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THE PEDAGOGICAL MODEL OF TEACHER TRAINING AS AN EFFECTIVE MEANS OF ONLINE TEACHER TRAINING

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ABSTRACT

The socio-economic situation created in the country today requires new ways and approaches in order to improve the quality of education and raise the qualifications of teachers in the field of milking, which include not only the problems of teacher training and the features of the training process, but also put forward and consider its features with modern technologies. Today, a completely different new field has its unique place and influence in teacher training: media literacy, which allows the process of teacher training to be transferred from a face-to-face platform to an online platform, changing not only the forms and process of its organization, but also the role and significance of training. in action. By being trained from this point of view, the teacher acquires not only new theoretical and practical knowledge, but also skills and abilities to use modern technologies.

KEYWORDS

Trainings, Virtual Platform, Pedagogical Model, Teacher Training

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Introduction.

The reforms taking place in the field of education pose new challenges for the professional development of teachers and the organization of continuous education. Currently, the nature of teacher training programs aimed at professional development, in particular, a number of teacher training programs, has changed, adapting them to current requirements and at the same time expanding the scope of training opportunities and resources.

Today, the scope of teachers has expanded, as they are implemented both online and face-to-face. By choosing the online training method, teachers have the opportunity to be trained both in Armenia and abroad, enriching their professional knowledge and relevant methodological skills.

Application of the pedagogical model of teacher training in the online teacher training platform

This non-unified system of professional education and training of teachers gave teachers the opportunity to use innovative methods through seminars to teach and improve their knowledge of educational theory and teaching methodology, exchanging ideas with other teachers.

The range of issues related to teacher training has various features, including:

- the target model of teacher training (i.e. what kind of teacher is needed in the modern education system),
- forms and methods of teacher training,
- the correct choice of an appropriate place for training.

The analysis of the theory and practice of professional training shows that the pedagogical and psychological conditions for implementing the professional training program for teachers in the continuous

education system have not been studied in sufficient depth. The pedagogical professional literature mainly considers separate aspects of the implementation of professional training, some of the aspects of which study the regular training of teachers. In the important legal documents regulating the sphere of professional education of the Republic of Armenia ("On Education", The RA laws "On Higher and Postgraduate Professional Education") present the content, goals, objectives, main directions of implementation, formats and methods of summarizing results of teacher training.

METHODOLOGY

In the field of education, teacher training plays an important role in the formation and improvement of professional qualities. The types of training, the duration of professional education programs, the content of the training program and the final results are aimed at more effective implementation of further teaching, increasing teacher motivation, and acquiring and improving competencies. Each teacher training program is aimed at all components of the training process, starting from the acquisition of theoretical knowledge to its practical application, as well as the skills and competencies acquired as a result.

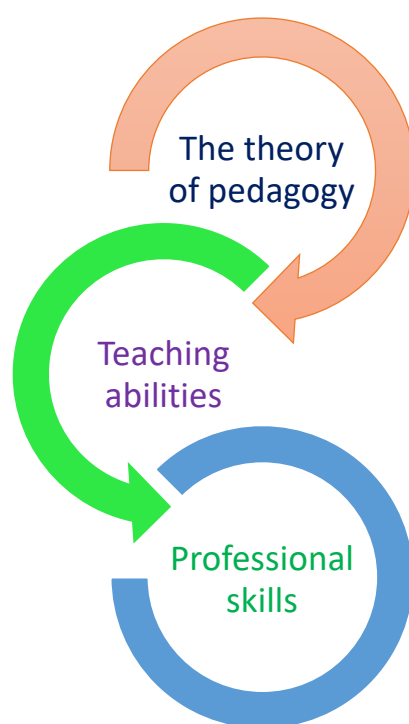


Fig. 1. Components of Teacher Training

Online teacher training courses can be a valuable tool for teachers who want to expand their teaching and learning skills, acquire continuing education credits or professional development units, meet recertification or license renewal requirements, as well as deepen their knowledge by combining international and national experience. Effective online training is based on three main components: cognitive, teaching and social, (Carrillo & Flores, 2020).

Online training offers advantages to educators. Their accessibility and flexibility allow for increased participation, customization, and frequency, including trainings conducted in different locations around the world, where trainers are trained by a diverse range of skilled and international educators.

Trainers deliver new knowledge and skills to teachers through platforms such as Google Meet, Zoom, and Microsoft Teams. These platforms allow trainers and teachers to connect with each other via audio and video, PDF files, images, or videos. Many of these have become popular in the wake of COVID-19.

During international online trainings, great attention is paid to synchronous and asynchronous formats. The latter allow you to choose options that are most appropriate for professional development and acquisition of new skills. For example, the MOOC (Massive Open Online Courses) program is mainly implemented in a

synchronous format, which allows participants to participate in online trainings with different content. As for asynchronous online trainings, they have a specific focus and are designed for a longer period of time.

Trainings conducted on an online platform, depending on their format and content, may have different forms and features of assessment.

RESULTS

Teacher training on an online platform is a novelty and at the same time new opportunities for applying the latest technologies, which led to the solution of a new problem and the creation of its strategy. The variety of short-term, different programs and models for teacher training on an online platform and the analysis of the results obtained as a result of their implementation led to the planning and construction of a new model, which would be based on the study of already existing models and taking into account their ineffective ways, neutralizing the negative impact.

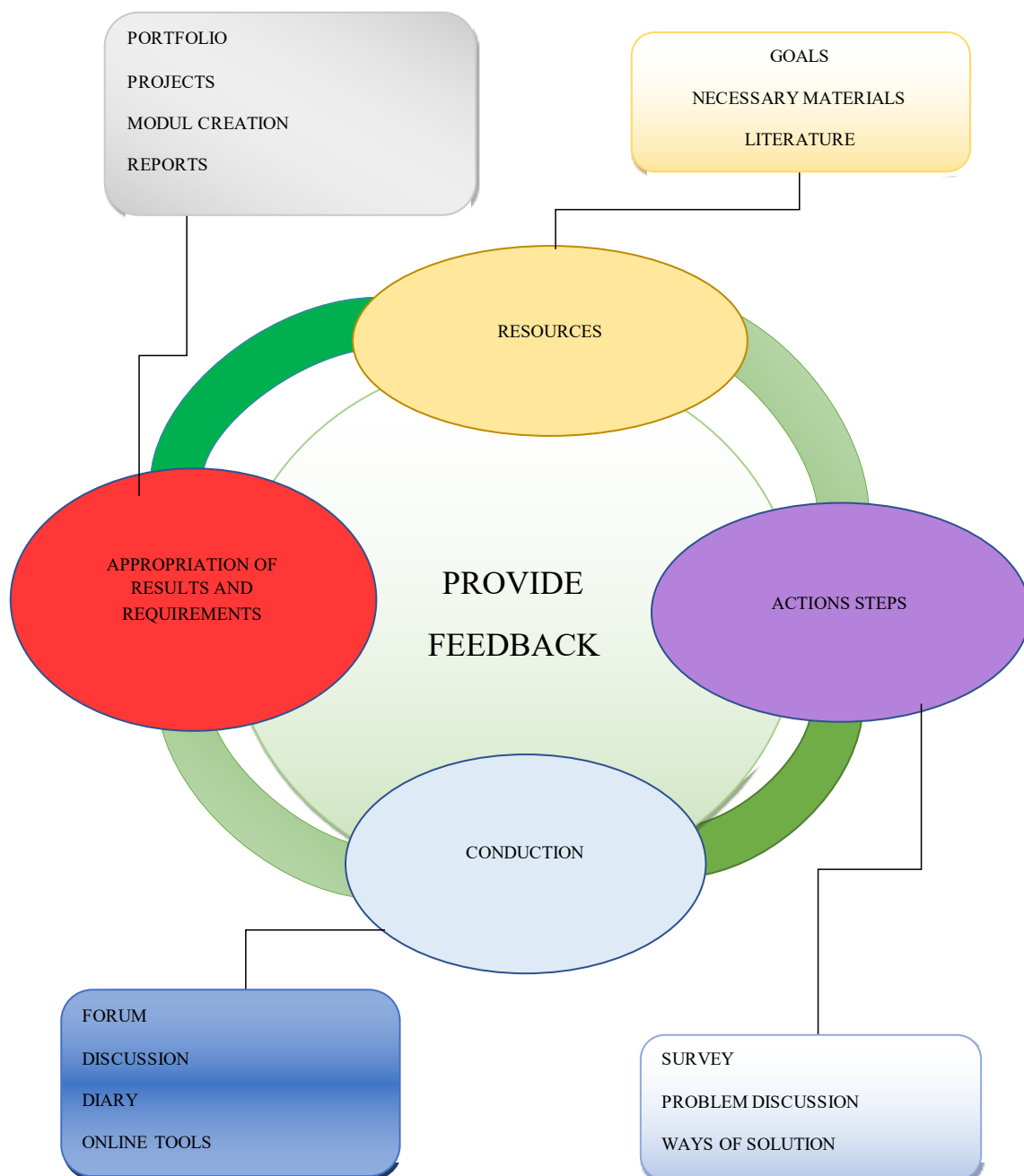


Fig. 2. Teacher training model

The model consists of 5 main parts with corresponding subsections. The implementation of the model is based on the combination and assimilation of theoretical and practical knowledge, as well as the summary, evaluation and prediction of future steps of the knowledge acquired in the training process through the provision of feedback.

The first component includes the literature studied in the field of general pedagogy and teaching methodology and their features. It is considered the methodological basis on which the entire training process will be built. In other words, it is the theoretical-methodological basis on which the other components will be built. We have called this component “Resources”. Within its framework, the participants of the course implemented on the online platform get the opportunity to study all the theoretical literature selected on the given issue, as well as additional materials related to the issue.

After the assimilation of theoretical literature, the transition is made to the next stage, which is called “Actions, Steps”. This stage begins the first steps in the implementation of practical tasks. The mentioned component is of a research nature, includes the development and completion of questionnaires, observations and conversations. The course participants carry out various surveys using the “Padlet” platform, where they periodically compile and present different questions for each module for discussion. Based on the answers received, they compile and present the results of the discussion.

From this stage of the model, a transition is made to the implementation of practical steps: the course teachers plan and implement project work using collaborative methods, seminars and video slide presentations in group and individual formats within the framework of their own pre-selected topics.

The summary of the work carried out within the framework of the course is carried out within the framework of the fourth component of the course. It is called “Compliance with the final results and requirements”. This component is considered a summary and presentation of the abilities and skills acquired as a result of the work carried out in the previous three parts and the acquired knowledge. In order to present it concisely and accurately, portfolios were compiled by the teachers participating in the course, which include all the necessary information, a demonstration of the acquired knowledge, video slides and various other materials. As a result, reflection develops, which makes it possible to implement the feedback formed as a result of this process, to evaluate the predictions for further steps.

By implementing the training process on an online platform, the analysis and discussion of the results of all four components leads to the provision of feedback. The latter is implemented through self-assessment, reflection and forecasting tools. Self-assessment, within the framework of a broader reflexive process, provides an opportunity to identify the strengths and weaknesses of the process, predicting the development of a series of steps to strengthen the weaknesses. All this provides good material for developing an appropriate strategy to subsequently organize and conduct training more effectively.

As a result of the implementation of the online teacher training model, participants, having passed all stages, completed all necessary steps and compiled a portfolio, acquire:

- mastery of modern media literacy on online platforms,
- increased motivation for professional growth
- development and improvement of pedagogical competencies,
- the ability to conduct lessons using effective media tools,
- planning and designing lessons appropriate to the subject matter,
- effective selection of the material being studied and its presentation methods, the ability to summarize and evaluate,
- the ability to meet the requirements of the 21st century, develop collaborative, critical thinking and metacognitive skills.

To summarize, the skills acquired as a result of training are qualities that allow you to contribute to professional growth and successfully organize effective learning for students. These skills are important at every stage of the journey, from lesson planning, guiding students to collaborating with parents and the school. Let's also add about the so-called hard and soft skills: while one group of professionals develops naturally through self-education, others require formal training and practice - mandatory certification and training. Effective teaching skills are important for keeping students engaged and achieving academic success.

Conclusions

The correct organization of teacher training on the online platform is conditioned by the application of the pedagogical model of teacher training, the correct selection of all components of this process, the purposeful sequence of processes based on relevant problems and professional needs, the selection of media

tools, the correct selection and application of materials and their practical tasks in each component. In terms of improving the quality of teacher training, an important prerequisite is also the uninterrupted use of feedback and its component elements. The latter is considered as a constant accompanying quantity to the structural components of the proposed model.

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