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# **Ict in the Education of the Balkan Countries**

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## THEORETICAL ASSUMPTIONS OF USING ICT IN EDUCATION

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### Abstract:

The development of modern societies is largely determined precisely by the process of computerization. Almost no region or area remained uncovered and not under direct or indirect influence of this process. Now, and even more in near future, the knowledge of working with computers is a basic assumption concerning the ability of individuals and others who do not master this skill are considered illiterate in functional terms. The perfect knowledge of computers and languages is one of the conditions of competitiveness in the labor market. Education is what is crucial in the training and the successful inclusion into society of present and future generations. There are certain assumptions for the successful computer literacy of students. Computerization provides numerous benefits in educational process, but also creates some problems with various consequences, which in turn has affects the perspective of the whole educational system, a respective society, and ultimately, the world as a whole. Computers, like any other modern piece of equipment and technology is neutral concerning value (in terms of their possible consequences). They may endlessly ease life in all social spheres, especially in education as one of essential social spheres.

**Key words:** education, teaching, ICT, development, efficacy, benefits.

### Introduction

In the last decade of the XX century, many innovations that have caused profound changes in societies can be found in the educational system, and, on the the other hand, technical- technological development experienced great expansion. The speed of transmission of information is steadily increasing. The process of globalization is promoted in all spheres of social life. In such conditions systems of values also change, and with them lifestyles.

The development of computer technology and modern systems of information sparked a revolution in people's lives. Thanks to the development of communication systems and mobility of people the process of cultural rapprochement of peoples in the world took place. National and international success of a country is directly determined by the existence of high standards in education, promotion of research and boosting innovation and creativity, nurturing of the specifics and the use of modern information and communication technology. The development of information industry, especially computer technology, largely actualizes the question of promoting information literacy as one of the key competencies that youths and adults should have.

The process of educating a man represents acquisition of knowledge, skills and abilities, as well as mastering the ways of meeting the needs and acquiring life and work experiences, forming attitudes, developing a critical attitude towards work, the good, and values of the world around him. The modern approach to education should be seen as an investment. Education in its broadest sense is the key for learning and understanding in order to respond to all contemporary challenges. Starting from this, some new trends are being promoted in the field of education. One of them is the acquisition of new

skills for all or a continuous approach to learning, aiming to acquire and improve skills necessary for participation in society. These new basic skills include computer work, foreign languages, technological culture, entrepreneurship and social skills. Accordingly, a computer is becoming a symbol of commercialism and success. Now, and even more in near future, knowledge of working on a computer is a basic assumption about the ability of individuals, and all the others

who have not mastered this skill sufficiently are considered illiterate in the functional sense of the word. Innovations in teaching and learning are becoming the key to success. Getting learning closer or providing learning opportunities closer to candidates with the support of facilities equipped with computers is also a worldwide trend. There are some assumptions for successful computer literacy of pupils and students. Computerization allows many advantages in the educational process, but also creates some problems with various consequences, on which the perspective of the whole educational-training system, of a respective society, and ultimately of the whole world will depend.

### **Assumptions relating to computerization in education**

When it comes to computerization in education the following assumptions can be discussed:

A) Material and technical assumptions of computerization in education are related to a particular budget available. Material and technical standard of education is an important assumption on which the full computerization depends. Past practice has shown that these assumptions are not the most significant ones; in a number of cases, despite the possession of solid material and technical means, the process of computerization was not developing with the expected dynamics and further investments did not give the expected results.

B) As one of the most important prerequisites for successful computerization of any particular society or its segment is its provision of adequate personnel base. So it is necessary to provide a sufficient number of people who would be prepared to effectively engage as active subjects in all processes related to computerization. Ensuring adequate human potential is carried out through the educational process. Two directions are imposed as priorities in connection with the computerization of the educational process and its active and effective involvement in the preparation of the appropriate personnel. The first direction is an appropriate computer education intended for future generations. The second direction is related to the make computer literate the people who are on high social positions connected with informing, managing, communicating and deciding about the key social problems.

The first direction is connected with the activities that are and will be undertaken at all levels of education from primary up to postgraduate. The second direction of computer activities is accomplished mainly outside the regular formal education and more fits in the so-called scheme for permanent education. The realization of both types of computer educational activities has its own specific characteristics.

C) Organizational assumptions for the computerization of education are related to several aspects: 1 planning, 2 preparations 3 operationalization, and 4 realization of a certain project on computerization of education at different levels (starting from the level of global society, to the level of concrete educational institution). Without actually carrying out the necessary organizational preparations, without a well-designed project that would know exactly what (i.e. how much) will be got (in terms of equipment), with what quality and features - possibilities, what it will be used for, who will work with

it and how it will be maintained, it is better not to begin the computerization of a respective educational institution, and even of the educational system at various levels or as a whole. Many cases in practice have shown that.

D) Cultural assumptions, in the broadest sense of the word, cover the spiritual climate existing in the global community, especially in certain educational institutions connected with the computerization. In fact, ideological aspects also belong here and one of them should be mentioned as a separate segment: the general psychological climate in certain educational institutions and with it a very significant proportion of those who are for or against computerization and their arguments.

There are usually two subgroups within the group of teachers who are against computerization: those with rational arguments and who justifiably oppose any planned and inadequately prepared computerization of the educational process, and those who are against computerization because of pure inertia and fear that the introduction of computers will require them to learn new things and that they would be more engaged. The position of teachers that computers will overshadow them can be added to this. Such an opinion is certainly unjustified because good teachers cannot be suppressed by any computer, but it can only help his/her qualities to be seen even more.

Certainly, the introduction of computers in education makes some assumptions about many benefits in many segments and aspects and of different intensity. In the educational process the computers create more opportunities for teachers' free time. The computer can greatly contribute to the shortening of the preparation time for class. A computer can help the teacher during class to make a better presentation of the teaching material. The computer also creates prerequisites for greater objectivity in assessment. It is convenient for students, whether they like it or not, that if they want to successfully engage in the educational process they will have to know at least one foreign language. In the methodical-didactic sense computers create conditions for unimaginably many positively designed changes when modern multimedia possibilities of personal computers are added to this

The impact of information and communication technology on education is complex. There are a lot of questions to be answered in accordance with the existing social conditions. It is necessary to form expert groups to deal with the issues such as:

- information and communications technology in relation to the participants of the educational process
- information and communication technology in relation to the manner of organization of teaching;
- Information and communications technology in relation to the overall organization of the educational process, etc.

The indicators concerning the status of information and communication technology in our educational institutions clearly indicate the need for planning and funding of ICT and educational technology. Modern training for technology is also necessary, the structure and application of which will be tailored according to the needs of future potential users. The experts are expected to:

- Build up a school system capable of using and providing educational services through the Internet;
- Make schools literate in relation to modern information and communication technologies;
- Train teachers and pupils to use ICT;

- Promotion of culture through exchange of intellectual goods concerning education (knowledge, experiences, contents, etc.).

**Conclusion:**

In its development plans the Republic of Macedonia should not only introduce new information technologies but also increase the information personnel potential of the country, strengthen information education and training in all sectors, functionally train or make young people and adults computer literate; promote information education into compulsory and post-compulsory education, the use of ICT in the function of increasing the efficiency of the educational system. In this sense, knowledge and working with ICT is an essential part of the competencies of young people and adults, and a condition of their manifestation in the field of labor and social and political life.

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