

THE EFFECT OF TEACHERS LEARNING NEW SKILLS THROUGH ONLINE PLATFORM TO TEACHING TECHNIQUES AT DONGYANG PRIMARY AND SECONDARY SCHOOL, ZHEJIANG PROVINCE, CHINA

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ABSTRACT

The purposes of this research were (1) to study the level at which teachers were learning new skills through an online platform at Dongyang Primary and Secondary School in Zhejiang Province, China. (2) To study the level of teaching technique of teachers at Dongyang Primary and Secondary School in Zhejiang Province, China. (3) To compare the teaching technique of teachers at Dongyang Primary and Secondary School in Zhejiang Province, China, classified by teachers' demographics. And (4) to find the relationship between teachers' new skills and teaching techniques at Dongyang Primary and Secondary School in Zhejiang Province, China. The population used in this study was 1,200 teachers at the Dongyang Secondary School in Zhejiang Province. The questionnaire was used to collect data from a sample of 400 people. The data were analyzed by frequency, percentage, mean, and standard deviation. And tested the hypothesis by t-test, F-test, and multiple regression analysis. The results showed that (1) the different demographic factors in terms of gender and educational level had a statistically significant effect on teachers learning new skills through an online platform to teaching techniques at Dongyang primary and secondary school, Zhejiang province, China overall, and on individual aspects at the 0.00 level. And (2) teachers learning new skills in searching the information, store the information, and apply the information in works affect the improved online platform five extremely effective teaching methods learning skills, statistically significant at the level of 0.05 and have a predictive power of 76.9%.

Keywords: Teachers Learning New Skills, Online Platform, Teaching Technique

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INTRODUCTION

In the 21st century, students spend a lot of time playing online games and only have a little time to read. This will affect their reading skills and their knowledge. Many resources and the teachers who provide the materials in the classrooms are available online. Schools are meaningless because students need to learn new techniques. The teachers must train well to teach the reading techniques and skills that will transfer to their students' learning. Fauzi and Raya (2018) state that learning new skills through technology improves students' abilities, as indicated by their competence to comprehend texts and their performance in the speed of reading.

Haq, Khurram, and Bangash (2019) state that researchers continuously strive to find effective methods to facilitate learning. Bedir (2019) states that teachers must learn to use the various software available for specific subject areas and as a means of communication. Google Classroom, Zoom, Tapestry, Loom, and Edulink are just some of the programs now widely used in schools nationwide. In addition, professional development training can help teachers better plan their time and stay organized. This makes teachers more efficient and gives them extra time to focus on students rather than the paperwork (Shepard, 2019). Anjomshoaa, Golestan, and Anjomshoaa (2012) assert that, among other language skills, reading plays a vital role in making a student a skillful user of the target language. Effective instruction can positively influence students' learning of new skills (Salataci & Akyel, 2002) as well as motivation. In contrast, ineffective teaching and unclear instructions can lead to students lacking learning skills. Yildirim (2014) states that teachers may partly be blamed for students' reluctance to read because of a lack of knowledge of technology.

Reading appears easy, unforced, and usual to the skilled adult reader. However, for novice readers, reading is a complex process that requires them to simultaneously bring cognitive, social, and linguistic skills into play. According to a 2016 Chinese Ministry of Education report, reading is a collaborative, problem-solving, interactive, and transactional process involving making sense of the text. Slimi (2020) states that enterprises and educators worldwide use the easiest learning management system. Being cloud-based, users can access it anywhere, anytime, and on any device. This online teaching platform has a user-friendly training maker and a quiz-making tool for easier content creation. Apply a range of strategies during the act of reading. The current study, therefore, focused on teaching six reading strategies in the classroom that help students become strategic readers. According to Cunningham and Allington (2021), the literature indicates that skilled readers use several strategies in reading. To improve reading comprehension, learners ought to learn to use strategies for reading. Literature strategies are defined in the text as activities consciously chosen by learners to regulate their language learning. However, the term strategy has been variously defined and has remained controversial in the literature. (Griffiths & Oxford, 2014). Moreover, it states that effective teachers scaffold learners and demonstrate how to do so. Therefore, in this study, we mainly focus on learning new skills through an online platform. It is very important because it can open the door to new opportunities and help them develop skills that will serve them well in their future careers. In this research objectives are 1) To study the level of teachers' learning new skills through an online platform at Dongyang Primary and Secondary School in Zhejiang Province, China. 2) To study the level of teaching technique of teachers at Dongyang Primary and Secondary School in Zhejiang Province, China. 3) To compare the teaching techniques of teachers at Dongyang Primary and Secondary School in Zhejiang Province, China, classified by teachers' demographics. 4) To find the relationship between teachers' new skills and teaching techniques at Donyang Primary and Secondary School in Zhejiang Province, China.

Conceptual Framework

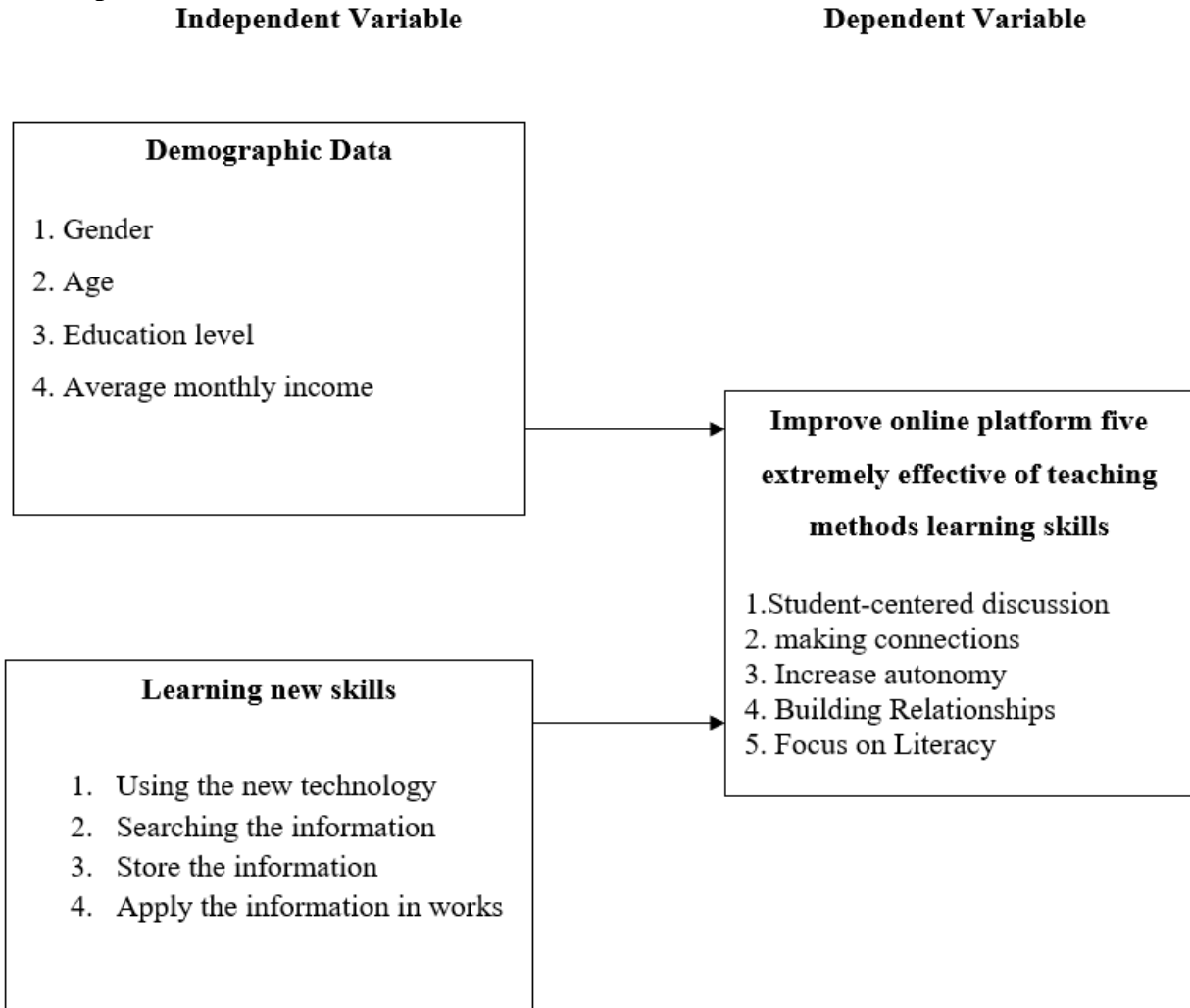


Figure 1 the conceptual framework

Research Hypothesis

- 1) The different demographics of teachers cause different teaching techniques at Donyang Primary and Secondary School in Zhejiang Province, China.
- 2) The new training skills are affecting the teaching technique of teachers at Dongyang Primary and Secondary School in Zhejiang Province, China.

LITERATURE REVIEW

Concept of teaching techniques

Cooper, Chenail, and Fleming (2012) conducted a meta-study with a related focus, looking at thirty years of primary research on the experiences of students learning qualitative research methods. Their concerns were with learning from the past, not just about the students' experiences but the research methods used to study them. Hence, their meta-study included the following:

- 1) **Using the new technology** affects almost every aspect of 21st-century life, from transport efficiency and safety to access to food and healthcare, socialization, and productivity (Rashidov, 2022). Wang, Ng, and Brook (2020) state that the power of the internet has enabled global communities to form and ideas and resources to be shared more easily. Thus, communication is enhanced, and companies can communicate more easily with foreign

countries, simplifying things. Progress in implementing strategic technology trends is helping them save time and money.

2) **Searching the information** as querying refers to well-defined, targeted information seeking for a clearly articulated information need. Specific items fall into this category when you clearly know your needed information. However, information searching can also encompass searching when you do not yet have specific items to find but have clearly identified your information needs and are relatively certain about the type of information you require (Gusenbauer, 2019).

3) **Store the information** as an artifact contributing to learning. Some authors restrict its meaning to content; others include tools and environments. We suggest distinguishing between resources and tools as in learning design methods, although boundaries overlap (Alam, 2022).

4) **When applying the information** in the workplace, accuracy means ensuring that the information is correct and free of errors. Information accuracy is important because people's lives may depend on it, like the medical information at hospitals, so it must be accurate (Paulson, 2019).

Evaluate the method of online platforms learning

The transformation of the education sector is relentless, and most university and school programs are bound to transfer to online platforms. Below are examples of top educational platforms to help you and your company or institution make the most of eLearning (Adedoyin & Soykan, 2020). Tong, Chen, Zhou, Chen, Wang, Yang, and Lv (2017) state that an online course platform is a learning management system (LMS) that instructors can use to create, host, deliver and sell online courses. An LMS is a higher category usually used by enterprises for employee training and onboarding or by academic institutions to support teaching. However, the whole category can sometimes include course platforms or even WordPress plugins that SMEs use to create and sell online courses. Chang and Meyerhoefer (2021) state that, unlike online learning platforms, online course platforms are cloud-hosted software that allows instructors to create online classes or individual lessons by uploading educational material created using text, images, video, PDF files, and audio. There are some components of the online platform: 1) Student-centered discussion; 2) making connections; 3) increasing autonomy; 4) building relationships; and 5) focus on literacy. Details are as follows:

1) **Student-centered discussion:** Student-centered learning (SCL) is a teaching method that connects students' interests with what they learn in school. The ultimate goal is to make the educational process more meaningful to students (Wulf, 2019).

2) **Making connections:** The ability to make connections involves connecting prior knowledge to new knowledge and experiences. This process allows students to relate what they read, see, do, and experience to themselves, the world around them, and other things they have previously seen or experienced (Duncan, 2022).

3) **Increase autonomy:** The students learning to be responsible for themselves. The teacher might direct that origami-craving student to a paper supply cubby, but choosing which color of paper and how much of it to use is entirely up to the child (Tsai, 2021).

4) **Building Relationships:** Positive relationships improve student behavior. Bovill (2020) states that brain science: Research supports the idea that early relationships and interactions, including those with teachers, play a central role in shaping children's behavior and social skills. Your students likely mirror your behaviors, whether you know it or not (Clark and Newberry, 2019).

5) **Focus on literacy** :the ability to read, write, speak, and listen in a way that lets us communicate effectively and make sense of the world. We understand the importance of developing reading, writing, and oral communication skills (Pahrudin, 2019).

RESEARCH METHODOLOGY

Participants in this study population of 1,200 teachers at the Dongyang Second Primary School in Zhejiang Province. The sample size is 400 teachers and using systematic sampling for the total population.

The instrument used in this study was a questionnaire that the students filled out after studying the concept-related theories determined by the objectives of the study scope of the study. The study's conceptual framework was to define the operational definition to be used to create a questionnaire according to the given terminology definition and propose it to the advisor for approval and suggestions on how to improve the deficiencies. It is more complete and is divided into 4 parts, including (1) questionnaire on demographic teachers; (2) questionnaire on teachers learning new skills; (3) questionnaire on the Improve online platform's five extremely effective teaching methods and learning skills; and (4) suggestions.

Data analysis includes frequency, percentage, mean, and standard deviation. And statistics were used to test the hypothesis, including t-test, F-test, and multiple regression analysis.

RESULT

Most of the respondents were female (60.00%), aged 31 - 40 years old (35.75%), had a bachelor of education degree (61.75%), and had an average monthly income of 20,001-25,000 yuan (42.72%).

Table 1 shows the average and standard deviation.

Teachers learning new skills	\bar{X}	SD	Level of opinion
- Using the new technology	3.60	0.60	High
- Searching the information	3.57	0.62	High
- Store the information	3.53	0.62	High
- Apply the information in works	3.61	0.62	High
Improve online platform five extremely effective of teaching methods learning skills	\bar{X}	SD	Level of opinion
- Student-centered discussion	3.61	0.66	High
- Making connections	3.56	0.62	High
- Increase autonomy	3.56	0.63	High
- Building relationships	3.52	0.65	High
- Focus on literacy	3.63	0.62	High

Table 2 shows hypothesis test results from demographic factors on improve online platform five extremely effective of teaching methods learning skills.

Online platform of teaching	Gender	Age	Education level	Income
- Student-centered discussion	6.602* (0.00)	3.281** (0.01)	4.011* (0.00)	0.401 (0.62)
- Making connections	5.721* (0.00)	1.769 (0.13)	6.545* (0.00)	-0.114 (0.89)
- Increase autonomy	3.663* (0.00)	1.807 (0.13)	5.075* (0.00)	0.005 (0.99)
- Building relationships	1.938* (0.05)	0.238 (0.92)	4.302* (0.00)	-0.526 (0.56)
- Focus on literacy	5.826* (0.00)	1.487 (0.21)	5.425* (0.00)	-0.037 (0.97)
Overall	6.602* (0.00)	3.281* (0.01)	4.011* (0.00)	0.401 (0.62)

* < 0.05

From table 2, it was found that the different demographic factors in terms of gender and educational level affect teachers' learning new skills through an online platform to teaching techniques at Dongyang primary and secondary school, Zhejiang Province, China overall, and on individual aspects statistically significant at the 0.00 level.

Table 3 shows hypothesis test results from teachers learning new skills on improve online platform five extremely effective of teaching methods learning skills.

Teachers learning new skills	b	Std. Error	β	t	Sig.
Constant	0.357	0.093		3.831	0.000*
- Using the new technology	0.058	0.034	0.061	1.735	0.084
- Searching the information	0.311	0.038	0.340	8.115	0.000*
- Store the information	0.213	0.037	0.234	5.699	0.000*
- Apply the information in works	0.317	0.035	0.345	9.135	0.000*
R = 0.877, R ² = 0.769, Adjusted R ² = 0.766, SE _{EST} = 0.275, F = 328.255, Sig. = 0.000*					

* < 0.05

From table 3, it was found that teachers learning new skills in searching the information, store the information, and apply the information in works affected improve online platform five extremely effective of teaching methods learning skills at a statistical significance of 0.05 level and has a predictive power of 76.9%.

DISCUSSION

The conclusion and discussions of the study, according to the 1st objective, revealed that different demographic factors in terms of gender and educational level affect teachers' learning new skills through an online platform to teaching techniques at Dongyang primary and secondary school, Zhejiang Province, China overall, and on individual aspects statistically significant at the 0.00 level because of learning new skills is about believing in your abilities. Stephenson (2018) states that machines are way faster than humans, and certain tasks that may require an incredible amount of manual work and attention to detail can be easily accomplished with the help of technology. Technology also ensures improved accuracy. Further, using technology in certain areas can also help save significant costs. Burbules (2018) states that Information technology is important in our lives because it helps to deal with everyday dynamic things. Technology offers various tools to boost the development and exchange of information. Both these things are the objective of IT to make tasks easier and to solve many problems. Geertz (2018) states that learning new skills is important whether you are looking to advance your career, change jobs, or improve your employability. When you commit to learning something new, you can increase your opportunities for career advancement, expand your professional networks, and enhance your knowledge base.

Kemker and Kanan (2017) state that whether looking to advance your career, change jobs, or improve your employability, learning new skills is important. When you commit to learning something new, you can increase your opportunities for career advancement, expand your professional networks, and enhance your knowledge base. Shi (2017) states that the development of learning new skills focuses on one sub-skill at a time. Taking on a new skill set can often be overwhelming, but by separating it into small, achievable increments, you can work through it methodically to realize the whole. Focusing on one area and seeing your progress along the way can also be more motivating. Li, Hu, Huang, and Duan (2017) state that learning new skills greatly helps your professional life. It helps you achieve your goals, gives us confidence, and motivates you for work too. Practicing your existing skills makes you

professional in your workplace. Not only learning new skills is necessary, but also practicing your existing skill. Lu (2017) states that learning keeps your mind engaged and body active. It helps you get new and knowledge-based perspectives on the world around you. It helps you gain new experiences, trains your brain to handle various challenges, and keeps your neural pathways active.

The second objective study found that each aspect of learning new skills was statistically correlated with an online platform to teaching techniques at Dongyang primary and secondary school in Beijing Dongcheng District, China, in every aspect at statistical significance at the 0.00 level because of relationship in a positive direction It is moderate to very high. Kaput (2018) states that a student-centered discussion allows your class to take ownership of their learning and truly engage with each other. Arman (2018) states that student-centered discussion is a process for helping students to have productive, generative discussions about the course content. But facilitating discussions such as these does not just happen. Instructors must create a climate conducive to student-centered discussion, promote the skills required for effective discussion (i.e., communication, interpersonal competence, critical thinking), and provide students with a workable process for structuring discussion and tools that maximize the efficacy of discussions. In addition, Student-Centered is a flexible model. It has been successfully incorporated into many disciplines - from English, linguistics, and history to social sciences; from the life, physical and information sciences to mathematics and engineering. The workshop addresses the following components.

Bondi (2017) states that connections allow you to benefit from the help you receive from others, and you can also offer support to them when they need it. These relationships create a mutually beneficial system in which increasing your network also increases your effectiveness and helpfulness in professional settings. Gendzier (2019) states that most students in the upper elementary and middle grades are beyond decoding instruction and need more assistance with comprehension to help them become successful, independent readers. Strategic reading allows students to monitor their thinking and make connections between texts and their own experiences. Students who make connections while reading can better understand their reading text. Students must draw on their prior knowledge and experiences to connect with the text. Students think when they connect, making them more engaged in the reading experience.

Implications of the study

Learning new skills, teacher learning, and professional development are important for student achievement. Teacher learning skills are a continuous process that promotes teaching skills, mastering new knowledge, and developing new proficiency, which in turn helps to improve student learning. Teacher learning skills influence student learning outcomes, which is why teachers need to develop learning skills to achieve learning outcomes in the form of changed beliefs about their practice or a better change in behavior. There are many eLearning companies out there that offer online learning platforms. Some of these platforms for virtual learning environments allow you to host and sell online courses, allowing you to run your own business. Other platforms offer an interface where users can interact with your content, but they might not fit your audience best.

Future Research

- 1) The study encourages teachers' learning; professional development is important for student achievement. Teacher learning skills are a continuous process that promotes teaching skills, mastering new knowledge, and developing new proficiency, which in turn helps to improve student learning.
- 2) The study promotes the improved online platform's five extremely effective teaching methods for learning skills levels, which is the development of skills that can contribute to structural transformation and economic growth by enhancing employability and labor productivity and helping countries become more competitive.

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Data Availability Statement: The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

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