

Norimanova Zebihol Elmurodovna

Karshi Engineering Economic Institute

Karshi City, Uzbekistan

TEACHER EDUCATION AND DEVELOPMENT IN COMMUNICATION TECHNOLOGY

***Abstract.** The role of technology is significant in Language teaching especially English language teaching for it enables English language teachers to make learning experience motivating for learners by providing them enjoyable activities. Technology can make learning interesting for learners by engaging and in some cases making learning challenging for them and this makes a dire need for amelioration of the skills and teaching techniques because of the globalization and cut throat competition. All the institutions universities and individuals responsible should make necessary arrangements for raising the level of awareness and providing training to the teachers in using the latest technology effectively in their pedagogy so that they can use the technology not only to assist language teaching but also to enhance it.*

***Key words:** Quantum Fusion, Pedagogical.*

Science and technology touch every aspect of our lives. Modern Science has transformed the human imagination to reality and it has demonstrated the immense power of the human brain in creating our needs today in all walks of life. Education and Science are the backbones of growth and development of a society. We live in a highly competitive society. To prosper, education and science are the career pathways to achieve the set goal. So we need to develop a goal and then accordingly make a mission and its objectives. Universities have to now create scientific environment and mindset among the students, the teachers for pursuing research and innovations for new teaching methodology. All that we wish to do is to be blended with social requirements and with cultural fusion.

For the first time the Indian classrooms are finding it difficult to resist change. The classical image of the teacher is being challenged. At times a teacher comes across a student who happens to be more knowledgeable than he/she is. This situation arises because the teacher alone is no longer the most knowledgeable of all beings. The quantum of knowledge is undergoing change and so are the sources of knowledge. The information that was once on exclusive preserve of the teacher is being made available by alternate sources- like the internet or CDs, TV broadcast. Tomorrow's teachers will have to compete with machines like computers and internet. Since the cost of these machines is going down every day, the alternative to classroom teaching is beginning to become a reality.

Education for education sake is no more an acceptable proposition. Education today has to be purposeful, useful not only to the individual and the community but to the nation and the world at large. Education for the future has become unpredictable. Yesterday's education has no more remained relevant today and today's education will become even more irrelevant tomorrow.

Technology too has come to play an important role in the teaching bearing process. Technological aids, working models, video films are now being increasingly used, not just for augmenting knowledge but more so for providing insight into varied facts and phenomenon of the environment. The television has added a new curriculum, on the educational scene, the internet is the new source of enrichment curriculum. Technology has to be adjusted and adapted to the maturity level of the students and the curriculum they are learning from. Technology aids have to be adaptable so that, they can be used at any time, at any place, by any individual.

The common purpose which education today has to serve and challenges to be met are:

1. Modernization
2. Globalization
3. Liberalization
4. Technologisataion

5. Professionalization

6. Indianization

Educational technology to be successful throughout the educational system requires five important competences on part of the teachers namely:

1. Skills with particular applications.
2. Integration into existing curricula
3. Curricular changes related to the use of E.T.
4. Changes in teacher role.
5. Underpinning educational theories.

Ideally these should be addressed in pre-service teacher training and enhanced in-service challenges that come across towards the implementation of these schemes include.

- a) Providing pedagogical training for teachers rather than simply training them to use information communication technology (ICT).
- b) Without goods technical support in the classroom and whole school resources, teachers cannot be expected to overcome the barriers preventing them from using ICT.
- c) Language related problems the bulk of ICT material is in English and there is need to develop original educational content like radio programs, multimedia learning materials on CD-ROM on DVD, Web-based courses etc.
- d) Sustainability of Education Technology projects which include economic sustainability social sustainability, political sustainability.
- e) Cost effectiveness of Technology which should be available at cost with less funds who can afford it or else there will be lot of disparity among poor and rich schools.
- f) Classroom level technology planning is a prerequisite for the effective implementation of technology in education. Lessons about planning for technology have made their way to national guidelines and programs.

In conclusion, on the issue of technology integration in education, there are considerable disparities between developed and developing countries. Developed

countries have more resources, knowledge, skills and experience than developing countries. However, developed nations suffer from many of the same challenges and concerns as developing nations, though to different extents. They suffer from the same concerns of teacher apprehension and motivation, and lack of appropriate educational software and technical support, and the same challenges of providing adequate teacher training, of taking care of infrastructural inadequacies, and implementing learner-centered instruction and proper assessment procedures in schools. Much can be learned, however, from what developed countries have done to deal with their technology integration problems, and much can be applied to developing countries. This paper has advanced a list of guidelines intended for educational administrators and policy makers. Stakeholders should not treat the list as prescriptive, but more as suggestions that will help them produce realistic, achievable and effective implementation plans at district, school and classroom levels based on a priority list. Developing countries should establish a list of priorities based on their needs, specificities and capabilities, and then apply appropriate guidelines to execute and evaluate their plans. However, high in the priority list should be the conduct of needs-analysis and establishment of goals, the securing of funds, procurement of ICT infrastructure, the training of teachers, providing adequate support to schools and teachers, and involving major stakeholders in the decision making process. All this should be cemented by a firm commitment by the authorities and a constant evaluation and management of the implementation process.

References

1. Bakia, M. (2002). The costs of computers in classrooms: data from developing countries. *TechKnowLogia*, 4(1), 63-68. Knowledge Enterprise. [Online]. <http://www.techknowlogia.org/>. [Accessed 19 August 2004].
2. Bork, A. (2003). Interactive learning: Twenty years later. *Contemporary Issues in Technology and Teacher Education*, 2(4). [Online].

<http://www.citejournal.org/vol2/iss4/seminal/CITEBorkSeminal2.pdf>

[Accessed 20 July 2004].

3. Cheever, D., Coburn, P., DiGiammarino, F., Kelman, P., Lowd, B. T., Naiman, A., Sayer G. A., Temkin, K., Zimmerman, I. K. (1986). *Systematic Planning and Implementation of Computers in Schools*. Boston: Addison-Wesley.
4. Christensen, P. R. (1997). Educational technology and educational reform: Lessons for South Africa. In *Proceedings of The Future World International Conference- Educating for the 21st Century*, Cape Town, 2-4 December 1997.