The Effectiveness of a Proposed Training Program in the Development of Digital Communication and Psychological Skills for Teachers of the Arabic Language for the Preparatory Stage

[1]Ass. Lect. Dhafer Abdul Hameed Abdul Imam, [2]Prof. Dr. Saeed Hussein Ali Al-Thallab

[1]Directorate of Education Dhi Qar
dafermhhm@gmail.com
[2]College of Basic Education/ University of Babylon
saeedalthallab@gmail.com

Abstract

This study aimed to identify the effectiveness of the proposed training program in the development of digital communication skills among teachers of the Arabic language. The study followed the descriptive approach and the experimental approach of the post-design of two equal groups. The research sample consisted of (40) teachers. The researchers prepared the study tool (digital communication test), which consists of (25) items of the multiple-choice type, and verified its validity, reliability and psychometric characteristics, and used the appropriate statistical means to test the hypotheses, which are the T-test of two independent samples, as well as the equation of the Aita box; to identify the size of the impact.

The results showed the existence of statistically significant teams in favor of the experimental group that was subjected to the proposed training program at the expense of the control group that did not subject to the training program, and it was also found that there was an effectiveness of the proposed training program in developing the digital communication skills of the trainees.

Keywords: Effectiveness, Training Program, Development, digital communication skills, Classroom Management, communication, listening, collaboration, adaptability, empathy and patience

Chapter I
The Problem of the Research:

The necessity and what the world is going through today has necessitated rethinking the concept of education and its processes to suit the requirements of the digital age and to face the rapid flow of information, and to reduce the gap that occurs between the tremendous development and the ability of the approved curricula to absorb and contain it, which confirmed the need to use modern means and methods and effective strategies to employ information technology to contribute to bridging that gap, and in return to provide new opportunities for teachers and appreciate their role as an important factor in educational institutions, as they must be equipped with the necessary skills for this(Abdul Mula, 2014: 42).

The researcher was assured of the existence of the problem after being briefed on the results, recommendations and proposals of studies (Taima, 2020, and Sharif, 2020 and Tamimi ,2022), which stressed the need to pay attention to training programs, and their interaction with the changes in the world that cast a shadow over the educational process, and not to overlook their role in enhancing the skills of trainees, and the need to keep pace with the developments in the world of digital communication, and on the other hand, many studies confirmed the role and effectiveness of digital learning and its innovations in the development of the skills of different teachers, such as a study (Janabi,2017, Al-Shamrani, 2019).

The researchers reinforced what was mentioned by directing an open questionnaire to a sample of 25 teachers of Arabic language, which included several questions to verify their previous knowledge of digital communication and skills. Their results showed that 95% do not have enough prior knowledge of digital communication, and 90% of them confirmed their need for training courses that develop these skills.

In addition to all of the above sources of the problem mentioned by the researchers, the researchers themselves have noticed the weakness in the skills of digital communication among their peers teachers through their field work, and their practical experience in teaching. Based on all of the above, the researchers found that it is

necessary to address this problem by answering the main question: (What is the effectiveness of a proposed training program in developing digital communication skills among teachers of the Arabic language for the preparatory stage).

Second: - significance of the research

The use of digital communication in education systems is an urgent necessity that countries that aspire to progress have made one of the priorities of the ladder of attention, and one of their future goals that they aspire to achieve, especially the developed countries that have linked technology and cognitive development on one basis, to start to achieve their educational goals and build an advanced generation based on insight into the technologies and innovations of the digital world (Al-Mubarak, 2004 :6).

The growing concern about the inability of the traditional system of education to meet the challenges and developments that occur, makes the educational institution now more than ever, to develop and renew itself to keep pace with the requirements of this era, especially if the changes affect the learner, and digital technology has made him an actor to keep pace with it, and traditional education can not meet him by meeting his growing needs in light of the rapid changes and qualitative transfers of digital technology, in front of all this, the development of teachers' skills was the first priority to address that concern, and meet those challenges(Amin 15:2005).

This is in line with the recent trend of informing teachers about the importance of digital communication and the need to acquire its technologies and employ them in the education process, which is in line with one of the most important international development standards for education, which is (education for excellence and excellence for all), which has made one of its most important dimensions desired to achieve the process of introducing technology, computers and the Internet in the educational system (Tawfiq, Nadia 2012 :28).

The researchers believe that the preparation of training programs for in-service workers is a context and a goal that social and economic institutions have been pursuing to raise the efficiency of those belonging to their institutions to keep pace with all aspects of development in the world, and as long as this is the case, the educational institution is called upon more than others to work on the involvement of its elements in those training programs, by virtue of what the teacher represents of a basic pillar. This is confirmed by Bates (2018, Bates) mentioned in the Yami by saying that any modern learning that meets the requirements of the times can not be achieved, without systematic training for the teacher based on the accurate identification of knowledge and skills that require mastery and training (Yami,2020 :20).

The Mustansiriya University Conference held in (2012) confirmed the recommendation of the need to use educational techniques in teaching in accordance with the standards of total quality. The conference, which was held at the University of Baghdad, Faculty of Education Ibn Rushd for Educational and Psychological Sciences under the slogan (dual education, the pillar of modern human construction) for the period from (12-13) April (2015), the great impact of the recommendation of the need to open rehabilitation courses for educators and continuing education courses, to see the strategies and methods of modern teaching; Which contributes to the development of the educational process (University of Baghdad, Conference Proceedings,8:2015).

In a remarkable progress of interest, the formation of the Higher Committee for Digital Education in Iraq was an important step and an advanced leap forward, as the committee contributed to the development of a strategic plan to employ digital communication and its technologies in educational institutions to keep pace with the development and developments of the digital world, and to meet the growing need in those institutions, and was diagnosed through the evidence of the need to seek to establish an integrated educational system that places one of its priorities is to enrich the educational process with the technologies of the digital world, in a way that enhances the educational process and achieve its goals more fully(Supreme Committee for E-Learning, 5:2015).

Based on the above, the importance of the research can be summarized as follows:

1- It is in line with the modern trend to highlight the role of digital communication and its skills in the twenty-first century and employ them in the enrichment of the educational environment.

2- It can help trainees to reschedule their plans according to the rapid changes of the digital world, technological progress and identification of modern strategies, ensuring them the ability to plan and organize to face their contemporary world.

3- The research may help direct the attention of the organizers of the training courses to reconsider their programs, in line with the developments of the times, and to meet the actual and most important needs.

4- It may open new horizons for research on digital communication, its role in the educational process in other fields and target new educational categories.

5- Contribute to giving importance to the role of teachers to participate in submitting proposals and finding solutions by virtue of their educational position and their relationship with their students.

6- Demonstrate the importance of the preparatory stage, as the stage of transition to university life and inform them of the world's growing changes and developments thanks to highly qualified professors,who have gained their experience by participating in training courses and the skills they have acquired as a result of those courses.

Third: Research Objectives and Hypothesis: The research aims to:

1- Building a proposed training program that contributes to the development of digital communication skills among teachers of the Arabic language for the preparatory stage.

2- Identify the effectiveness of the proposed training program in the development of digital communication skills among teachers of the Arabic language for the preparatory stage.

For the purpose of achieving the objectives of the research, the researchers formulated the following hypothesis:
(There is no statistically significant difference at the significance level (0.05) between the average scores of the experimental group who underwent the proposed training program and the average scores of the control group who did not undergo the training program in the post-digital communication test).

Fourth: Research Boundaries and Limitations:

1- **Human Boundaries**: Teachers of the Arabic language for the preparatory stage in the public day schools of the General Directorate of Education in Dhi Qar Governorate/Nasiriyah Education Department.

2- **Time limits :** The first semester of the academic year (2022-2023 AD).

3- **Spatial boundaries:** Preparation and Training Department of the General Directorate of Education in Dhi Qar Governorate, Government Day Preparatory Schools/Nasiriyah Education Department.

4- **Objective limits:** The proposed training program (the effectiveness of a proposed training program in the development of digital communication skills among teachers of the Arabic language for the preparatory stage).

Fifth: Terminology:
Program

Defined by Al-Sakarneh (2011) "A planned, organized and continuous process aimed at developing the skills and abilities of the individual, increasing his information, improving his behavior and attitudes, and enabling him to perform his job efficiently and effectively"
(Al-Sakarneh ,17:2011).

The theoretical definition of the researcher: The two researchers adopt the definition of saccharinization (2011), "a planned, organized and continuous process aimed at developing the skills and abilities of the individual, increasing his information, improving his behavior and attitudes, and enabling him to perform his job efficiently and effectively" because it is consistent with the current research goal.

Procedural definition of the researcher: The training program is a set of organized and planned procedures, provided to the trainees according to the theory of digital communication, in order to equip them with teaching skills, according to a specific schedule for a certain period of time.

Third: Development: Phila and Al-Zaki (2004) defined it " as the ability of individuals to build, organize, direct, innovate and invest, and their ability to increase the volume of education and expand it to include each individual and thus development is its goal and means for the human being" (Phila and Al-Zaki,132:2004).

The researchers define development theoretically:

Is the ability to increase the level of the trainees' outcome of performance and cognitive abilities and enable them to master the required skills after passing through the training situations.

He defines it procedurally: It is the ability to upgrade the tool (research sample) to the level of mastery and acquisition of skills, and this is measured through the scores they obtain in the digital communication skills test prepared by the researchers for this purpose.

Fourth: Digital Communication

Abdul Hamid (2007) defined it as "the social process in which remote communication takes place between parties who exchange roles in transmitting and receiving messages through digital systems and their means to achieve certain goals" (Abdul Hamid,26:2007).

The researchers define digital communication in theory:

It is a group of integrated and interrelated systems that are provided to the trainee based on modern technology, in a way that facilitates the development of his skills and abilities to ensure the achievement of the desired goals.

Chapter 2

The second chapter included two parts:

The first axis: theoretical background, and the second axis previous studies.

First: Background of the study: The researchers divided the background of the study into two parts also according to the variables of the study, namely:

A) **Training and training program:** Training is a deliberate process that needs to be planned in advance according to the needs of individuals, and training is a purposeful behavioral process that means changing the behavior of individuals to the level of professional development and increasing its productivity efficiency (Al-Jamal,2017 :77).

Therefore, Al-Hurr(2001) describes training as a safety valve that can not be dispensed with in the field of education; as it is related to the professional growth of all elements of its operations, the most important of which is the teacher, and effective training is in his opinion the driving force for teachers to interact with the variables of society and improve the level of their students(Al-Hurr, 2001: 99).

The training process consists of a set of elements that must be available, and according to the method of systems being an integrated whole that affects each other and is affected by it. The elements are:

1-**The trainee:** The trainee must be convinced of the objectives of the training and his need for it, as the trainee is the basis and focus of the training process, and is one of the factors that lead to the success of the training programs (Source,2010: 16).

2-**The trainer:**

The appropriate trainer who is able to use the various training means and methods must be selected; consistent with the nature of the trainee, his objectives and the level of training, he is the person responsible for preparing and choosing the appropriate scientific material, to meet and achieve the objectives of the training program (Scarna A,2011: 57-58).

3- **Training content:** The content must take into account the following things:

(a) Be realistic and objective and address a problem worthy of training.

B- It must include modern educational developments, social development and accelerated technological change, so that trainees keep pace with this development and change, interact with the training content, and are attracted to it (Shawahin,2015 : 8-9).

4-The training environment: It is the set of conditions that surround the training system, affected by it and affect it, and can divide the environment into two types:

- Internal environment: It consists of the human, technological, systems and regulations, the prevailing values in the system, and the relations between the members of the system.

- The external environment:It is the community in which the training system is located, and in which there are also schools and institutions in which the trainees work (source,2010 : 16).

A) Section of Digital Communication

What technology and the world of communications have brought about unprecedented changes in the world, is the beginning of serious thinking to benefit from that information revolution in education, and keep pace with that development and catch up with it; as it is moving at accelerated steps that can not be left behind, and the digital future has delivered its effects and changes on education, and indicated that a mutual need must arise between the process of education and digital communication, Digital communication needs distinguished teachers with competence, and on the other hand, digital communication increases the effectiveness of teachers through the use of new technologies, to reach skills that help the teacher to innovate. (Hassel, 2012 :11-33).

Therefore, the perception of the concept of digital communication has changed over the past two decades, and it has shifted from just being a teaching method provided by the teacher to present educational tools as tools, to being an integrated system that expresses educational programs designed in an integrated manner according to the systematic method, which works to employ modern communication technology, advanced digital computer systems and multimedia, digital libraries, and international networks with the aim of delivering knowledge with the shortest time and least effort to the learner(Hamid and Faiq, 2018 :138-139).

This trend has received great emphasis by educators, who have shown the importance of integrating digital communication with the educational process and considered it the advanced stage of educational communication. They also found that the use of its techniques works by payment to facilitate the learning and teaching processes, with the factors that communication has to build educational programs, especially training ones, which allow teachers to acquire elements of experience in planning and ability to apply, and develop and develop skills (Al-Hadi and Ammar,2007 :118-119).

The tracer of the roles of technology and digital communication finds that they have an effective role in creating unprecedented educational opportunities that contributed to changing and eliminating the single vision of education, and paved the way for finding a kind of diversification of communications and new opportunities for communication based on the interaction between the elements of the communication process, with modern means that contribute to achieving this integration in communication(Jaffal et al., 2019 :131).

In addition to the above, the researchers believe that digital communication has many aspects and different aspects, enabling it to reach the educational institution and interact with it, so that it helps the teacher to employ it in the classroom, and make it one of the sources of knowledge that he provides to his students, and enables him to integrate its innovations and techniques to provide advanced scientific content with integrated educational programs, and keep abreast of the changes that accompany the educational process.

Digital Communication Strategies:

1- **Communication strategy through projects:** It is one of the learning styles that focus on learning by doing a specific and purposeful activity, where the learner applies this by individual or group tasks under the supervision of the teacher, and the most important steps that contribute to the application of this strategy are (planning, implementation and evaluation)

2- **Problem solving strategy:** It is concerned with providing real learning opportunities and meaningful learning, providing the learner with many skills related to problem solving and experiences related to the subject of the problem, developing higher thinking skills such as innovative and critical thinking, and the strategy is employed by working to involve learners in identifying the problem, generating ideas for them, raising some questions, and providing the necessary support to find solutions according to a schedule and with collective participation.(Al-Aswad,2019 :98;Al-Shamrani, 2019 :149-150).

Second: Previous Studies:

1-**Study of (Siraj, 2019):** This study dealt with the effectiveness of a program based on the use of the tablet and the Internet in the light of the communicative theory to develop the skills of digital teaching and professional responsibility of students teachers at the Faculty of Education. The study sample consisted of (46) students teachers. To achieve the goal of the study, the researcher prepared the program based on the use of the tablet, the note card of digital teaching skills, the measure of professional responsibility, and in light of the results of the study recommended the need to train teachers in-service and student teachers at the Faculty of Education for digital teaching skills in line with the digital age we live in.

2-Study of (Sharif,2020):

The study aimed to find out the effectiveness of the educational program based on the employment of digital communication in teaching literature and its impact on achievement and the development of literary criticism skills among students in the fifth literary grade. The research sample consisted of (56) students from the fifth literary grade. The researchers prepared an achievement test and another for literary criticism skills. The researcher used statistical means as a test(t-test , Pearson Coefficient). The results showed statistically significant differences in the achievement tests and literary criticism skills for the benefit of the experimental group on the control group. The results also showed the effectiveness of the educational program based on the employment of digital communication systems in achievement and the development of literary criticism skills.

Chapter: III

Methodology and procedures of the study

The two researchers adopted two approaches of educational research methods: the descriptive approach and the experimental approach, because they are appropriate to achieve the research objectives. The descriptive approach was adopted to determine the training needs of the trainees in the light of digital communication, and then build the proposed training program, and the experimental approach with partial control to identify the effectiveness of the proposed training program in developing digital communication skills for teachers of the Arabic language for the preparatory stage.

First: Experimental Design:

The researchers adopted the experimental design with partial control and post-testing for both the research groups of teachers of Arabic language (experimental and control), a diagram (1) showing this:

Group	Valence	The independent variable	Post-test
Experimental group	Academic qualification (certificate). Years of service.	Proposed Training Program	Quiz Digital communication.
Control group	Gender Thequalification (previous courses). Digital Communication Test (Previous Information)	Not undergoing any training program	

Scheme(1) Experimental design of the two research samples

Second: The research community and its sample

Research community:

The research community consisted of teachers of the Arabic language in public day preparatory schools in the Nasiriyah Education Department of the General Directorate of Education in Dhi Qar Governorate, which numbered (182) teachers and schools by (105) teachers, and(77) schools according to the statistics of the Planning Department/Statistics Division in the General Directorate of Education in Dhi Qar Governorate for the academic year 2022-2023, which the two researchers obtained under the task facilitation letter.

2- **Research sample**:

Arabic teachers who teach preparatory students in the Nasiriyah Education Department of the General Directorate of Education in Dhi Qar Governorate were chosen intentionally to house the researchers in the governorate center, and being a teacher in the Nasiriyah Education Department.

The research sample consisted of (40) male and female teachers, with a percentage of (21.9%) of the total community, who were informed by the Preparation and Training Department of the Directorate General of Education in Dhi Qar Governorate, as they attended the training area (Preparation and Training Department), and in a random manner, (20) male and female teachers were selected for each of the experimental and control groups, Table (1) shows this.

Table(1) Number of individuals in the study sample (experimental and control) of male and female teachers

Group	Teacher Training Institute		
	Males	Females	Total
Control group	9	11	20
Experimental group	8	12	20
Total	17	23	40

Third: Equivalence of the two research groups: To verify the equivalence of the two groups of Arabic language teachers (experimental and control) in a number of variables that may affect the results of the experiment, a special form was distributed to determine the characteristics of the trainees in a number of variables, as follows :

1- **Academic qualification (certificate):** The two research groups (experimental and control) were rewarded in the qualification variable (certificate), as it was found that all members of the research sample hold a bachelor's degree because they are graduates of the Faculties of Education, Department of Arabic Language.

2- **Years of service:** It was found that there is no statistically significant difference at the level of significance (0.05), between the two groups (experimental and control) of the sample of the two research groups in the years of service variable, as the value of the square of K^2 calculated (0.977), which is smaller than the table value (5.991), and with a degree of freedom(2), This indicates that the two groups are equal in the years of service variable.

3- **Communication test (previous information):**

The test was applied to the research sample on Tuesday 20/9/2022 and the answers were corrected, and the scores were extracted, after monitoring the scores of the two research groups (experimental and control) through the scores of the digital communication test, and the scores of the Arabic language teachers were calculated for each of the two groups (experimental and control), and to verify this hypothesis, the T-test of two independent samples was used to calculate the difference between the two groups, and Table (2) shows the results of the T-test of two independent samples:

Table (2) Equivalence of the sample of the two research groups in the pre-digital communication test Previous information

Group	No.	Arithmetic mean	Standard Deviation	Degree of freedom	T value		Level of Significance At 0.05
					Calculated	tabular	
Experimental group	20	5.90	2.125	38	532	2.024	(Nonsignificant)
Control group	20	5.55	2.038				

It is clear from Table(2) above that the arithmetic mean of the digital communication test scores for the previous information of the experimental group teachers (5.90) with a standard deviation of (2.125) and the arithmetic mean of the control group teachers (5.55) with a standard deviation of (2.038). To compare the two means, the researchers used the t-test for two independent samples, and the calculated second value was (0.532), which is less than the second tabular value of (2.024) at the level of significance (0.05) and the degree of freedom (38). This indicates that there is no statistically significant difference, which confirms the equivalence of the digital communication test for the previous information.

Fourth: Research Tool: (Digital Communication Test): The test went through several steps:

1- **Purpose of the test:** This test aims to measure the degree to which teachers possess digital communication skills in light of what was achieved in the previous procedure.

2- **Drafting test items:** The two researchers drafted test items that consist of(25) test items of the type of multiple choice, quadruple alternatives; because it is one of the most effective objective tests, and it is possible to measure higher mental abilities that are difficult for other objective tests to measure, and do not take long to answer, and the percentage of guessing is low (Al-Huwaidi, 2010 :292).

3- Application of the pre exploratory test:

The   researchers applied the test himself to the respondents, and the researchers were keen to read the instructions and show them how to answer his questions, and then asked them to answer all the questions, and collected the answers and corrected, and then monitored the data in preparation for processing them, and it became clear from the exploratory experience that the test instructions and the drafting of the test items are clear and appropriate for the sample, and that the time taken to answer the test items (30) minutes.

4- test validity

The validity of the test is one of the most important characteristics of the test, so the test is true if it achieves the goal for which it was designed, that is, if its vocabulary expresses it(Omar et al.,2010 :189).

The researchers verified the validity of the test through the following procedures:

• **Face validity**

    In order to verify the validity of the virtual test, the researchers presented a questionnaire that included the test items in its initial form to a group of experts and arbitrators specialized in teaching methods, measurement, evaluation, educational psychology, computer and technology, to explore their views and observations on the validity of the items and the safety of their construction. After the researchers obtained the opinions and observations of the arbitrators, the language of some items was modified, and no item of the test items was deleted after the necessary amendments were made. The researchers relied on a percentage of (80%) and more, for consistency between the opinions of the arbitrators to know the validity of the test items, and thus the test became composed of (25) test items.

• **Construct validity (internal consistency of the test):**

    The researchers verified the availability of this type of honesty, and it was verified by the following :

A- Calculation of the discriminating power of the test items:

    It turns out that all the test passages have an acceptable coefficient of discrimination.

B-Calculation of the internal consistency index of the test(homogeneity of its items):

The correlation coefficients ranged between the total degree (0.205_0.455), and after comparing it to the table value of (0.187) at the level of significance (0.05) , and the degree of freedom (108), it turned out to be a statistical function.

5- **Reliability of the test:** The researchers applied the Keoder Richardson equation 20: It is the method that is applied only in tests that have the degree of answer to the item is either correct to take one degree or wrong to take zero(Chalabi,2005 :140).

Therefore, the researchers calculated the reliability of the test by the Kuder-Richardson method 20, where the total reliability was (0.73), and this indicates that the reliability coefficient of the test is good, as the test is good if the reliability value ranges between (0.80-0.60) (Allam,2006 :434) .

Fifth: The final version of the test:

After the researchers confirmed the completion of all the procedures for the test, which included the completion of the psychometric characteristics of the test and its validity, validity and reliability, the test in its final form consisted of(25) test items of multiple choice, and corrected by giving one score for each test item when the answer is correct, and(zero) when the answer is wrong or left unanswered by the examiner, and thus the total score of the test is (25) score, and the lowest score (zero), and thus the test is ready for final application to the groups of teachers (the experimental group and the control group).
Chapter IV

Presentation and interpretation of results

First: Presenting and discussing the results: The two researchers will present the results of his research according to the research hypothesis, so the presentation came as follows:

Zero hypothesis: (There is no statistically significant difference at the significance level (0.05) between the average scores of the experimental group who underwent the proposed training program and the average scores of the control group who did not undergo the training program in the post-digital communication skills development test).

The results showed, after statistical observation of the data, that the average scores of the experimental group that underwent the training program amounted to (21.65), with a standard deviation of (1.755), while the average scores of the control group that did not undergo the training program amounted to (7.50), with a standard deviation of (2.39), and when using the T-test for two independent samples (T-test), to identify the significance of the statistical difference between the two groups, it appeared that there was a statistically significant difference at the level of significance (0.05), and with a degree of freedom (40), as the calculated T-value of (21.31) was greater than the table value of (2.024), and Table (3) shows this result.

Table (3) The results of the t-test for two independent samples of the grades of the teachers of the experimental and control research groups in the post-digital communication test

Group	Sample size	Arithmetic Mean	Variance	Standard Deviation	Degree of freedom	T value		Level of Significance
						Calculated	tabular	
Experimental group	20	21.65	3.08	1.755	38	21.31	2.024	Function of empiricism
Control group	20	7.50	5.71	2.39				

The difference is evident in the post-digital communication test between the experimental group that underwent the proposed digital communication-based training program, and the control group that did not undergo the training program in favor of the experimental group, and accordingly rejects the first zero hypothesis and accepts the alternative hypothesis, which states:

_ (There is a statistically significant difference at the level of significance (0.05) between the average scores of the experimental group who underwent the proposed training program and the average scores of the control group who did not undergo the training program in the post-contact test).

To determine the effectiveness of the (training program) in acquiring digital communication through the digital communication test, the researchers found the practical significance of the effect of the independent variable in the dependent variable by calculating the ETA^2 box, as follows:

When using the ETA equation to find out the size of the effect, it turns out that the value of ($\eta2$) has reached (0.923), which means that the size of the effect is high, which indicates that the independent variable (the training program) has a high impact on the dependent variable (digital communication), and Table (4) shows that:

Table (4) The effect size of the training program in digital communication

The dependent variable	ETA value	The value of the ETA box	Effect size
Section of Digital Communication	.961	0.923	large

This result is consistent with the results of the study (AL-Majed,2017), which concluded that there is a large impact of the training program in the variable of this study in the research sample, and the study of both (Zarzis, 2016) and the study (Sharif, 2020), which concluded that there is a large impact of the educational program in the variables of these two studies in the research sample, as well as agreed with other studies in the effectiveness of digital communication on the variables of these studies such as a study (Bahout, 2017), a study(Neufeled, 2018), and a study (Afifi, 2018).

Second: Interpreting the results: The researchers interpret the results of their research as follows :

1- The use of the training program based on the employment of digital communication positively affected the teachers of the Arabic language and its teachers, in terms of providing them with methodology in their work, organizing themselves, and dealing with high quality with what they face in their environment.

2- The training program contributed to enabling the trainees to influence others and succeed in work to master the skills of educational communication, its arts and methods, as well as owning the means of persuasion based on evidence, and protest quietly, and this was confirmed by (Ahmed, 1997: 12) and(Khalil, 2006), in their reference to the importance of digital communication in educational work.

3- The program has contributed to encouraging trainees to keep up with technology and the world of communications, as digital communication needs distinguished and competent teachers.

4- The proposed training program worked to increase the effectiveness of teachers through the use of new techniques to reach skills that help the teacher to innovate .

5- The program is characterized by comprehensiveness, accuracy and objectivity, as it was designed, and its training content was organized according to the needs of the trainees, and it included interesting information and skills for the trainees, and various activities, as well as it included in the presentation of topics over appropriate periods of time, in addition to organizing the content, activities and educational means used, and the models that helped the trainees to develop their thinking skills.

Third: Conclusions: The two researchers reached a number of conclusions according to the conclusions drawn, as follows:

1- Involving teachers of the Arabic language and its teachers in training programs based on digital communication during service has a positive impact on improving their teaching performance and professional and educational competencies.

2- The researchers deduced the effectiveness of the program from the views of teachers of the Arabic language and its teachers, as they expressed their views on the usefulness of the training program in teaching methods and daily planning.

3- The interest in building training programs contributes to improving the effectiveness of educational outputs, enhancing the ability of the educational body to develop themselves, and achieve sustainable development, as well as achieving job satisfaction, by developing their attitudes towards the teaching profession.

Fourth: Recommendations : In light of the results and conclusions of the study, the researchers recommend the following:

1- Guiding those in charge of developing curricula to include Arabic language textbooks activities that are compatible with digital communication skills.

2- Include in the teacher's guide for all subjects, activities and training that include digital communication skills so that the teacher can benefit from them in the tests he conducts for his students.

3- The need to follow up on the latest educational theories, especially the theories that explained communication and communication; in order to communicate and not to be interrupted by every newcomer in the educational arena.

Fifth: Proposals : To complete this study, the researchers propose the following:

1- Conducting a study on the effectiveness of a training program based on digital communication for Arabic language teachers and middle school teachers and explaining its impact on the motivation of their achievement .

2- Conducting a study of the impact of educational strategies and models based on digital communication in other dependent variables such as trends, inclinations and teaching practices.

3- Conduct a study to identify the effectiveness of an educational program based on digital communication skills in the branches of language (grammar, rhetoric, literature, expression).

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