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Exploring Perspectives: The Role of Educational Technologies in Improving the Teachers' Pedagogical Aspect

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Abstract

The aim of this research is to examine the role of using new educational technologies in improving teachers' pedagogical aspect. Even though various studies have been conducted on the role of technology in teaching, the pedagogical aspect and its im-provement through the use of educational technologies was not explored to date. Therefore, the lack of research on these variables was a motivation to conduct such a study. Through literature review, the advantages and disadvantages of using educational technologies in the pedagogical aspect during the teaching process are described. This research included 83 lower secondary school teachers from the municipality of Prishtina. The research used mixed methodology, including both qualitative and quan-titative designs. The research questions are: P1: What role does the use of new educational technologies play in improving the pedagogical aspect for teachers? Which was answered through inferential analysis. This shows that the use of new educational technologies plays a positive role in the pedagogical aspect for teachers. P2: What new educational technologies are used by teachers during the teaching process? This question was answered through descriptive analysis. These responses highlighted a positive role of integrating new educational technologies in improving the pedagogical aspect for teachers, making teaching more attractive and enabling greater clarification of new information for students during the lesson.

Keywords: *New Educational Technologies, Teaching, Pedagogical Aspect, Learning*

INTRODUCTION

The future of a country depends heavily on its educational system. The education system in Kosovo is going through stages reform. University education after the war in Kosovo is faced with many challenges, and as such, has been evaluated as being sufficiently dynamic compared to the political, economic and social developments of Kosovo in general. According to the Ministry of Education, Science and Technology, of the Republic of Kosovo (2008), during the 1999-2007 period, the main developments through which university education has passed, recognize two main phases: emergency and developmental stage. The first stage, which includes the 1999-2002 period was characterized mainly by repairing the consequences of war, namely the construction and improvement of school infrastructure. In addition, it was noted that thorough preparations were conducted for reforming the education system in Kosovo. The second stage which covers the period from 2002- onwards, is characterized by the development and implementation of reforms in education. On the frame of these reforms, besides curricular changes and development of the new curriculum, training of teachers in overall education, vocational and non-formal education were foreseen and im-plemented. All of these, in order for the education system in Kosovo to move from traditional, which mainly relied in speaking and writing as the sole means of communication and learning, to that of inclusiveness, where the focus is the learner and development of critical thinking. In traditional systems, the teacher was the only carrier and provider of information. In this case, pupils are not seen as information seekers, but only passive receivers and moreover only in the classroom lecture, without audio and visual representation. These forms are part of the new technologies that facilitate the elimination of passive education and elimination of a process where there is no

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analysis and synthesis of information. On the other hand, we cannot imagine a future teaching space that is not supported in one way or in another by Information Technology and Communication (ICT). In our schools there is a certain use of new technol-ogies in education, which is not satisfactory, however, we cannot say that there is no use at all. What is most dis-turbing, is the lack of scientific evidence of concrete contributions of all these technologies in learning and teaching in pre-university education in Kosovo and despite the efforts of last decade and the actual existence a trust that tech-nology in education has a crucial role in changing and reforming and modernization of education systems and the ways of learning and teaching. Also, there is information based on concrete facts on the factors and methods of in-fluence of these factors on the effective use of new technologies in education. Therefore, there is a need to bring concrete scientific evidence of the role of the use of new educational technologies to improve the pedagogical aspect of teaching. This is the key objective of this research. Education technologies have played a key and revolutionary role in the education system, influencing and improving teaching and learning. According to [1], the new education technologies impact the improving and maintaining of the standards of education. They also play a crucial role in the resolution of classroom teaching and handling problems practically and experimentally. The main problem in the process of teaching and learning is learning to handle individual differences effectively. New education technologies have enabled the development of new innovative teaching practices and strategies to provide solutions to the same problem. Also, according to the authors mentioned above, the new technologies of education identify the goals and objectives of the educational community; facilitate the development and drafting of appropriate and accurate pro-grams to achieve specific goals, enabling the analysis and evaluation of pedagogical aspect of teaching. For new ed-ucational technologies we can freely say that they play a crucial role in improving the quality of teaching using dif-ferent motivational programs through various media. Referring to the characteristics mentioned above of possibilities of improving pedagogical aspect of teaching with the use of new technologies in the education process, and referring to the positive results that the use of technology showed in educational systems in other countries presented in more detail in the reviewing the literature, drive us to conduct this research, to take a step towards the growth of teaching quality in lower secondary education in Kosovo.

MATERIALS AND METHODS

Teaching and learning are two key components of the educational system, whereas a very close functional relationship exists between these two components. The learning process is entirely dependent on the quality of teaching, specifically on the pedagogical aspect of teaching. This aspect is seen as a key factor for successful teaching [2]. Re-ferring to this fact, it is very important on one hand to find ways and factors that enhance the quality of the peda-gogical component, and through this enhancement on the other hand, improve the quality of teaching. Technological development has brought many changes in various spheres of life, in this context in the field of education as well, affecting the way on how students learn and how teaching is delivered to them. In the dynamic context of the edu-cational system, the integration of educational technologies is seen as a transformative force, offering a range of opportunities on improving the pedagogical aspects of teaching [3].

Pedagogical Transformation through the Integration of Educational Technologies - Empowering teachers, improving teaching methods, supporting personalized learning, increasing engagement in learning, and assisting con-tinuous teachers' professional development, is seen as the main attribute of using new educational technologies in the educational system [4]. These technologies have the potential to revolutionize the pedagogical aspect of teaching practices by utilizing tools such as interactive whiteboards, digital learning platforms, and multimedia resources, enabling teachers in creating dynamic and engaging learning environments [5]. These tools facilitate the incorpora-tion of various teaching strategies, promoting student-centered approaches that cater to individual learning styles. By using technology, teachers can impeccably integrate multimedia content, simulations, and virtual experiences, thereby increasing the overall effectiveness of their teaching [6]. In [7], it has been reported that for the learning process, teachers must master the technology called Technological Pedagogical Content Knowledge (TPACK), which includes technological knowledge, pedagogical knowledge, and content knowledge (materials). Observations in lesson plans show that Information and Communication Technology (ICT) provides tools to facilitate communication and reflection, thereby fostering knowledge construction and real-world problem-solving [8].

Personalized and Differentiated Learning - Additionally, educational technologies enable teachers to tailor their teaching to accommodate different learning styles [9]. Adaptive learning platforms, intelligent interactive teaching systems, and educational applications enable teachers in providing interventions and support for their students by addressing their students' individual strength and weaknesses. Moreover, these technologies enable teachers to collect and analyze data from digital assessments, helping them make informed decisions about teaching strategies. This ensures student centred approach and that they are provided with personalized resources to maximize their learning potential [10].

]Professional Development Opportunities – Teachers' professional development can now be shaped through edu-cational technologies [11]. Online courses, webinars, and virtual communities offer numerous opportunities and pathways for teachers to enhance not only their technological skills but also contemporary pedagogical practices and trends [12]. Additionally, collaboration with colleagues worldwide is facilitated by integrating technology into their professional development process. The use of learning management systems and digital portfolios allows teachers to display their innovative practices, promoting a culture of continuous improvement and professional growth.

RESEARCH STUDY QUESTIONS

While theoretical arguments can be presented to ensure a strong justification for the positive effects of using new educational technologies in the teaching process, our objective will be fulfilled if these theoretical arguments are accompanied by factual results obtained practically.

The main research questions are:

What role does the use of new educational technologies play in improving the pedagogical aspect for teachers?

Which new educational technologies are used by teachers during the teaching process that contribute to best pedagogical practices?

METHODOLOGY

This research used mixed methodology combining qualitative and quantitative research. Measurement instruments used for this research include questionnaires for teachers and interviews for the teacher focus group. The question-naire was compiled using the questionnaire model designed by the European Commission, which was applied in research conducted by this institution in 2012-2013 across 30 European countries, including Slovenia from the region. This questionnaire has been adapted for the context of this research.

SAMPLE PROFILE

The population consists of teachers from Lower Secondary Schools of Prishtina Municipality, while our sample comprises of 93 teachers from 6 schools in the Municipality of Prishtina, where 83 of them responded to the ques-tionnaire and 10 were part of the interview. The sample selection was purposive, selecting teachers who have used technology during their teaching process. The questionnaire was composed of three question categories. The first category included questions related to demographic data. The demographic data for the sample are presented in Table 1. From this table, it is observed that 80.7% are female, while 19.3% of the respondents were male. Regarding age, more than half of the teachers (60.2%) belong to the age group of 40-60 years. Whereas, as far as the the level of education concerns, 41% of the respondents have a Bachelor degree, and 31.3% have a Master degree. Table 1, explains that in terms of work experience, the majority of respondents have over 10 years of work experience. Regarding the training followed for the use of technology in the teaching process, 73.5% of the respondents have declared that they have attended such training.

Table 1. Demographic data of respondents

Attributes	Demographic Category	Frequency	(%)
Gender Categories	Men	16	19.3
	Women	67	80.7
Age group	22-30	9	10.8
	31-40	22	26.5
	41-50	24	28.9
	51-60	26	31.3
	Over 60	2	2.4
Level of Education	PHS	4	4.8
	Bachelor	34	41.0
	Master	26	31.3
	Other	19	22.9
Work experience	0-10	21	25.3
	11-20	30	36.1
	21-30	19	22.9
	Over 30	11	13.3
	Undeclared	2	2.4
Followed training(s) on using ITC	YES	61	73.5
	NO	22	26.5

The second category includes questions related to the role of technology use by teachers in improving pedagogical practices related to student engagement and enhancing student learning outcomes. The third category includes questions about the types of technologies used and their effects on teaching. The questions in the second and third categories are of Likert Scale nature, where 1 = "Absolutely agree", 2 = "Agree", 3 = "Neutral", 4 = "Disagree", and 5 = "Absolutely Disagree".

Table No.2 presents the Reliability Statistics, where a Cronbach's Alpha of 0.853 signals high reliability for the ques-tionnaire. The result exceeds the recommended level of 0.80 for advanced and well-grounded research, demon-strating that the questionnaire has a high capacity to produce reliable and repeatable results.

Table 2. The Value of Cronbach's Alpha

Cronbach's Alpha	N of Items
.853	80

With a total of 80 questions, this constitutes a good indicator of the quality of the instrument used in this study. For this type of research, such a high coefficient of Cronbach's Alpha is often regarded as evidence highly reliable and is favored by scientists and researchers for assessing questionnaires.

The high value of Cronbach's Alpha (0.853) indicates that the variables used have a good measure of consistency and can be used reliably in assessing respondents' perceptions about the role of educational technologies in improving the pedagogical aspect of the teaching.

Upon fulfilling the questionnaires, 10 teachers were selected to participate in the focus group where a semi-structured interview was conducted with them. Concerning data analysis, SPSS was used, specifically con-ducting descriptive and inferential analysis. Ethical considerations were followed throughout the research process.

RESULTS

The technical aspect of integrating new educational technologies into the teaching process

The successful integration of technology into the teaching process and its role in improving pedagogical practices is related to several aspects: the school infrastructure, access to technology and internet resources, the digital compe-tence of teachers and students, technical support provided by the school, and the school's culture and mindset to-wards new educational technologies.

Table 3. Overview of school ICT infrastrucutre

The situation in your school regarding the following factors	Absolutely agree	Agree	Neutral	Disagree	Absolutely Disagree
Access to computer	38.6%	42.2%	19.3%	0%	0%
Access to internet	30.1%	39.8%	26.5%	3.6%	0%
Participation in trainings for the integration of educational technologies	27.7%	38.6%	30.1%	2.4%	1.2%
Access to software	21.7%	25.3%	44.6%	6.0%	2.4%
Other ICT equipment	22.9%	37.3%	33.7%	3.6%	2.4%
Reliability in ICT	27.7%	37.3%	34.9%	0%	0%
Teachers support each other in integrating educational technologies	36.1%	37.3%	25.3%	1.2%	0%
Believe in the importance of ICT	37.3%	37.3%	24.1%	1.2%	0%
Students have the ability to use ICT devices and utilize educational technologies	30.1%	55.4%	13.3%	1.2%	0%
The school has a culture of using ICT	24.1%	51.8%	21.7%	0%	2.4%
Parental support for the use of ICT devices and educational technologies	15.7%	42.2%	30.1%	7.2%	4.8%
There are technical problems with computer equipment	19.3%	43.4%	24.1%	13.3%	0%
There is technical support	14.5%	38.6%	31.3%	14.5%	1.2%

In this context, the results of the research presented in Table No.3 regarding the above-mentioned factors show that schools are equipped with technology infrastructure, 80.8% of teachers report having access to a computer, and 60.2% report having access to other ICT devices. Regarding internet access, 69.9% of respondents state that they have in-ternet access. Educational software is also an important component that plays a role in improving teaching practices, which is seen as an obstacle by the respondents, as schools do not have sufficient access to such software and whereas only 47% of teachers report having access to such educational softwares. Successful integration of technology is also linked to digital competence and capacity building in this context, which involves providing training for teachers by the educational institution. In this regard, 67.5% of teachers state that they have attended training for integrating educational technologies into the teaching process, which enhances their digital competence. Regarding the digital competence of students, 85.5% of respondents confirm that students have the ability to use ICT devices and utilize educational technologies. Concerning the school's culture and the mindset of teachers towards educational tech-nologies, 75.9% of teachers agree that the school has a culture of using educational technologies, and 74.6% of re-spondents believe in the importance of integrating educational technologies. Another very important element is the collegial support among teachers for integrating technologies into the teaching process. The results show that 83.4% of respondents stated that there is very good collegial support for the successful integration of technology into the teaching process. On the subject of support for successful integration, 57.9% of teachers stated that they also have parental support for the successful integration of technology in the classroom. Additionally, the school provides technical assistance to teachers, where more than half of the teachers (53.1%) have received such help in cases of technical problems. In this context, technical issues are not uncommon according to respondents, as 62.7% of them have reported experiencing technical problems with ICT devices.

The role of teachers' use of technology in improving pedagogical practices

In order to understand the teachers' perceptions of the role and opportunities offered by the use of new educational technologies in improving their teaching practices related to student engagement and enhancing student learning outcomes, teachers were presented with the statements shown in Table No.4.

Table 4. Respondents' opinion on the role of technology use in improving their teaching practices

The use of technology has a positive role in:	Absolutely agree	Agree	Neutral	Disagree	Absolutely Disagree
Improving teaching and learning	48.2%	42.2%	8.4%	1.2%	0%
Providing the opportunity to access various multimedia and interactive materials	38.6%	51.8%	9.6%	0%	0%
For students in achieving better resutls	37.3%	45.8%	14.5%	2.4%	0%
Offering the opportunity to collaborate with colleagues of the same branch and other colleagues	25.3%	59.0%	13.3%	1.2%	1.2%
Increasing students' critical thinking skill	28.9%	50.6%	19.3%	1.2%	0%
Increasing student participation in class discussions	27.7%	54.2%	16.9%	1.2%	0%
Encouraging cooperation among students	28.9%	54.2%	16.9%	0%	0%
Inhancing students' communication and interpersonal skills	30.1%	51.8%	16.9%	1.2%	0%
Motivating students to engage in learning activities	24.1%	59.0%	16.9%	0%	0%
Increasing student-teacher cooperation	27.7%	55.4%	16.9%	0%	0%
Providing the opportunity for students to learn in different ways	37.3%	43.4%	18.1%	1.2%	0%
Providing the opportunity for each student to learn at his own pace	24.1%	54.2%	20.5%	1.2%	0%
Supporting different learning styles (visual, auditory, etc.)	27.7%	54.2%	18.1%	0%	0%
Providing the opportunity for concretization of teaching units	41.0%	45.8%	13.3%	0%	0%

The possibility of using the technology and the part it can play in improving our practices plays an important role in the desire and manner of integrating technology into our activities. In this context, 90.4% of the respondents believe that technology integration plays a positive role in improving teaching and learning practices. Opportunities such as access to various multimedia and interactive materials are seen as important components in improving their prac-tices, with over 90% of respondents agreeing with this. Offering the possibility of lesson concretization, supporting different learning styles, adapting the pace of learning, and enhancing students' communication and interpersonal skills, respondents see as achievable through the integration of technology (see Table No.4 results). The use of technology in motivating students to engage in educational activities and increase student participation in classroom discussions, according to teachers plays a positive role, with over 80% of them affirming this. In the context of col-legial collaboration among teachers and students, 93.1% of teachers agree that the use of technology enables such collaboration. Additionally, 83.1% of teachers believe that the use of technology has a positive role in enhancing student-teacher interaction. Furthermore, 79.5% of respondents believe that the positive role of technology also lies in providing opportunities for students to learn in different ways, which leads to the enhancement of students' critical thinking. Regarding the role of technology in improving learning outcomes, 83.1% of respondents believe it has a positive role.

New educational technologies used by teachers during the teaching process

Having considered the fact that technological evolution has made available for teachers a wide range of new educa-tional technologies that can be integrated into their daily pedagogical practices, it is important to identify which of these technologies are being used and how often they are used by teachers. In Table No.5 are presented the tech-nologies used by the respondents along with the frequency of use for the purpose of improving pedagogical practices.

Table 5. Types of technologies and the frequency of their use according to respondents

	For each unit	Once a day	Once a week	Twice a week	Never
How often is the personal computer/laptop used?	10.8%	31.3%	22.9%	18.1%	16.9%
How often is the digital projector used?	36.1%	27.7%	16.9%	9.6%	9.6%
How often is the interactive whiteboard used?	72.3%	14.4%	6.0%	1.2%	6.0%
How often is the tablet used? (IPads or similar)	75.9%	13.2%	8.4%	0%	2.4%

How often are the learning platforms used?	79.5%	9.6 %	6.0%	3.6%	1.2%
How often are the materials from internet such as videos, games, quizzes, etc. used?	39.8%	14.5%	16.9%	14.5%	14.5%
How often are the simulations used?	68.7%	18.1%	8.4%	2.4%	2.4%
How often are computerized experiments used?	71.1%	15.6%	8.4%	2.4%	2.4%
How often are the mobile phones used?	62.7%	9.6%	10.8%	8.4%	8.4%
How often are the visualization equipment used?	65.1%	10.8%	10.8%	4.8%	8.4%
How often are the new educational technologies used?	73.5%	19.2%	0%	4.8%	2.4%

As seen from Table No.5, the technology with the highest frequency of use for each unit according to the respondents is Learning Platforms with 79.5%, followed by tablets with 75.9%, and interactive whiteboards with 72.3%. Tech-nologies that enable conducting experiments through computers are also widely used, with a percentage of 71.1%, while visualization devices are also highly utilized (65.1%). Additionally, 73.5% of teachers have declared that they use other educational technologies not listed in the table above.

The correlation between the use of new educational technologies and the improvement of the pedagogical aspect among teachers.

Table 6. Pearson Correlation between the use of educational technologies and improving the pedagogical aspect of teachers

	1	2
Utilization of new educational technologies	-	.620**
Improvement of pedagogical aspect	.620**	-

In order to determine the relationship between the use of new educational technologies and the improvement of the pedagogical aspect among teachers, Pearson correlation analysis was used. The values obtained through the corre-lation presented in the table above indicate that these two entities have a significant positive strong relationship ($r = .620^{**}$; $p > 0.01$) between them. From this, it can be concluded that educational technologies such as: learning plat-forms, computer-based experiments, simulations, interactive whiteboards, and visualization devices have influenced the improvement of the pedagogical aspect among teachers.

FINDINGS FROM THE INTERVIEWS WITH TEACHERS

The experience gained so far in using new educational technologies in their work as teachers, the role of using these technologies in improving the pedagogical aspect, and the types of technologies used that have influenced the im-provement of this aspect were at the center of this interview. The difficulties encountered during the use of these technologies and their expectations for the future were also part of this interview. In order to have a better explora-tion on the teachers' perspective on specific issues for which their opinions were sought, we defined the following issues: Is the use of technology, specifically new educational technologies, necessary in the teaching process in the respective subjects to improve the pedagogical aspect? Does the use of new educational technologies make teaching easier for the teacher and more attractive for the student? Do the technologies used meet the requirements for con-ducting interactive teaching? What are the difficulties encountered during the use of these technologies?, and What are the expectations from these technologies in the future in the context of improving the pedagogical aspect of teaching?

In order to respect the ethical principles of interviewees, the presentation will be with identification codes. Since there are 10 teachers coming from 6 schools, each school was assigned with a number in order to identify each in-terviewee.

Data analysis from the interviews was conducted through analytical approaches such as thematic, based on, and dynamic analysis.

Improving teaching practices through the use of new educational technologies emerges as the main theme after re-peated analysis of the teachers' interview responses. Initially, classification was made into 5 categories: 1) Positive effects, 2) Best pedagogical practices, 3) Types of technologies, 4) Challenges, and 5) Expectations.

Furthermore, these five categories were further divided respectively into subcategories. Thus, there are sixteen subcategories: access to multimedia and interactive materials, information concretization, mutual interactivity, ef-fective teaching, motivational teaching, interactive teaching, teaching adapted to different learning styles, inclusive teaching, monitoring of student learning progress, platforms for interactive teaching, Learning Management Systems (LMS), simulators, lack of internet access, lack of technical support, ensuring access to a greater number of platforms, and a unified LMS for the pre-university education system. The results of the interviews with teachers are presented in the table below, listing the thematic categories and subcategories. On the contrary, the perceptions of teachers that correspond to the category or subcategory are presented using the interviewer's code. In this case, code T1SCH1 refers to the first teacher interviewed from School 1, T2SCH1 to the second teacher interviewed from School 1, and so on.

Table 6. The responses of teachers regarding the need for the use of new educational technologies to improve the pedagogical aspect of teaching

Categories	Subcategories	The Interviewed
Positive Effect	Access to multimedia and interactive materials	T1SCH1, T2SCH1, T1SCH3, T2SCH3, T1SCH4, T1SCH5, T1SCH6, T2SCH6
	Information concretization	T1SCH1, T2SCH1, T1SCH3, T2SCH3, T1SCH4, T2SCH4, T1SCH5, T1SCH6, T2SCH6
	Mutual interactivity	T2SCH1, T1SCH3, T2SCH3, T1SCH4, T2SCH4, T1SCH5, T1SCH6, T2SCH6
	Effective teaching	T2SCH1, T2SCH1, T1SCH2, T1SCH3, T2SCH3, T1SCH4, T2SCH4, T1SCH5, T1SCH6, T2SCH6
	Motivational teaching	T1SCH1, T2SCH1, T1SCH2, T1SCH3, T1SCH4, T2SCH4, T1SCH5, T2SCH6
	Interactive teaching	T2SCH1, T2SCH1, T1SCH2, T1SCH3, T2SCH3, T1SCH4, T2SCH4, T1SCH5, T1SCH6, T2SCH6
	Teaching adapted to different learning styles	T1SCH1, T1SCH3, T2SCH3, T2SCH4, T1SCH5, T1SCH6, T2SCH6
Best pedagogical practices	Inclusive teaching	T1SCH1, T2SCH1, T1SCH2, T1SCH3, T1SCH4, T2SCH4, T1SCH5, T2SCH6
	Monitoring of student learning progress	T2SCH1, T1SCH2, T2SCH3, T1SCH4, T2SCH4, T1SCH6, T2SCH6
	Platforms for interactive teaching	T1SCH1, T2SCH1, T1SCH2, T1SCH3, T2SCH3, T1SCH4, T2SCH4, T1SCH5, T2SCH6
Types of technologies	LMS	T1SCH2, T2SCH3, T2SCH4, T1SCH5, T2SCH6
	Simulator	T1SCH2, T2SCH1, T1SCH2, T2SCH3, T2SCH4, T1SCH5, T1SCH6, T2SCH6
Challenges	Lack of access to internet	T1SCH5, T2SCH3, T1SCH6
	Lack of technical support	T1SCH1, T2SCH2, T1SCH6, T1SCH4
Expectations	Ensuring access to a greater number of platforms	T2SCH1, T2SCH1, T1SCH2, T1SCH3, T2SCH3, T1SCH4, T2SCH4, T1SCH5, T1SCH6, T2SCH6
	Unified LMS for the pre-university education system	T2SCH1, T2SCH1, T1SCH2, T1SCH3, T2SCH3, T1SCH4, T2SCH4, T1SCH5, T1SCH6, T2SCH6

As it can be observed from Table No. 6, almost all teachers have declared that the use of new educational technologies in the teaching process makes teaching more effective, motivating, and inclusive. Moreover, the

interviewed teachers state that teaching through technology offers adaptation to all learning styles. Educational technologies enable the concretization of information through the use of simulations and mutual interactivity via interactive platforms. Teachers also consider the opportunity to monitor student progress through technology as a better pedagogical practice. Some teachers list the lack of internet access and technical support as a faced challenge. As for the teachers' expectations regarding technology, they are nearly unanimous. They expect to have access to a greater number of platforms and a unified LMS for the entire pre-university education system.

DISCUSSION

Referring to the results obtained from the research, it can be concluded that the use of new educational technologies in the teaching process plays a positive role in improving the pedagogical practices of teachers, serving as a main focus for the future of education. The results obtained in this study align with previous research on the role of edu-cational technologies in enhancing teaching practices. According to [13], educational technologies, particularly ICT, play a very important role by positioning themselves as the main factor ensuring the improvement of the educational system. They enable the increase of student motivation and engagement within educational activities. According to the results obtained, 74.1% of the respondents have stated that technology increases students' motivation for en-gagement in educational activities. On the other hand, the research showed that through the use of educational technologies, teachers have managed to improve the adaptability of their teaching methods to the various learning styles of their students. A similar conclusion was reached by [14] in their study, where they stated that technology enables the presentation of educational content in various formats, thus satisfying the students' different learning styles. Additionally, referring to the results presented in Tables 4 and 5, it can be observed that technologies such as simulations, learning platforms, computer-based experiments, mobile devices, and interactive whiteboards have enabled teachers to provide students with access to various multimedia materials, visualize educational content, facilitate collaboration among students, increase student participation in class discussions, concretize received in-formation, and stimulate critical thinking regarding the issues addressed during the delivery of the lessons. Alike results are found in the research of [15], which highlight the positive effect of using visualization during the teaching process on developing students' critical thinking by motivating them on having a critical approach. Furthermore, the results of [16] show that interactive presentations can increase student engagement in learning due to the interac-tivity enabled by digital interactive presentations. As highlighted by [17] educational technologies such as simulators enable teachers to concretize information during the teaching process, and this concretization enhances students' critical thinking. The results showing an increase in the number of participants in classroom discussions through learning platforms are also aligned with the findings of [18], who emphasize that discussions conducted via virtual classrooms contribute to improving students' overall learning outcomes. Interactivity between the teacher and the student, as well as between the student and the educational content provided by the teacher through interactive whiteboards and new educational technologies, is seen as a factor contributing to the improvement of the pedagog-ical aspect of teaching in the context of contributing to contemporary education [19]. The results from interviews with teachers indicated that the use of educational technologies makes teaching more motivating and interactive, where students are active and engaged. Additionally, the technology enables the improvement of teaching by making it more effective and motivating for students, which is also supported by the findings of [20], which stress the fact that in classrooms where educational technologies are integrated, students are actively participating in the learning process. All the above mentioned elements form a mosaic that reflects the improvement of the pedagogical aspect of teaching through the integration of new educational technologies, aiming to transform teaching practices from tra-ditional to contemporary, where entirely different approaches are sought compared to traditional teaching. Nowa-days, there is a demand for contemporary teaching practices, which can only be achieved through the use of various educational technologies, such as replacing physical communication with online communication, traditional whiteboards with interactive ones, printed books or resources with online ones, digital books, etc. These resources contribute to offering effective teaching and ensuring effective learning [21]. This research highlighted that in order to improve the pedagogical aspect of teaching through new educational technologies, factors such as internet access and access to educational platforms, provided technical support, and the use of unified

Learning Management Systems (LMS) need to be considered. These were identified by our respondents as challenges in their work to improve their pedagogical aspect through new educational technologies.

CONCLUSION

New educational technologies are a present-day imperative and teachers are increasingly utilizing this in their classrooms and daily educational activities. The research shows that the use of new educational technologies plays a positive role in improving the pedagogical aspect of teaching, offering best educational practices, and a teaching approach that is effective, motivating, interactive, inclusive and adaptative to various learning styles. The utilization of technologies such as: online simulators, computer-based experiments, various educational platforms and Learning Management Systems (LMS) enables the concretization of information, increases interactivity, and engages students in learning. The results of this research were consistent with those of many other studies conducted on the effects of using educational technologies on improving teaching and contemporary teaching practices. However, in order to have effective integration of technology in classrooms, supportive infrastructure and necessary technical assistance must also be provided.

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