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**THE ROLE OF THE INTEGRATION OF INFORMATION AND
COMMUNICATION TECHNOLOGY IN THE CLASS
ENVIRONMENT**

ABSTRACT

Information and Communication Technologies (ICTs) have become a common part in all aspects of life. In the last twenty years, the use of ICT has fundamentally changed the practices and procedures of virtually all forms involving education and education of the younger generation. Education is a social activity and the quality of education has traditionally been linked to teachers who have direct contact with students. ICT use in education involves more student-centered learning. But with the rapidly moving world of digital media and information, the role of ICT education is becoming more and more important and this importance will continue to grow and develop. This paper provides a summary of the use of ICT in education, the effects of its use in education, the quality of education and the motivation of students. The purpose of this study is to demonstrate the importance of using Teaching, its usefulness in learning based on questionnaires and observation in some Durres schools.

Key words: *Teaching, Teaching, Technology, Teachers, Students, Contemporary Teaching, ICT.*

INTRODUCTION

How much do we know in the children's world?!

"Happy children" is also the slogan of the most developed societies, but life is thus pushing entire generations inevitably. According to recent statistics, the "happiest children" in the world are the children of the Netherlands. But the differences between generations are quite distinct and technology inevitable, which provides timely record information.

Education, being the brain of every society, has the task of preparing the individual for a better future giving him the skills necessary to adapt to an ever-changing society and to contribute also to its development. The prospect of integration into the European Union for education in Albania requires shaping the new educational reality in line with today's society's demands, which change the daily due to the global economic and technological developments. Reflecting these requirements, the education curriculum fulfills the EU's key competences in education, placing Albanian education alongside other European systems. One of the key EU competences for education is the ability to use information technology, which is becoming more and more present and important in the learning process. In almost all European countries, ICT has become a necessary part of curricula, as a new methodology in teaching. Information and communication technologies have come in a very short time, as one of the basic blocks of building modern society. Many countries now consider the understanding of the text and the mastery of basic skills and concepts of ICT as a part of the essence of education, together with reading, writing and counting.

Hypothesis:

1 - The use of ICT in teaching is proportionate to the increase in learning outcomes. Students' achievements are significantly conditioned by the use of diverse technology methods.

2 - Teachers do not have enough knowledge to use ICT. Much of the teachers have difficulty using them even because of their age

The Goals of New Technology in Teaching Technology:

- Teaching technology contributes to building a common culture for all students. It allows:
- To use in a logical way technological tools such as: computers, microcomputers, audio-visual resources
- Familiarizing yourself with an original walk that is characterized by a logic of similar, analogous problems that allow you to find the solution.

Integration of Information and Communication Technology

- **Using the computer**

This is the time of information dominated by digital technology. Digital technology has influenced all aspects of human life, where education is no exception. Technology is now in the process of changing from digital to photon. Most of the equipment is based on digital technology. Such a device is also a computer. The computer is an electronic device that has the capacity to deposit, store and process qualitatively and quantitatively information quickly and accurately. Researchers began using computers for teaching purposes by improving the quality of the teaching process. This brought "Computer Assisted Instruction" (CAI) Computer Based Learning (CMI), Computer Based Instruction, etc. This started with the development of the CAI for the delivery of different subjects in the school. CAI was compared with the traditional method and it was concluded that the developed CAIs were significantly superior (Hayes 1987, Cawson 1988, Conlin 1989, Drexel 1990)¹. The CAI model was found to be more effective in improving mathematics and reading achievement (Ankney 1987)², being more effective in achieving the scientific subjects (Vensel 1988), in

¹ Drexel, et al. : An Experimental Comparison of Computer Assisted Instruction and Teacher Centric instruction in English Grammar Collegiate Business Communication. Dissertation Abstract International, Vol. 50, No. 8, 1989.

² Ankney, BR: The Use of Computer Aided Instruction with Educable Mentally Handicapped Students. Implications for Administrative Decision Making. Dissertation Abstract International, Vol. 49, No. 3, 1987.

increasing the metacognitive ability in writing and reading³ (Bonk 1989). Despite the benefits of different learning aspects, CAI use has generally not yet entered the classroom, as the schools still lack the necessary conditions required, teachers are not trained, etc. Aside from teaching, the use of a computer can be included in evaluation, psychological tests, database management, library management, etc.

Information Technology

The computer networking (internet connection) gave life to Information Technology (IT). UNESCO considered IT as "scientific, technological and engineering disciplines, and management techniques used in storing and processing information, computers, and their interaction with human beings and related societies." According to Smith & Cambell, a mosaic of technologies, products and techniques has been combined to give new dimensions to electronic information management.

This mosaic is known as Information Technology. OECD (Organization for Economic Co-operation and Development) defined IT as a term used to cover the technologies used in compiling, processing and transmitting information. These include computers, office equipment, telecommunications, electronic components and software products. Dornton & Giacometto (1992) defined IT as a systematic study of artifacts that could be used to give shape or description of facts about organization, processing, communication, and application of information. Sansanwal (2000) defined IT as the use of hardwares and software for the efficient management of information, storage, storage, processing, communication, dissemination and dissemination of information on social, economic and cultural growth⁴. Information Technology led to website development. Various state and private institutions of various sectors began to disclose information on their

³ Bonk, et al. : The Effects of Generative and Evaluative Computerized Prompting Strategies on the Development of Children's Writing Awareness and Performance. Dissertation Abstract International, Vol. 51, No. 3, 1989.

⁴ Sansanwal, DN:Information Technology and Higher Education. UNIVERSITY NEWS, Vol. 38, No.46, 2006.

websites. This created ease in e-mail, chat, navigation, search, etc., thus opening up a new source of information that increased access to it. and ICT The Internet is a large computer system that allows millions of users across the world to share information using the Internet, which makes communication simpler and faster. Many individuals have been born to be technology-intensive information service (MIS), information service management (MIS), information technology (IT) and many more. Information Technology (IT) has been expanded with the use of technology in broad organization, virtually with: IT connections, with the use of electronic computers and computer software to convert stored materials, material storage steps, transmission and retrieval of information. Computer professionals are often referred to as Specialists and the division of companies or universities related to technology software is called the IT Department.

IMPACT OF ICT IN TEACHING

Information and communication technology in teaching is understood as an implementation of technological equipment and tools in the learning process to record and process information digitally.

ICT brings more rich materials to classrooms and libraries for teachers and students. This has increased learning opportunities by using the maximum of ways to get information. This has broken monotony and has brought varieties into teaching and learning situations. ICT can be used in schools as well as at the highest levels of education in the following areas:

- Teaching
- Computer testing
- Rating
- Psychological Tests
- Development of Virtual Laboratories
- Online teaching

➤ Development of thinking and reasoning

• **ICT use in the classroom includes**

- Use of ICT in research, selection and processing of information.
- Use audio-visual tools and software with incentives in support of demonstration methods.
- Use of ICT in solving problems through special software.
- Receiving, organizing, managing, creating and maintaining the information.
- Collaboration and exchange of information.
- Prepare multimedia presentations.
- Reading on the screen, surfing the internet and sending emails to emails.
- Publishing the activities that are carried out in the school by the students and the teachers.
- Provide new opportunities such as online learning, e-learning platforms, electronic libraries, virtual labs, etc.

• **Use of ICT in the learning process**

Teaching at school focuses on providing information but is not the sole subject of learning. It allows students to use the utmost senses to get information. Together with providing information, the other objectives are:

- o Develop understanding and application of concepts
- o Developing habits
- o Developing reasoning and creativity
- o Development of judgment and decision-making skills
- o Developing appropriate study habits.
- o Developing tolerance, endurance, scientific culture, etc.

• **ICT enhances the level of teaching and learning**

The field of education has been affected by ICT, which has undoubtedly affected teaching and learning (Yusuf, 2005)⁵. ICT has the potential to renew, accelerate, enrich and deepen skills, to empower and engage students, to help connect the school experience with practice, to create economic sustainability for employees tomorrow, as well as strengthening the teaching. Traditional teaching has emphasized the content and many discussions about the books have been made. In traditional lessons, teachers teach through lectures and teaching activities designed to reinforce and retrace the content. Now the curricula have begun to pay attention to skills development and worry more about how the information will be used and will adapt to specific situations. Contemporary technologies are in a position to provide you with strong support for these changes in the curriculum. ICT can help revive teachers and learners. This can help to improve and develop the quality of education by providing curricular support for several other subjects. To achieve these objectives, teachers should be involved in collaborative projects with other teachers and develop interactive strategies that could include ICT as teaching tools. Three conditions are needed for teachers to introduce ICT in the classroom: teachers need to believe in the effectiveness of different technology and software, teachers should believe that using technology will not cause any disruption and ultimately teachers have to believe that they have control over technology. However, most teachers do not use the ICT potential to contribute to the quality of the learning process, even though they value this considerable potential.

⁵ Strategy Learning-01-Ashish Hattangdi, Atanu Ghosh_po
Publication 33_po, paper_po

What are the potentials of ICT?

ICT can contribute in many ways to the creation of powerful learning environments. ICT provides opportunities to access an abundance of information by using multiple sources of information and viewing information in multiple perspectives, promoting the authenticity of learning environments. ICT can also make complex processes easier to understand through different simulations. Thus Tik can function as a facilitator in active learning and thinking of a high level. ICT can serve as a tool for differentiating learning and adapting teaching content and tasks according to the individual needs and skills of each student and by receiving appropriate feedback (Mooij, 1999; Smeets & Mooij, 2001)⁶. Research shows that in our schools in general the focus is on traditional learning, and that very little is used in the Teaching process. Teak integration in the teaching and learning process contributes to increased interaction and information acquisition. Such opportunities suggest changes in communication patterns and teaching methods used by teachers, opening up new paths that favor both individual and cooperative learning. ICT also encourages and supports independent student learning. Consequently, Tik's use will not only keep the quality of the teaching process, but will also prepare the new generation for the future and their careers. The contemporary learning theory is based on the notion that learning is an active process building knowledge rather than acquiring knowledge. So knowledge building is far more important than memorizing facts. Learning provides numerous opportunities for constructive (active) learning through providing and supporting them for information sources, providing the opportunity for a learner to be more committed and enabling learning to be related to context and practice . As mentioned above, any use of ICT in learning processes can serve to support different aspects of knowledge building. Teachers generate meaningful experiences and create learning

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http://www.skolutveckling.se/skolnet/english/pdf/English_eLearning%20Nordic_Print.pdf

experiences for their students, using ICT as a strategy to enhance these learning qualities. Students enjoy learning, and independent research that is promoted by using innovative and appropriate technologies. They begin to acquire the 21st century important skills that you will need in the future.

METHODOLOGY

The methods used in this study are:

Method of using literature.

Data collection and analysis begins with the data collection, which are specified in the research purpose and relate to the hypotheses I have put forward.

For using ICT in use. I have researched various scientific texts and websites on the Internet.

Statistical Method.

The statistical methods I used to analyze and recommend for issues related to the use of ICT in teaching, have been asked the questionnaires for the learners have been extracted and compared data. From this method I have presentations and recommendations for the needs of improving the teacher's performance in the teaching, for MASH and DAR.

The sample of this poll was the teachers who attended gymnasium and the students of the 10th and 12th grade in the schools of Durres. Of the five schools where the study was conducted, I selected 25 teachers and 50 pupils where none refused to complete the questionnaire.

The survey tool for collecting information from the selected sample, for analyzing and discussing data as well as drawing conclusions, a questionnaire of 7 open questions for the teacher and 8 closed questions for the questionnaire was used.

Advantages of using ICT in teaching

- Contributes to familiarity in research and research in information and communication networks.
- Increase observer and investigative skills.
- Provides a simpler, faster and more effective teaching.

- Enables extension and exploration in a wider range of information and materials.
- Provide equality of choice and access to information, enabling rural students, for example, to have very valuable teaching information.
- Provide support and progress in learning by the students.
- Improve motivation, behavior and interest in learning.
- Helps students focus, understand and maintain information.
- Contributes to building a common culture for all students.

CONCLUSIONS

- This paper was intended to demonstrate that in the 21st century, Information and Communication Technology (ICT) has become almost indispensable in the development of the learning process and presents some of the most appropriate and widespread forms that can be used in education.
- It is very important to note that the impact and integration of ICT make it possible for courses to be developed according to European standards.
- ICT provides a simpler, faster and more effective teaching. Enables scope and exploration in a wider range of information and materials. It provides equality of choice and access to information, enabling even rural students to have valuable information in teaching.
- Learning can be handled in the traditional way, but for years rarely has not been 100% efficient, so it is necessary to utilize and consider existing contemporary ICT methods and platforms, where the latter's role is resulting be definitive. ICT makes it more attractive and understandable to address physical problems and all the knowledge that a learner needs to gain during the learning process.
- By making a quick comparison on the types of lessons, we can say that the demonstration method turns out to be more efficient if we use ICT. Through ICT use, students achieve a better perception of concepts and problem-solving. Improving motivation, behavior, and interest in learning.
- Starting from the fact that MoES has undertaken a number of projects to improve infrastructure in secondary schools, we can conclude that Albania is taking the right direction in improving the teaching process.

- It is known that the didactic laboratory tools used in teaching and learning in science are an indispensable resource. During this year, we have worked with the supply of schools with laboratory equipment. In the school years 2016 - 2015, based on a project of the Ministry of Education (e-learning project) for the digital classes, two labs with tables were provided in Durrës. But for the city of Durres there are about 35 labs, functional PC 397, laptop 48 and video projectors 14.

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