring system in a learning environment that allows for the provision of their requirements.

The importance of technological innovations in the development of educational practices
There is no need to establish the importance of employing technological innovations in the development of educational practices, but what must be emphasized is that technological innovation should be linked to overcoming limited problems of educational problems. Recruitment should not be for technological dazzling. Needless to say, if technological innovations are better employed, they can contribute to raising the effectiveness of education and increasing opportunity in the age of population explosion.

And to increase the opportunity in this age of knowledge explosion. In addition to employing technological innovations, it can contribute to making education systems respond flexibly to the aspirations and hopes of society members. In terms of the learning process, technological innovations provide educational opportunities for individuals wherever they are in their homes and in different areas. In the field of distance education, many educational systems have been able to develop their practices to overcome the problems of time and space for the learners at the procedural and executive level by employing some advanced communication technology For "computer conferences" and "videoconferences", and the problem of training teachers and other groups through the employment of such technology has been overcome (Ghareeb Zaher, 2002).

Technological innovations and their employment in the educational process:
The goal of employing technological innovations in the educational process is to create a process of communication and communication between the teacher, his students and the students with each other on the one hand, and with the curriculum on the other hand. Abdi Ati (2007: 22) identifies the goal of technological innovations as making the learner Is the focus of the teaching process rather than the teacher, focus on active learning strategies, collaborative learning.

The use of innovations in teaching technology in teaching is an important and contemporary subject, and everyone has realized that the fate of nations depends on the creativity of their children and the extent to which they challenge the problems of change and its demands. Education occupies a prominent position within the context of the societal shift, and education is one of the most important elements of the winds of change and renewal.

So that the technological innovations in the educational process are used only in a deliberate and far from random way in order to achieve the objectives assigned to this recruitment. (Ahmed Salem, 2006) a set of axes that must be observed as follows:

The first axis: Goal Setting If each project has a set of objectives, which must be clear, specific, realistic, and relevant to the needs and demands of the community, technological innovations must be employed to achieve them.

The second axis: identifying needs and requirements. These needs are identified by identifying the human potential in terms of the availability of technical and educational technology specialists.

Third Axis: to create the appropriate educational climate, ie, to provide a suitable psychological climate for the employment of teachers for technological innovations, or to provide the appropriate educational environment to accept these innovations and employ them appropriately.

Fourth Axis: Implementation and follow-up and The follow-up will be to ensure that programs and projects are implemented in agreed ways. The process of implementation and follow-up includes the strengthening process, which aims to measure the extent of failure or success of technological innovations in achieving the objectives.

Previous studies:

The study of Osman Al-Qahtani (2013) aims to evaluate the reality of employing technological innovations from the mathematics labs in the teaching of the curriculum developed from the point of view of the mathematics labs and supervisors. The researcher relied on building a questionnaire in four axes related to the employment of technological innovations in (supporting the educational environment in the share of mathematics - planning and implementing the teaching - evaluating the performance of the student - hoping teaching and development of the mathematics teachers to determine the actual reality of employing technological innovations). The study sample consisted of (62) teachers of mathematics and (33) educational supervisors in the schools of Tabuk city. After the field application procedures and the statistical treatments, the results found that the mathematics teachers failed to support the circular environment in the mathematics share in technological innovations to encourage the learner to interact positively. And the lack of technological innovations in the planning and implementation of teaching and evaluating the performance of generalized, and employment for the purpose of self-development of teachers of mathematics, and the existence of statistically significant differences attributed to the variable qualification and teaching experience in the responses of the sample, and the absence of differences The nature of the profession (teacher-supervisor) in the responses of the sample members.

Chakor (2013) conduct a study The study aimed to determine the reality of the use of technological innovations in Palestinian schools from the teachers' perspective, and the constraints faced by teachers in their use. In addition, it aimed to determine the effect of gender, academic qualification, years of experience and types of schools and its place in regard to the use of technological innovations in Palestinian schools. To achieve these aims, the researcher conducted this study on a sample of (790) teachers, and applied a questionnaire measuring their awareness of the reality of the use of technological innovations, and constraints. The study found that- ; the reality of the employment of technological innovations in Palestinian schools from the perspectives of teachers' was moderate (64.60%). – the highest degree constrained on the use of technology was due to the inadequate services, in addition to the teachers' inability to use the equipment. - there were differences in the reality of the use of technological innovations in Palestinian schools from the teachers' perspectives due to the variables of region, academic qualifications, years of experience and type of school, while the differences were not statistically significant due to gender. The researcher overemphasized several recommendations including: the need for capturing attention of the Ministry of Education regarding conducting training courses for teachers related to the follow-up recent developments in the use of educational technology.

This study aims at knowing the extent of science teachers' usage of technological innovations in their teaching in Mafraq Governorate, and to achieve the objectives of the study researcher used a tool Note consisting of (46) items that covered six areas. The sample of the study consisted of (108) teachers who are teaching science (biology, chemistry, physics, and earth sciences), and had training courses (ICDL, INTEL), and experience not less than five years during the second semester 2013. After using the proper statistical instruments, the findings of the study indicate the following results: The total score for the use of the educational technological innovations was average with a general mean of (11.3), and ranked areas: computer and multimedia software, and a data DATA SHOW, and the Internet, e-mail, mobile phone, respectively. There are statistically significant differences in the use of educational technological innovations in the field of multimedia due to the expertise variable in favor of 5-10 years experience. There is statistically significant interaction between the variables of teacher experience and gender in the use of educational technological innovations in their teaching in the fields: a data show device, and multimedia programs. In the light of these findings, the study ends in a number of recommendations.

(Wafaa Hassanien, 2016) conduct a research aims to determine the impact of using the Second

Generation of World Wide Web in Light with Strategy Cooperative Learning and its Effect on some Learning outcomes among Students in Faculty of Education, the research experiment was conducted on a sample of 60 special diploma students, educational technology department at Mansoura Faculty of Education, divided into two experimental groups(first group studied collaborative e-learning environment using the web 2.0 - and second group studied usual e-learning environment). The research use several tools:(an achievement test-an observation checklist-a checklist for assessing the quality of the final cooperative product-a scale for assessing cooperation skills), and after ending from application of tools, the results proved that: there were statistically significant difference between the mean scores of pre and posttest of the two experimental groups favoring the first experimental group, and there were statistically significant difference between the mean scores of post application of (observation checklist-a checklist for assessing the quality of the final cooperative product-a scale for assessing.

Hesham Mohamed(2016) research aims at providing proposed model design of the virtual classroom and its impact on some of the learning outcomes for prep school students this research also provides a list of the technical and educational standards of applying virtual classroom for the construction of the virtual classroom environment on scientific and educational rules. According to build it and the virtual classroom environment works through the management of e-learning system, allows the educational process management to go on orderly and allows for students practice school activities and the present research is based on effectiveness of using the created virtual classroom, according to the proposed instructional design model, and its impact on the effective collection of knowledge, and students' attitudes toward learning through it, to test this hypothesis and access to search results the researcher used each of the test tool collection of knowledge for measuring the cognitive knowledge and measuring trends and students' attitudes toward learning through the virtual classroom. In order to applying this tools, a sample consisted of (60) student the available search terms, and were divided randomly into two groups Experimental and controlling, each of them is consisted of (30).

Steps and procedures of the study:
Society and Study Sample:
The study population is composed of teachers from the State Secondary Schools for Boys affiliated to the Ministry of Education in the capital Amman for the academic year 2017/2018. The first term is on the job, where the number of public secondary schools for boys reached 46 secondary schools.

The questionnaires were distributed to (33) public secondary schools, ie about 75% of the number of public secondary schools. The random sampling method was used. The sample number (100) teachers responded correctly to the questionnaire.

Table (1)
Number of questionnaires distributed to the study sample

Sample	Distributed Questionnaires	Returning questionnaires	Percentage of questionnaires returned	Questionnaires excluded	Completed Questionnaires
Secondary school teachers	125	116	92.8%	16	100

Study Approach :
The descriptive approach: According to the nature of the research and its objectives, the study adopts the analytical descriptive approach to its relevance to the subject of the study, through which all dimensions of the problem were analyzed and explained at their roots and real causes.

Study Tools Building :
The study followed the descriptive approach, so the researcher chose the questionnaire and the observation card as a data collection tool. It is the most used research tool in such research. The questionnaire was built according to the following procedures:
First: Preparing the questionnaire:
The current research questionnaire was designed after the researcher learned about a number of studies and research in the field of educational technology related to the subject of the research. The following steps were taken to prepare the questionnaire:
A / Identification of the objective of the questionnaire:
To know the degree of availability of modern methods in the field of educational technology and use in Jordanian schools, and to identify the difficulties and obstacles faced by the teacher when employed in education.
B / The formulation of the question axes:
The first axis: To determine the availability of modern methods in the field of educational technology in secondary schools in Jordan, by answering the triple scale (high - medium - low degree).

Modern methods in the field of education technology	
1	Computer in teaching
2	World Wide Web Information
3	Email to contact students
4	Internet search engines
5	Chat
6	Transfer files over the Internet
7	Multimedia
8	Video conferencing
9	Educational satellite channels
10	E-Book
11	The electronic blackboard

The second axis: To determine the degree of teachers' use of modern techniques in the field of teaching technology in teaching in secondary schools in Jordan by answering the triple scale (high / medium, low).

Modern methods in the field of education technology	
1	Computer in teaching
2	World Wide Web Information
3	Email to contact students
4	Internet search engines
5	Chat
6	Transfer files over the Internet
7	Multimedia
8	Video conferencing
9	Educational satellite channels
10	E-Book
11	The electronic blackboard

The third axis : Difficulties and obstacles that prevent the use of modern methods in the field of education technology**:**

The use of modern methods in the field of educational technology, which prevent the use of modern methods in the field of teaching technology in teaching, each paragraph three levels (high - medium - low degree), in addition to giving the sample an opportunity to express and to express an opinion on some of the reasons that may hinder To inform them of modern methods in the field of educational technology, as well as give the opportunity to sample to make their proposals on the employment of technology education in secondary schools in Jordan.

Difficulties and obstacles that prevent the use of modern methods in the field of education technology		
High material cost	1	Lack of number of computers and accessories.
	2	Lack of a learning resource center within the school with Internet access.
	3	Classroom equipped to use educational techniques is inappropriate.
	4	Lack of libraries and e-books.
	5	The low degree of dependence on modern methods in transforming the curriculum into electronic curricula
The problem of preparing and training teachers	1	The low level of knowledge of teachers to work in the application of e-learning in schools
	2	Lack of appropriate training courses to equip teachers with e-learning skills.
	3	Lack of electronic training programs on the use and effective use of technology in education for teachers.
	4	The need to train teachers on the multiple educational uses of ICT and provide them with training skills.
	5	Lack of training and encouragement of teachers on how to use project-based learning.
Scarcity of software and educational sites	1	Not linking curricula and courses to the Global Information Network
	2	The lack of Arabic sites that serve teachers and mean education
	3	The lack of print materials on educational websites on the World Wide Web
	4	The dissemination of awareness culture to clarify what is available in the school and how to use it
	5	Failure to provide the necessary information on how to use the software in teaching.
Teachers' personal problems	1	The sense of not employing technology in the service of education.
	2	Teachers practice traditional thought in managing the use of school education technology.
	3	Lack of opportunity by school administrations to use teachers for teaching techniques.
	4	Difficult to set up an accurate timeline for use and commitment by users.
	5	The inability to employ technologies in the service of education

Believe of the questionnaire:

After the completion of the questionnaire and the construction of its paragraphs in its initial form, the researcher presented them to a group of arbitrators. The number of arbitrators reached 10 judges who were members of the Teaching Technology Department. The observations made by the arbitrators were important in enriching the questionnaire and directing it in its form.

The Stability of the questionnaire:

To ascertain the stability of the study instrument, the researcher used Alpha Cronbach after applying the sample to a survey sample other than the sample of the study. To find the stability coefficient for each axis of the tool as well as the coefficient of stability of the total study instrument, the table below shows this.

Table (2)

Stability coefficients for each axis of the questionnaire

The axes	Number of paragraphs	Alpha Kronbach **factor**
Availability of modern methods in the field of education technology	11	0.08=0.787
The use of modern methods in the field of education technology	11	0.07=0.739
Difficulties in using modern methods in the field of education technology	20	0.08=0.763
Total stability of the study tool	42	0.08=0.763

The stability coefficients in the previous table showed that the stability coefficient of the tool in general was 0.8, and stability coefficients for the different axes ranged between 0.7 and 0.8, Such transactions are acceptable for the purposes of the study.

Second: Note card:

Steps to build the tool:

Setting up the note card To observe the teacher's skill in using the learning technology innovations specified in the study tool and to prepare the note card, follow the steps below:

A - Determining the purpose of the card: This card aims to know the degree of skill of the teacher in the use of modern methods in the field of teaching technology in the teaching of secondary schools in Jordan.

B - Determination of the content of the note card:

The content of note (11) included a basic skill for the use of modern techniques in the field of learning technology. In preparing the list of skills, the main skills of the list were identified and the sub-skills were derived.

1 - the use of computer in teaching

2. Use of the Internet connection
3- Using e-mail to contact students
4 - Use of search engines in the Internet.
5 - Use of conversation and written dialogue Chat
6 - the use of file transfer technology over the Internet.
7. Use of multimedia.
8. Use video conferencing remotely.
9. Use of educational satellite channels.
10. Use an eBook.
11. Using the electronic board.

C- Card design Note:

The note card included the main skills and related sub-skills. The following table shows the analysis of the main skills into sub-skills.

Table (3)

Analyzing the skills of technological innovations

M	Main skill	Sub-skills
1	The use of computers in teaching	1. Write the distribution of the course program word
		2. Write lessons preparation program word
		3. Drawings and graphic forms for inclusion in the preparation book
		4. Write test questions with word
		5. Educational lessons are designed on the PowerPoint (power point)
2	Use of the Internet in teaching	6. Search engines to get information
		7. Using e-mail
		8. Use the chat room and chat
		9. Subscribe to newsgroups
		10. Subscribe to mailing lists
3	Using the e-mail to contact students	11. Create an email account
		12. Create a new message on the mail page
		13. Write the person's e-mail address
		14. Send message to a large number of persons
		15.open The incoming message
		16. Examine the incoming message
		17. Clear the contents of your inbox
		18. Send files via mail Attached File
		19. Upload the files received via the computer
4	Use of search engines in the Internet	20. Self-search for information
		21. Looking at mathematics databases
		22. Studying free encyclopedias about mathematics laws.
		23. Looking for graphs on the subject across the network.
		24. Save search results
5	Using the immediate Chat	25 Download the online chat programs
		26 Classify 26. Add caller lists.
		27. Send files via instant chat
6	Transfer files over the Internet	28. Create a folder to save the received files
		29. Upload files from the Internet
		30. Upload files to the Internet "Internet"
		31. Clean files from viruses.
7	Use and produce multimedia software	32. Create a new file using Flash.
		33. Write texts.
		34. Move texts.
		35. Add sound effects.
		36. Create graphs and engineering through Flash.
		37. Link images to texts
		38. Add a voice comment.
8	Use video conferencing remotely	39. Send a call to start the meeting.
		40. Participate in programs and discussions
		41. Whiteboard is used

M	Main skill	Sub-skills
		42. Cameras are used in dialogue.
		43. Files are transferred via conference to all participants
		44.ending the meeting
9	Educational satellite channels	45. Downloading satellite channels within the classroom
		46. Set the frequency of the educational channels.
		47. Record the math program on a video
		48. Restart the program again on students.
10	Use e-book	49. Amend some contents of the electronic book
		50. The drawing are stored inside the electronic book on the computer
		51. Use the e-book in the visual presentation of information.
11	Use the electronic blackboard	52. Write on it in electronic form
		53. Interacts with it by hand, pen or various pointing devices
		54. Link to another web page information related to the topic of the lesson
		55. The lessons written on the blackboard shall be reserved
		56. Written lessons are sent to students via e-mail
		57. Fixed and motion video and still images are displayed and controlled.
		58. Control all computer applications

Thus, the researcher achieved 11 basic skills for the use of modern techniques in the field of educational technology. The main skills consisted of (58) sub-skills to deal with these innovations in their primary form.

The main results of the study:
- The results of the study showed that the degree of availability of technical developments in secondary schools for boys was generally low, with a general average of 1.27.
- The results of the study showed that the use of technical developments in secondary schools for boys was low, with a general average of 1.45.
- that there are obstacles to a high degree that teachers see as preventing them from using the educational technology innovations in teaching, the general arithmetic average of the degree of difficulties reached 2.66.
- The results of the study showed that the skill of teachers in the use of educational technology innovations was low, the mean was 1.31.

The main recommendations of the study:
• The need for the Ministry of Education to provide various educational technology innovations in all schools.
• The need for secondary schools to be equipped with the potential to properly employ educational technology innovations.
• The need for secondary schools to be equipped with the potential to properly employ educational technology innovations.
• To raise the level of knowledge of teachers in secondary schools to use the techniques of education by holding training courses for all teachers of all disciplines, and the use of some experts and specialists in the process of training in the use of educational technology innovations.

Proposals for future studies:
• Teachers' attitudes in general education schools towards the use of educational technology innovations.
• A comparative study between students' achievement using traditional education and teaching using modern techniques.
• Conduct a similar study in other educational stages in Jordan.

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