

Obstacles to the Use of Modern Teaching Methods in the First Three Grades from the Point of View of Teachers

Dr.. Aida Deib Mohammed
Associate Professor / Jerash University

Dr.. Fatima Abu Hamda
Assistant Professor / University of Islamic International Sciences

Abstract

The study aimed to identify obstacles to the use of modern teaching methods in the three grades from the point of view of teachers, The sample of the study consisted of (120) teachers of the first three grades were chosen randomly, and to achieve the purposes of the study was used descriptive analytical method, The results indicated that the school administration and its system ranked first in the obstacles, while the obstacles related to the methodology in the last rank, and the existence of differences of statistical significance between the category of experience less than 5 years related to the student followed by the management and system, In light of this, the two researchers recommend the need to provide material and moral support to school principals in order to activate their role in the educational process and to provide appropriate ways to use modern teaching strategies

Keywords: Modern teaching methods, the first three grades.

Introduction

The teaching methods are an essential element of the effectiveness of the educational institution in general, its primary role in the achievement of students, as it leads to the organization of the study quota and the subject of education, and because the teacher can not do without it is a tool to achieve the objectives of the curriculum.

As the development of the theories of education and the development of knowledge, the number of teaching methods used, so the proponents of each educational theory resorted to the introduction of many methods of teaching and models built on their theories and designed many training programs for teachers in the field of teaching seeks to provide teachers with modern teaching methods and diverse to enable them to teach Vital and effective. This is what the educators and specialists in the field of education have realized. They have worked to create more effective teaching methods than the traditional teaching methods, because upgrading the level of education requires the teacher to move beyond the role of a person transferring information and knowledge to a new role that can provide real opportunities for learning and to develop students' Art and science have its origins and rules as can be observed and measured.

Abdu Al-Kareem (2011) points out that the researchers worked to introduce modern teaching methods to help the teacher achieve the objectives of the curriculum and give the biggest role in the learning process of the learner, which contributes to providing an educational environment characterized by research and exploration and the transfer of the impact of learning.

These modern methods of teaching focus on activating the role of the learner in the learning process in addition to providing a learning environment that motivates and takes care of the differences between the students and progresses to keep pace with the acceleration of knowledge and increase the number of learners, and seeks to facilitate learning and acquisition as low as possible while maintaining its sustainability to the maximum possible (Al-Heelah, 2003).

Ryan (1999) adds that the technological revolution has contributed to the spread of modern teaching methods and their multiple classifications, and the most famous classifications as educational literature indicates the classification of teaching methods based on the role of teacher and learner into two parts:

- Traditional methods of teaching: These methods are based on the presentation, dumping and indoctrination by the teacher as the teacher in these methods is the main role, and these methods to acquire knowledge as an end in itself, where teachers use punishment in various forms to motivate students to save information without Attention to their needs and abilities.
- Modern methods of teaching: These are the ways in which the student plays the main role in the learning process while the role of the teacher guidance and supervision, these methods paid attention to the nature of learners and their needs, and was keen to take into account the theories of learning and the principles of growth.

Reasons for using modern teaching methods (Umbo Saidi, 2009):

- 1 - change the nature of students, it is noted that the nature of students in this period attracted many things other than learning, making their teaching difficult because of the existence of dispersal, which requires the teacher to use modern methods that have the ability to attract the attention of students.
- 2 - Many studies in the field of modern teaching methods have confirmed the effectiveness of these methods in

improving students' achievement, progress, development of motivation, and mental and social skills.

3. Transforming teaching from teaching facts to teaching concepts that contain these facts and thus finding modern methods of teaching suitable for teaching concepts.

4 - The emergence of theories of learning and theories of teaching in the era of exploding cognitive look at the student interested in the student and how to learn from a new perspective, where these theories contributed to give the teacher a different look to choose the method of teaching how to suit the nature of students in light of these modern theories.

5 - The nature of the scientific content of some of the subjects of the most innovative nature, which requires the teacher to use modern methods of teaching, which contribute to help the student to understand the abstract concepts and make them felt by the student.

6 - The old view of the students that some subjects are not enjoyable In addition to being difficult and rigid, the teacher has to change that view through the diversification of teaching methods and the use of modern teaching methods.

It should be noted that the technological and cognitive revolution has contributed significantly to the use of modern teaching methods to suit the needs of students and to avoid traditional methods of conservation and indoctrination.

Types of modern teaching methods

Modern methods of teaching varied and developed through the experiences and studies of others. The most important of these methods:

- Cooperative learning: This type of learning based on the grouping of students in the form of small groups interact with each other positive interaction contributes to the student's sense of responsibility in the group to learn and learn others and build positive relationships and effective confidence and increase the student's scientific achievement.

- E-learning: This type of education to participate through the Internet and networks that allow the student the ability to creativity and excellence and increase efficiency because e-learning download the contents of lessons in the form of videos and educational programs that allow the student the ability to access the information at any time and anywhere.

- Brainstorming: This method solves the problem by providing the opportunity to generate the largest number of ideas and then sifting ideas and choosing the right solution through creative ideas.

- Simulations: The simulation program contains models or simulations of specific processes that offer real or near-reality situations that contribute to teaching students concrete experience.

- Learning by playing: Teaching using educational games is one of the most modern methods of teaching that takes into account the psychology of the learners and makes the learner a positive role through activities and games that have been prepared in an organized and suitable for the needs and tendencies of students. Al-Fatlawy (2003).

- The way stories and tales: This method depends on the ability of the teacher to turn the theme of the game into a story in a style of interesting and enjoyable and use this method at the beginning of the lesson or put the subject to work to attract the attention of students towards the subject of learning. Shahin (2010).

- Puppet theater: This method is used in the pre-school and in the lower elementary grades. This method provides educational experiences in a fun and entertaining way that helps the student to understand and install the information through the puppet that embodies the personality and the idea in a concrete and audible manner, which contributes to the development of imagination, creative abilities and talent. Acquiring skills, values, attitudes and willingness to research and learn.

It is noted from the previous presentation that modern methods of teaching are used to improve the learning process and take into account the differences in levels of students and their learning patterns and depending on the nature of the tasks of learning and here highlights the role of the teacher in how to develop ways to learn his students and make them aware of what they do using the methods most appropriate to the task of learning in which they are.

The problem of the study and its questions

Because of the increase in knowledge and acceleration and increase the number of learners and the role of the teacher is important and important in the process of learning, teachers face many obstacles while using modern teaching methods, including the school system, and what is associated with the teacher and the teaching method that follows, and what is associated with teaching methods and obstacles to use, Including curriculum and textbooks.

Hence, the current study seeks to identify the main obstacles that prevent the use of modern teaching methods from the point of view of the teachers of the first three grades by answering the following questions:

1- What are the obstacles to the use of modern teaching methods in the first three grades from the teachers point of view?

2 - What is the level of statistical significance of the difference in the nature of the obstacles that prevent the use of modern teaching methods in the first three grades from the point of view of teachers, which is attributable to the type of school (government school / private school)?

3 - What is the level of statistical significance of the difference in the nature of the obstacles that prevent the use of modern teaching methods in the first three grades from the point of view of teachers and attributed to years of experience (less than 5 years / 5 years to less than 10 years / 10 years and more).

4 - What is the level of statistical significance of the difference in the nature of the obstacles that prevent the use of modern teaching methods in the first three grades from the point of view of teachers and attributed to participation in training courses on modern teaching methods (participated in training courses / did not participate in training courses).

Objectives of the study

The present study aims at knowing the following:

- The most prominent obstacles to the use of modern teaching methods in the first three grades from the perspective of teachers.
- The level of statistical significance of the difference in the nature of the obstacles that prevent the use of modern teaching methods in the first three grades from the point of view of the parameters, which are attributed to the type of school (Public school / private school).
- The level of statistical significance of the difference in the nature of the obstacles that prevent the use of modern teaching methods in the first three grades from the point of view of the parameters, which are attributed to years of experience (less than 5 years / 5 years to less than 10 years / 10 years and more).
- The level of statistical significance of the difference in the nature of the obstacles that prevent the use of modern teaching methods in the first three grades from the point of view of the teachers, which is attributed to participation training courses on modern teaching methods (participated in the training courses / did not participate in the training courses).

the importance of study

The importance of the present study stems from the importance of the subject which is dealt with in the era of information revolution and the explosion of knowledge in an attempt to reach the most prominent nature of the obstacles that prevent the use of modern teaching methods in the first three grades from the point of view of teachers, , And try to draw the attention of curriculum specialists and develop them to take into account the contents of the curriculum to suit the needs of students and their abilities and tendencies in their first years of education, which is the basic building blocks for the rest of their learning, and stay away from courses that concern only knowledge.

The results of this study are expected to provide the opportunity for educational supervisors and specialists in charge of the educational process in the field of teacher preparation to identify the main obstacles and challenges that prevent them from using modern methods of teaching effectiveness and influence and try to find appropriate solutions to overcome these obstacles. The importance of this study stems from the importance of the category dealt with in the first three grades, as these are the most important years in the educational ladder and the first rule towards lifelong learning.

Terms of study and procedural definitions

Obstacles: Defined as all barriers or obstacles and problems facing teachers negatively affect them and prevent them from using modern teaching methods during teaching and prevent them from achieving the desired goals (Mansour, 2016).

The researchers define them as procedural difficulties that prevent the use of the first three grades of modern teaching methods and measured the degree obtained by the parameter using the study tool.

Modern methods of teaching are defined as those methods that focus on the student's activity and positive and strive to make it the focus of the process of teaching and learning and provides him the opportunity to carry out various activities and multiple aims to reach specific goals and the role of the teacher in these methods guide and facilitator and facilitator of educational resources (Sadhan, 2005).

The two researchers define it as a set of procedures used by the teacher in a systematic and sequential manner in order to achieve the desired teaching goals.

Pre-school is the early childhood, which extends from the age of three to the age of five, and is the smallest stages of the educational ladder.

The first three grades: the first, second and third grades in the Jordanian education ladder.

The limits of the study

The current study is limited to the following:

Objective limitation: The objective limitation is the obstacles to the use of modern teaching methods in the first three grades.

Time Limit: This study was applied in the first semester of the academic year 2017/2018.

Spatial Limit: Public schools and private primary schools in Jerash Governorate.

Human Limit: The parameters of the first three grades in Jerash Governorate.

The previous studies

Marvin, Lacost, Grady. study 2002 The purpose of the study was to identify the difficulties faced by pre-school teachers. The study sample consisted of (316) pre-school teachers in Nebraska. The results indicated that the need for administrative assistance to achieve the goals Ranked first, followed by the absence of parents' role in follow-up and feedback. Delany study (2006), which aimed to identify learning disabilities in primary school students in Australia. The results showed that there are many obstacles in the learning of mathematics that are due to teacher qualification on the one hand and the difficulty of the curriculum and the absence of students on the other hand.

The Foster study (2006) aimed to identify the obstacles to effective teaching of science in the primary stage in the United States. The results showed that the most important obstacles are insufficient time allocated to quotas compared to the planned content, and lack of in-service teacher training.

Al-Nuaimi's study (2009) aimed to identify some of the obstacles to the use of modern teaching methods in the teaching of Arabic language materials in Mosul. The study sample consisted of (792) teachers. The researcher used the five-step questionnaire as a tool for collecting data. The results showed that the obstacles related to the school system are the most Effect on the reluctance of teachers to use modern teaching methods in the process of teaching followed by constraints on curriculum and student.

The study of Al-Kareem (2011) aims to uncover the factors that hinder the use of modern methods of teaching which depend on thinking, dialogue and participatory work from the point of view of teachers, the sample of the study consisted of (302) teachers from the intermediate stage. The results showed that the number of students in the grade and the height of the teacher's quorum were ranked first. The results also showed that the less experienced teachers are the most sensitive to these obstacles.

Mansour study (2016) the aim of the study was to identify the obstacles to the use of modern teaching methods in the teaching of mathematics in the elementary and intermediate stages from the point of view of mathematics teachers in Hail. The study sample consisted of (11). The results showed that the obstacles related to the student ranked first in reducing the teacher's use of modern teaching methods, followed by the obstacles related to the teacher such as the large teaching burdens assigned to the teacher. The results also showed significant differences due to the years of experience. Attributed to participation in training courses attributed to the benefit of teachers who did not participate in training courses dedicated to teaching using modern teaching methods.

Study of Shuaile and Amar (2016) the aim of the study was to identify 678 teachers and teachers who were selected randomly. The researchers used the questionnaire as a data collection tool. The results revealed a number of obstacles that limit the use of methods Modern teaching relates to human resources (teachers and students).

Comment on previous studies

The previous studies dealt with the obstacles to the use of modern teaching methods in various courses, including the science course (Foster, 2006) and the mathematics course (Delane, 2006) the results of some studies indicate that there are obstacles that limit the use of modern methods of teaching, such as the qualification of the teacher (Delane, 2006), including the variable of experience such as the study of the slave (2011).

The current study was characterized by the obstacles to the use of modern teaching methods in the pre-school and the first three grades, as there is no study in Jordan - within the knowledge of the two researchers - dealt with these stages, as characterized by the current study variables, and benefited from the current study of previous studies in the formulation of theoretical literature Design the tool and discuss the results.

The community and the sample of the study

The study population consisted of all the teachers of the first three grades in Jerash Governorate. The study sample consisted of (120) teachers of the first three grades who were randomly selected. Table (1) shows the distribution of the study sample according to its variables.

The study sample:

Table (1) Frequency and Percentages by Study Variables

	Categories	Repetition	Percentage
Type of the school	Governmental	89	74.2
	Private	31	25.8
Years of experience	Less than 5 years	36	30.0
	From 5 to 10 years	52	43.3
	More than 10 years	32	26.7
Participation in the training courses	Participate	72	60.0
	Didn't participate	48	40.0
The total		120	100

The study tool

The two researchers studied the relevant literature and previous studies such as the study of Ahmed (2009) and the study of Mansour (2016) and the study of Shuaile and Ammar (2016) and then designed the study tool is a questionnaire for the collection of data on the parameters of the first three grads , the questionnaire was formed in its initial form of (36)) Is divided into four dimensions (the teacher dimension, the student dimension, the schoolbook dimension, the management dimension and the system).

The tool's reality

To ascertain the implications of the validity of the virtual tool was presented to a group of arbitrators and specialists in the fields of curriculum and teaching methods, educational psychology and childhood and measurement and evaluation, the number of (10) arbitrators, The tool was formed in its initial form of (36) paragraph and after taking the observations of the arbitrators and their amendments, the amendments were made, which the arbitrators unanimously agreed on the need to amend. The tool, in its final form, consists of 32 paragraphs divided into four dimensions

(Teacher dimension, student dimension, schoolbook dimension, management dimension and system).

The statistical standard: The five-point Likert scale was adopted to correct the study tools by giving each of its paragraphs one of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree) and represent digitally (5, 4, 3, 1) respectively, and the following measure has been adopted for the purpose of analyzing the results:

From 1.00 to 2.33 low

From 2.34 to 3.67 average

From 3.68 to 5.00 high

Thus, the scale is calculated by using the following equation:

The upper limit of the scale (5) - The minimum scale (1)

$$\frac{\text{Number of categories required (3)}}{5-1} = 1.33$$

$$5-1 = 1.33$$

$$3$$

And then add the answer (1.33) to the end of each category.

The Stability of the study tool:

In order to ensure the stability of the study tool, the test-retest was verified by applying the scale and applied after two weeks to a group outside the study sample consisting of (30) parameters, and then the Pearson correlation coefficient was calculated between their estimates at both times.

The coefficient of consistency was also calculated in the internal consistency method according to the Kronbach alpha equation. Table (2) shows the coefficient of internal consistency according to the Kronbach alpha equation and the regression coefficients for the domains and instrument as a whole.

Table (2) Cochranbach alpha consistency coefficient and repeatability of the fields and the total score

The field	Repetition stability	Internal consistency
Obstacles related to the teacher	0.81	0.75
Obstacles related to the student	0.84	0.72
Obstacles related to curriculum	0.80	0.81
Obstacles related to school administration and system	0.87	0.71
Obstacles as whole	0.89	0.86

Question 1: What are the obstacles to the use of teaching methods in the first three grades from the perspective of teachers?

To answer this question, the arithmetical averages and standard deviations of the impediments to the use of teaching methods in the first three rows were extracted from the point of view of the parameters. The table below illustrates this.

Table (3) The arithmetical averages and standard deviations of the constraints of the use of teaching methods in the first three grades from the point of view of parameters are arranged in descending order by arithmetical averages

Rank	Number	The field	Average	Slandered deviation	Degree
1	4	Obstacles related to the teacher	2.43	0.703	Medium
2	2	Obstacles related to the student	2.40	0.585	Medium
3	1	Obstacles related to the curriculum	2.28	0.438	low
4	3	Obstacles related to the school administration and system	2.21	0.720	low
		Obstacles as whole	2.33	0.350	low

Table (3) shows that the mathematical averages ranged between (2.21-2.43). The obstacles related to the administration and system of the school ranked first with the highest accounting average of 2.43. This may be due to the refusal of some managers to change and continue to work on the old system despite Curriculum development, in addition to the lack of supervision by the central administration of the sub-departments and providing guidance, incentives and support to encourage teachers to diversify the use of modern teaching strategies, While the obstacles related to the curriculum came in the last rank with an average mean of (2.21). This may be attributed to the lack of appropriateness and linkage between the content of the curriculum and the reality of living, as well as the short duration of the quota compared with the overcrowded curriculum and its inability to keep pace with changes in science in the era of the information revolution Despite its development, this result is consistent with Delaney's (2006) Delaney score. The mean arithmetic mean (2.33).

Question 2: What is the significance level ($\alpha = 0.05$) for the difference in the nature of obstacles that prevent the use of modern teaching methods in the first three grades from the point of view of the teachers, which is attributed to the type of school (government school / private school)?

In order to answer this question, the arithmetical averages and standard deviations of the impediments to the use of teaching methods in the first three grades were extracted from the teachers' point of view according to the variable of the type of school (public school / private school) to illustrate the statistical differences between the arithmetic averages, the T test was used, and the tables below illustrate this.

Table (4) Standard Meanings, Standard Deviations and T Test for School Impact on the Obstacles of Teaching Methods in the First Three Grades from Parameters Point of View

	Type of the school	Number	Average	Slandered division	T value	Degree of freedom	Statistical significance
Obstacles related to the teacher	Governmental	89	2.16	0.449	5.563	118	0.000
	Private	31	2.62	0.102			
Obstacles related to the student	Governmental	89	2.55	0.592	5.465	118	0.000
	Private	31	1.96	0.232			
Obstacles related to the curriculum	Governmental	89	2.41	0.691	5.703	118	0.000
	Private	31	1.65	0.456			
Obstacles related to the school administration and system	Governmental	89	2.56	0.744	3.609	118	0.000
	Private	31	2.06	0.372			
Obstacles as whole	Governmental	89	2.42	0.357	5.356	118	0.000
	Private	31	2.07	0.133			

Table (4) shows that there are statistically significant differences ($\alpha = 0.05$) due to the effect of the school type in all obstacles and obstacles as a whole. This may be attributed to the fact that private schools are constantly seeking attention to the quality of education and the use of methods developed in the process of learning through competition in performance, in addition to the private schools to select the teachers according to competence and experience and provide them with appropriate courses that enrich their information because they seek discrimination and classes in schools Private schools are not overcrowded compared with grades in public schools.

Question 3: What is the level of statistical significance ($\alpha = 0.05$) for the difference in the nature of the obstacles that prevent the use of modern teaching methods in the first three grades from the point of view of the teachers and attributed to the years of experience (less than 5 years / 5 years to less than 10 years / 10 years and over)?

In order to answer this question, arithmetical averages and standard deviations were obtained. The use of teaching methods in the first three grades from the point of view of the teachers according to the variable years of experience (less than 5 years / 5 years to less than 10 years / 10 years and above) .

Table (5) Statistical averages and standard deviations Constraints Use of teaching methods in the first three grades from the point of view of the parameters according to the variable years of experience

	Categories	Number	Average	Standard deviation
Obstacles related to the student	Less than 5 years	36	2.40	0.400
	From 5 to 10 years	52	2.23	0.454
	More than 10 years	32	2.23	0.440
	Total	120	2.28	0.438
Obstacles related to the teacher	Less than 5 years	36	2.64	0.487
	From 5 to 10 years	52	2.34	0.553
	More than 10 years	32	2.23	0.665
	Total	120	2.40	0.585
Obstacles related to the curriculum	Less than 5 years	36	2.64	0.687
	From 5 to 10 years	52	2.34	0.553
	More than 10 years	32	2.23	0.665
	Total	120	2.40	0.685
Obstacles related to the school administration and system	Less than 5 years	36	2.27	0.629
	From 5 to 10 years	52	2.01	0.628
	More than 10 years	32	2.48	0.569
	Total	120	2.21	0.703
Obstacles as a whole	Less than 5 years	36	2.54	0.288
	From 5 to 10 years	52	2.16	0.366
	More than 10 years	32	2.37	0.228
	Total	120	2.33	0.350

Table (5) shows an apparent variance in the arithmetical averages and standard deviations of the constraints of the use of teaching methods in the first three grades from the point of view of the teachers because of the difference in the variable years of experience, To illustrate the significance of the statistical differences between the arithmetic averages, a single analysis of variance was used in Table (6)

Table (6) Analysis of the variance of the effects of years of experience on the obstacles to the use of teaching methods in the first three grades from the point of view of parameters

	The source	Total squares	Degree of freedom	average of squares	P value	Statistical significance
Obstacles related to the student	Among the groups	0.688	2	0.344	18.20	0.167
	Inside the groups	22.124	117	0.189		
	The total	22.812	119			
Obstacles related to the teacher c	Among the groups	3.082	2	1.541	4.798	0.010
	Inside the groups	37.583	117	0.321		
	The total	40.665	119			
Obstacles related to the curriculum	Among the groups	4.614	2	2.307	4.736	0.011
	Inside the groups	56.9912	117	0.487		
	The total	61.606	119			
Obstacles related to the school administration and system	Among the groups	14.728	2	7.364	19.574	0.000
	Inside the groups	44.016	117	0.376		
	The total	58.744	119			
Obstacles as a whole	Among the groups	3.236	2	1.618	16.694	0.000
	Inside the groups	11.341	117	0.097		
	The total	14.577	119			

Table (6) shows that there are statistically significant differences at the level of $\alpha = 0.05$ due to the years of experience in all obstacles. significance (and obstacles as a whole except for the obstacles related to the teacher, In order to show statistically significant differences between the arithmetic mean, the post comparisons were used in the same way as shown in Table (7).

Table (7) Post-time comparisons of the effects of the years of experience on the constraints of the use of teaching methods in the first three grades from the perspective of teachers

	Years of experience	Average	Less than 5 years	From 5 to 10 years	More than 19 years
Obstacles related to the student	Less than 5 years	2.64			
	From 5 to 10 years	2.34	0.30		
	More than 10 years	2.23	0.40*	0.10	
Obstacles related to the curriculum	Less than 5 years	2.27			
	From 5 to 10 years	2.01	0.26		
	More than 10 years	2.48	0.22	47*	
Obstacles related to the school administration and system	Less than 5 years	2.87			
	From 5 to 10 years	2.06	0.82*		
	More than 10 years	2.45	0.33	0.49*	
Obstacles as a whole	Less than 5 years	2.54			
	From 5 to 10 years	2.16	0.39*		
	More than 10 years	2.17	0.17	0.22*	

* Function at significance level ($\alpha = 0.05$).

Table (7) shows the following:

- There are statistically significant differences ($\alpha = 0.05$) between the category of experience less than 5 years and the category of experience 10 years and more. The differences in favor of the category of experience less than 5 years in the constraints related to the student, this may be attributed to the fact that this category of teachers received education and university preparation With modern strategies and the courses they have studied are modern courses in keeping with scientific development in addition to their motivation and enthusiasm for work.
- There were differences of statistical significance ($\alpha = 0.05$) between the category of experience of 5 - less than 10 and the category of experience 10 years and more The differences in favor of the category of experience 10 years and more in the constraints related to the curriculum may be attributed to the more experienced teachers more able to deal with The curriculum in its intensity within the number of scheduled shares, and their expertise contribute to their ability to control the themes of the curriculum and try to simplify and make it more attractive and thrill through the strategies of modern teaching.
- The presence of differences of statistical significance ($\alpha = 0.05$) between the category of experience less than 5 years on the one hand and each of the category of experience less than 5 years and the category of experience 10 years and more differences came in favor of each category of experience less than 5 years and the category of experience 10 years and more. Obstacles related to the administration and system of the school This may be due to the fact that the administration is an interactive system capable of dealing with many inputs because it is a participatory process through which the possibilities are provided for the exchange of experiences between the teachers and the obstacles as a whole.

Question 4: What is the level of statistical significance ($\alpha = 0.05$) for the difference in the nature of the obstacles that prevent the use of modern teaching methods in the first three grades from the point of view of the teachers, which is attributed to the participation of training courses on modern teaching methods (participated in training courses / Training)?

To answer this question, the arithmetical averages and standard deviations of the constraints of the use of teaching methods in the first three grades were extracted from the point of view of the teachers according to the variable of the participation of the courses on the modern teaching methods (participated in the training courses / did not participate in the training courses) The "T" test was used, and the tables below illustrate this.

Table (8) Standard Meanings, Standard Deviations and T Test for the Impact of Participation of Training Courses on Modern Teaching Methods on the Obstacles of Using Teaching Methods in the First Three Grades from Parameters Point of View of the teachers .

	Participation in the courses	Number	Average	Standard deviation	T value	Degree of freedom	Statistical significance
Obstacles related to the teacher	Participated	72	2.24	0.471	-1.356	118	0.178
	Didn't participate	48	2.35	0.377			
Obstacles related to the student	Participated	72	2.23	0.520	2.620	118	0.010
	Didn't participate	48	2.51	0.502			
Obstacles related to the curriculum	Participated	72	2.05	0.645	3.265	118	0.001
	Didn't participate	48	2.47	0.757			
Obstacles related to the school administration and system	Governmental	72	2.22	0.608	3.083	118	0.003
	Didn't participate	48	2.74	0.723			
Obstacles as whole	Governmental	89	2.25	0.337	-3.83	118	0.000
	Private	31	2.45	0.340			

Table (8) shows statistically significant differences ($\alpha = 0.05$) due to the impact of the participation of training courses on modern teaching methods in all the obstacles and obstacles as a whole except for the obstacles related to the teacher. The differences came in favor of those who did not participate in the training courses, This may be attributed to the fact that the lack of participation in the training courses for the use of modern teaching strategies limits the teacher's knowledge and ability to diversify into modern teaching strategies as participation in the courses increases the teacher's efficiency in giving, planning and the ability to diversify strategies that are appropriate to the abilities and tendencies of the students Study.

Recommendations

In light of the results of this study, the researchers recommend:

- The need to provide support to the school administration and its systems in order to improve learning outcomes.
- Provide training courses aimed at keeping pace with the scientific development in the era of knowledge explosion and the multiplicity of media.

References

- Ambo Saidi Abdullah (2009) How to employ the teacher methods and modern teaching methods in the classroom, the Conference of Educational Development, Ministry of Education Sultanate of Oman, 36-38.
- Ahmed, Nafez Ayoub (2009) Obstacles to the Use of Educational Media in Public Schools from the Perspective of Principals and Teachers, Persa, Palestine, 22-28.
- Alhilal, Mohamed Mahmoud (2003) Design and production of educational aids, Amman, Dar al-Masirah.
- Rayan, Fikry (1999) Teaching, its objectives were founded by methods of evaluation and the results of its application, I 4, Cairo, science books.
- Al-Sadhan, Ghazi (2010) Obstacles to the use of modern teaching methods in the teaching of the Tajweed course in the primary stage according to the opinion of the forensic teachers and supervisors, reading and knowledge: Egyptian Society for reading and knowledge, Ain Shams University (103), 213-237.
- Shaheen, Abdelhamid Hassan (2010) Advanced Teaching Strategies and Learning Strategies and Learning Patterns, Unpublished Master Thesis, Alexandria University.
- Al-Shuaile, Ali Bin Hawishl, Ammar and Mohammed Eid (2016), Obstacles to the Use of Integrated Learning in Basic Education Schools in the Sultanate of Oman from the Perspective of Science Teachers, Educational Journal (120) 2, 329, 368.
- Abdul Karim, Rashed (2011) Obstacles using modern teaching methods from the point of view of teachers of the intermediate stage in Riyadh, King Saud University Journal: Educational Sciences and Islamic Studies, 23 (2) 391 -409.
- Al-Fathlawi, Suhailah Mohsen (2003) Introduction to Teaching, Amman, Dar Al-Shorouq.
- Mansour, Othman Nasser (2016) Obstacles to the use of modern teaching methods in the teaching of mathematics in the elementary and intermediate stages from the point of view of mathematics teachers in the city of Hail, the educational magazine, 122 (2), 231 - 279.
- Naimi, Salwan Talal (2009) Obstacles to the use of modern methods of teaching Arabic language materials in the preparatory stage, Journal of Educational and Psychological Research, University of Mosul (32) 188 -

209.

- Delaney .E. (2006) Learning Difficulty in Primary School Development Teaching Methods on A chiverment Journal of Research in Science Teaching .
- Joice ,B.Weil,M&Colhoum,E(2000) Models of Teaching USA,Boston , Allyn , and Bacon.
- Marvin .,C & Lacost., B, Grady., M., (2002). Administrative Supports and Challenges: Perceptions of Early Childhood Teachers in the Public Schools, Ph.D. University of Nebraska-Lincoln, Poster Session at the International CEC/Division for Early Childhood Annual Conference San Diego, CA.