

TECHNOLOGY INFORMATION AND COMMUNICATION EDUCATION

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Abstract

The earth changes rapidly via technology. Modern strategists designed a style based on technology and technology became the main component of modern era. Technology is the indispensable component of modern age and it is used almost in all areas of the world from daily life to education recently. Some people are not aware of the importance of technology in education but they also can not to avoid to use technology. Technology is the necessity of contemporary works and it is the way of modern methods especially in education. Technology eases life and also all business and provides people many different facilities and also extra time. Technology is the most essential element in that education due to the future face. The future is exactly based on technology and information and communication technologies determine the way of future. Therefore many developed countries use technology in information and communication education.

Keywords: Technology, information, communication, education, modern age.

INTRODUCTION

There is only a few educational organizations that do not use technology. Modern educational methods naturally require technology use due to modern conjuncture and modern conditions. Technology is sometimes used to have fun or to spend time but it provide to work efficient and to teach easily (Wilson vd., 2014: 169). Many business and organization use technology to work and to produce and people also use technology to survive. Educational organizations generally use technology to teach the best.

Information and communication are two important business of modern age and both are based on modern technology. Almost all new technologies are concerned with information and communication. In a way, information and communication technology are the base of modern age and the future (Hansen vd., 2012: 228). Therefore, information and communication technology require to use technology in education and many educational organizations use technology to teach information and communication in the world.

In developing countries where higher education is fraught with serious challenges at multiple levels, there is increasing pressure to ensure that technological possibilities are viewed in the context of educational needs. The use of ICT in education lends itself to more student-centred learning settings and often this creates some tensions for some teachers and students (Sarkar, 2012: 37). According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), ICT "can contribute to achieving universal education worldwide, through the delivery of education and training of teachers, improved professional skills, better conditions for lifelong learning, and the potential to reach people that are outside the formal education process." In the United Nations Millennium Development Goals, ICT is highlighted as the means to reach the underserved, to listen and learn from their experience. Online education is essential for students whose physical presence in class is impeded because of work or family responsibilities, geographical limitations, health issues, or other constraints. Although face-to-face interaction in a classroom setting seems to be preferred among education professionals, the numbers of online universities and online courses offered by on-campus universities have risen in the past 10 years. In order to develop successful online programs, however, it is necessary to understand what the specific ICT needs of an institution are (Joshi vd., 2013:). ICT develops day by day recently and teachers and students try much to adapt recent technologies.

Information and communication Technologies can be understood as a tool or technique for extending human capacity. In this sense, ICTs extend our human capability to perceive, understand and communicate. The portable phone enables us to communicate from wherever we are, to others, who are thousands of kilometres away; television permits us to see what is happening on the other side of the globe, almost as it happens; and the Web supports instant Access to, and exchange of, information, opinions and shared interests (Adu and Olatundun 2013). The most popular technology of the modern era is internet and internet takes people to a fantastic World that people want to reach there.

In the field of formal education, ICTs are increasingly deployed as tools to extend the learner's capacity to perceive, understand and communicate, as seen in the increase in online learning programs and the use of the computer as a learning support tool in the classroom. Although, universities were certainly leaders in engineering the internet and interoperable computer systems to connect researchers for e-mail and data exchange, the use of ICTs for education and training has lagged behind other sectors in society (Moodly & E.O. Adu, 2014: 199). ICT provide people and students very many facilities.

There is a technology trend in the world and everybody tries to own firstly information and communication technology. Information and communication technology are not only useful, but enjoyable too. People communicate and have different informations via communication and information technology, but it is not certain that they use technology correctly or not.

IMPORTANCE OF COMMUNICATION

Communication is a spiritual need and people can not live without communication in the world. Communication is the nutrition is spirit and people provide many use for their spirit via communication (Goodier ve Eisenberg, 2006: 61). Besides physical needs, communication is an indispensable necessity for people.

People have to communicate to tell themselves and to understand others. Communication is concerned with opinion, feelings, knowledge and also culture (Morreale, Pearson, 2008: 236). Communication is also a social action and requirement. Communication determines situation of a society and perace in society and power of society. Communication provides healthy organizations in the society and communication also creates social character (Tench and Moreno, 2017: 122). Human development is owed to communication becuase of development character of communication.

Communication is the process of transmitting information and common understanding from one person to another. The elements of the communication process are the sender, encoding the message, transmitting the message through a medium, receiving the message, decoding the message, feedback, and noise (Lunenburg, 2010: 10). Communication is an action that equipes people with knowledge and approaches.

Communication can be defined as the exchange of an information, thought and emotion between individusals of groups; in other words, communication plays a fundamental role in balancing individual and organizational objectives. Communication is the activity of conveying information. Communication has been derived from the Latin word "communis", meaning to share (Agarwal and Garg, 2012: 42). In a way, communication is the development of human and success of people.

Communication is the exchange of ideas, feelings, or attitudes between two or more people. People communicate continuously in many complex ways. People speak, scowl, write, preach, touch, smile, sit, stand, cry, stare; all of these behaviors communicate an idea. Whether people communicate the intended message or not depends on their effective use of communication skills (greyowl.com, 2004, 5). Many communication ways provide people many different facilities and peaceful life ambience.

Many formal or informal schools have improved the methods of communication in the past. All communities have attached importance to communication because of its vital value. All people need communication to solve their problems and to live in peace (Morreale, 2014: 352). The recent developments forced people communication and information and communication technology and people mostly began to use communication technology. Communication became the most vital component of social life and also global developments especially in 21st century (Klotsche, 2009: 324). People need to communicate and also need to fun by communicating.

The development of the communications system is an integral part of the development of the nation as a whole, communication systems being part of a nation's social institutions. Moreover, each social institution has a task of contributing to the development of the nation and all other social institutions. It is a complex and interdependent relationship. While the mass media, therefore, are developed by society, they in turn help to develop that society and to promote its aspirations. The aspirations of the people include the democratization of society and the media have an especially critical role to play in this (Chimutengwend, 1988:43). Any society need communication to develop and to adapt global conditions.

Communication is naturally concerned with technology in modern age. The most important aspect of infusing technology in the curriculum is pedagogy. When implementing the pedagogical competencies for infusing technology, the local context and the individual approach of the teacher linked with that of their subject discipline must be paramount. Teachers move through stages as they adopt ICTs. Initially, the teacher adopting technology applies it simply as a substitute for current teaching practice where technology is not used (e.g., teacher lecture becomes electronic presentation supporting lecture, students writing papers by hand become students writing papers using a word processor, course syllabus on paper becomes course syllabus online). The adaptation of ICTs by teachers should (and does) challenge and support changes in teaching practice, building upon individual pedagogic expertise. As teachers' pedagogical practices with new Technologies continue to develop, and organizational support and access to ICTs grow, it becomes possible to move beyond the adaptation of ICT applications that fit with existing practice (Unesco, 2002: 42). ICT looks the future of the world and all recent organizations set on ICT.

DEVELOPMENT OF INFORMATION AND COMMUNICATION TECHNOLOGIES in EDUCATION

Education is not only teaching technical knowledge but convey students an universal approach and facilities. Educational methods changed after Industrial Revolution and traditional ways were left. Modern approaches and methods were begun to use instead or traditional methods recently (Upasana, 2014: 159). Technological facilities are especially used in education to teach easily and to tell clearly.

It is estimated that there are thousands of schools and departments providing communication training all over the world (Eid and Dakrouy, 2016: 27). Schools and departments providing communication training have to use advanced technology for contemporary conditions anymore (Wilson and others, 2014: 1863). Modern education exactly requires advanced technology.

Information and communication technology are used in many educational organizations in the world recently and many organizations have also technology committee and advisers due to modern conditions (assembly.wales, 2001: 10). The new ICT applications may destroy more jobs than they create; the gap between rich and poor may widen; and the huge capital investments required to strengthen national capabilities for using ICTs could divert resources from other activities that could have greater development impact (Mansell, 1999: 46). Information and communication technologies have many facilities to tell and to teach.

Education is the backbone of a nation. Despite knowing this, a huge number of people of least developed countries are far beyond the reach of higher education. One of the key reasons may be the poor economic condition of those countries (Hoque and Alam, 2010: 97). Though many countries are aware of education for future and governments do their best for education and to develop communication in society.

Information and communication technology (ICT) is a major challenge to educational system in modern age. Reading, writing, and arithmetic were the first tools that required a formal and protracted education system. Up to that time, the body and mind tools could be learned through informal education and apprentice systems. After that time, we began to have formal schools that have many of the characteristics of today's schools. The past 5,000 years have seen a huge growth in the number of students receiving formal education and the length of that formal education (Moursund, 2005: 26). Methods and approaches of education have changed in many times and technological facilities have also changed in education.

The idea that teaching and learning can successfully take place through the application of electronic communication facilities between teachers and students is one which had generated, sometimes, hope and dismay and at other times, excitement and fear. Hope that many more learners can be reached at a more convenient pace that had erstwhile been the case, dismay that the infrastructures necessary for deploying an effective ICT platform is lacking in low-income countries (Olakulehin, 2007: 137). Underdeveloped countries are also aware of ICT Technologies and try to own them recently.

In developed countries, the use of ICTs in education is no longer considered an experimental enterprise. While research and experimentation continues, the use of ICTs in education has become mainstream, largely irrespective of social, economic, or geographical factors. In Canada, ICT is utilized everywhere in education—to some degree and in some form, in schools at all levels, from coast to coast to coast, including the in the high Arctic.

Developed countries have evolved their own set of international standards for design, delivery, and evaluation. ICT applications have been tried in hundreds of educational environments, at every level. Certainly there have been some failures and some partial successes, but there have been many clear successes, and few would question the value of utilizing ICTs for education, when properly applied (Loxley, 2004: 54). Modern education is almost concerned with technology and is not lead unless ITC Technology.

"An evaluation of the infrastructure, planning and use of information and communications technology in teaching and learning was conducted by the Inspectorate in primary and post-primary schools during the school year 2005/06. The objectives of the evaluation were: To examine the extent to which ICT was used in primary and post-primary schools, to evaluate the impact of ICT on teaching and learning, to assess the ICT skills of students at selected points in the education system and to obtain their views on their experience of ICT in their schooling to obtain the views of principals and teachers on their ICT skills and their opinions of the impact and future role of ICT in education, to make recommendations for policy development regarding ICT in schools".

The survey found that the most popular teaching mode in which ICT was used was whole-class teaching in a dedicated computer room (implemented by 39% of all teachers). In such instances all students would generally have individual access to a computer. The survey revealed that this mode was employed most frequently by teachers of Business Studies, Mathematics, and English. The next most frequent teaching mode (32%) involved group activity in a dedicated computer room; this was followed by whole-class teaching in a general or specialist classroom (30%).⁷⁶ It is noteworthy that the SCR in a school had a negligible effect on the use of ICT in any of these settings. It can be concluded, therefore, that teachers' willingness to use ICT is at least as important as the availability

of ICT equipment (Inspectorate, 2008: 159). ICT naturally eases work of teachers and provides students to learn faster than traditional methods.

Widespread deployment of information and communication technology (ICT)-based infrastructure in higher education (HE), such as local area networks, wireless networks and cloud computing services and virtual learning environments (VLEs), has enabled experimentation in the use of ICTs to support the provision of teaching, learning and assessment, and to create innovative pedagogies. This infrastructure includes server equipment and networks that support the VLE platforms housing educational content, tools and applications within learning systems, and also hosted separately on ICT devices. Increased experimentation has raised many questions about how ICTs are adopted and deployed in Higher Education (Caird and Lane, 2015: 69). Technology provide a base to students for future of education.

Future is based on the strategy and strategy determines the owner of the power (Owens, 2014: 41). ICT has impacted on the quality and quantity of teaching, learning, and research in traditional and distance education institutions. In concrete terms, ICT can enhance teaching and learning through its dynamic, interactive, and engaging content; and it can provide real opportunities for individualised instruction. Information and communication technology has the potential to accelerate, enrich, and deepen skills; motivate and engage students in learning; helps to relate school experiences to work practices; helps to create economic viability for tomorrow's workers; contributes to radical changes in school; strengthens teaching, and provides opportunities for connection between the school and the world (Modasiru, 2005: 319). ITC has a vital importance for the future of anyone for short.

CONCLUSION

Modern era came suddenly and brought man different components into life of people. Tools, technics and approaches changed and people began to live in diferent styles from the past. Technology had sovereignty on people and on life and people did not spend time without technology. Technology had important role from daily life to business world.

Information and communication became the most important components of modern business World and modern education. Information and communication education are cared all over the world and almost all educational organizations had information and communication departments. Because economical base of modern world is based on information and communication.

Information and communication education is very important and technology has to be used in information and comunication education. New generations and young people use information and communication technology, but it is not possible to say that they use correctly. All they and all people need information and communication technology education. Perople firstly need technology education before to have technology.

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