

INNOVATIVE TECHNOLOGY'S IMPACT ON TRAINING INFORMATION TECHNOLOGY TEACHERS

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Abstract: This article deal with Innovative technology's impact on training information technology teachers Different innovative technologies in English teaching are explained and analyzed.

Key words: Innovative Technology, learning process, Teaching-Learning Process, Enhancing Learning Environment.

In my opinion Innovative Technology provides - motivation to learn. ITs such as videos, television and multimedia computer software that combine text, sound, and colourful moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Technology is a tool that can provide another way for children to learn and make sense of their world. ITs play a fundamental and crucial role in teaching learning process at secondary class level. It makes teaching learning process more effective and successful. The usage of ITs in schools is the implementation of new technologies without having analyzed their appropriateness, applicability and impact on various environments and contexts. The present studies identify the impact of ITs in secondary school education students in government and private schools. The result revealed that impact of ITs is highly significant on the based on type of schools.

The use of Innovative Technology in academic system requires skilled teaching staff and visionary school leadership. Teachers and school leaders need to be knowledgeable about the potential that IT presents during teaching and learning in schools. The use of ITs in Uzbekistan generally increasing and dramatically growing. However, while there is a great deal of knowledge about how ICTs are being used in developed countries, there is not much information on how ITs are being introduced into schools in developing countries . The use of ITs by teachers to teach the students is highly advantageous. This is because its enable them to demonstrate understanding of the opp¹ortunities and implications of the uses for learning and teaching in the curriculum context; plan, implement, and manage learning and teaching in open and flexible learning environment. The integration of Innovative technology may have a considerable impact on the work of teachers, in particular, if IT is conceived as a tool that supports a change in pedagogical approach.

Not only teachers need to change their roles and class organization, but in particular they need to invest energy in order for themselves but also for their students to get ready to introduce and manage new learning arrangements. According to Ching , ICT plays a unique but complementary role in each of these approaches, with new technologies requiring new teacher roles, new pedagogies and new strands to teacher education. To be successful integration of Innovative technology depends on the ability of teachers to merge technology with new pedagogies. To achieve this, there is a need for extensive preparation, adequate time, and ongoing support for teachers to ensure they have the knowledge, skills, and confidence in teaching with ICT. The need to provide teacher education programs and professional development facilities for practicing teachers and pre-service teachers cannot be overemphasized.

Innovative Technology enhancing Teaching-Learning Process:

The main consideration of IT based education is the improvement of the teaching-learning process. The integration of information and communication technologies can help revitalize teachers and students. This can help to improve and develop the quality of education by providing curricular support in difficult subject areas. Teachers need to be involved in collaborative projects and development of invention change strategies, which would include teaching partnerships with IT as a tool. Contemporary learning theory is based on the notion that learning is an active process of constructing knowledge rather than acquiring knowledge and that instruction is the process by which this knowledge construction is supported rather than a process of knowledge transmission . In this domain learning is viewed as the construction of meaning rather than as the memorization of facts . Learning approaches using contemporary ICTs provide many opportunities for constructivist learning through their provision and support for resource-based, student centered settings and by enabling learning to be related to context and to practice (Berge, 1998). Teachers generate meaningful and engaging learning experiences for their students, strategically using IT to enhance learning. Students enjoy learning and the independent enquiry which innovative and appropriate use of IT can foster. They begin to acquire the important 21st century skills which they will need in their future lives.

Innovative technology Enhancing Learning Environment:

IT presents an entirely new learning environment for students, thus requiring a different skill set to be successful. Critical thinking, research and evaluation skills are growing in importance as students have increasing volumes of information from a variety of sources to sort through . Innovative Technology in academic system can enhance the quality of education in several ways by increasing learner motivation and engagement, by facilitating the acquisition of basic skills and by enhancing teacher training. ITs are also transformational tools which can promote learner centered environment. ITs, especially computers and internet technologies enable new ways of

teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. IT has an impact not only on what students should learn but it also plays a major role on how the students should learn. Unlike static, text or print based educational technologies, ICT enhanced learning recognizes that there are many different learning pathways and many different articulations of knowledge. ITs allow learners to explore and discover rather than merely listen and remember. The World Wide Web (WWW) also provides a virtual international gallery for students' work. IT can engage and inspire students, and this has been cited as a factor influencing ready adaptors of ICT .

Impact on student motivation

1. ITs motivate teachers and students

There appears to be a general consensus that both teachers and students feel IT use greatly contributes to student motivation for learning.

2. Access outside of school affects user confidence

(Not surprisingly) Students who use a computer at home also use them in school more frequently and with more confidence than pupils who have no home access.

3. Where to place computers has an impact

Placing computers in classrooms enables much greater use of ICTs for 'higher order' skills than placing computers in separate computer laboratories (indeed, fewer computers in classrooms may enable even more use than greater numbers of computers located in separate computer labs). Related to this is an increasing attention given to the use of laptops by both teachers and students (and in some places, 'computers-on-wheels'), as well as, to a much lesser extent, to the use of personal digital assistants and other mobile devices.

4. Models for successfully integrating ICT use in academic system.

There are few successful models for the integration of student computer use at home or in other 'informal settings' outside of school facilities with use in school.

5. The appropriate ages for introducing computers to students are hotly debated

On a general level, appropriate ages for student ICT use, in general, are unclear. However, it is clear that certain uses are more or less appropriate, given student ages and abilities. Emerging research cautions against widespread use at younger ages.

6. ICTs can promote learner autonomy

Evidence exists that use of ICTs can increase learner autonomy for certain learners.

7. Gender affects impact

Uses of ICTs in education in many cases to be affected by the gender of the learner.

8. The 'pilot effect' can be an important driver for positive impact

Dedicated ICT-related interventions in education that introduce a new tool for teaching and learning may show improvements merely because the efforts surrounding such interventions lead teachers and students to do ‘more’ (potentially diverting energies and resources from other activities).

1. Innovative technologies are very rarely seen as central to the overall learning process.

Even in the most advanced schools in Asian countries, ITs are generally not considered central to the teaching and learning process. Many ICT in education initiatives in LDCs seek (at least in their rhetoric) to place ITs as central to teaching and learning.

2. An enduring problem: putting technology before education

One of the enduring difficulties of technology use in education is that educational planners and technology advocates think of the technology first and then investigate the educational applications of this technology only later.

Impact on student achievement

1. The positive impact of ICT use in education has not been proven. In general, and despite thousands of impact studies, the impact of ICT use on student achievement remains difficult to measure and open to much reasonable debate.

2. Positive impact more likely when linked to pedagogy. It is believed that specific uses of IT can have positive effects on student achievement when ITs are used appropriately to complement a teacher’s existing pedagogical philosophies.

3. ‘Computer Aided Instruction’ has been seen to slightly improve student performance on multiple choice, standardized testing in some areas.

Computer Aided (or Assisted) Instruction (CAI), which refers generally to student self-study or tutorials on PCs, has been shown to slightly improve student test scores on some reading and math skills, although whether such improvement correlates to real improvement in student learning is debatable.

Using Innovative technology in academic system involves using more expensive resources more frequently than in other curricular activities. However, there is insufficient hardware in many schools for pupils to have access whenever they need it, and pupils may have to share computers even in IT subject studies. The hardware and software available in schools are not consistent between and often within schools, with different hardware platforms available and a variety of different software in use. In addition, the technology changes rapidly and often unpredictably, with the result that schools must re-equip more frequently than in other subjects and forward planning is more difficult.

Discuss learning strategies that may help students deal with unfamiliar circumstances and rapid change, that is, encourage students to be reflective, proactive, autonomous learners, so that they are able to identify and address their own needs, for

example, for IT skills training, and direct their own learning.

Encourage active student participation, preferring seminars and workshops to other methods of delivery, so that individuals' different experiences and concerns can be discussed and placed in a wider context. Many students initially express dissatisfaction with current practice in secondary schools, and appear to perceive their dissatisfaction and their inability to immediately correct what they believe to be schools' deficiencies as personal failings. This can be counteracted and students' confidence increased by sharing the experiences of members of the group when they are on teaching placement in different schools, thus relating individuals' experiences to the wider context. Promote and simplify models of good practice but accept that there will be a range of effective alternatives. This is especially so for IT curriculum models; styles of teaching and learning; continuity, progression and standards; and strategies for assessment, recording and reporting.

The development of Innovative Technology in academic system progressing unevenly across and within schools and technologies. Some seem to be content with achieving the government's targets in terms of numbers of computers and connectivity, while others are being highly innovative, attempting to capitalise on the benefits that IT has been shown to bring. As schools grow in e-confidence, IT becomes embedded in the everyday practices of the school, drawing on a range of technologies to support learning, teaching and attainment. The literature is very positive about some aspects of IT use, rarely negative, but mainly incomplete or inconsistent.

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