

# **THE ROLE OF NEW LEARNING TECHNOLOGY FOR ACHIEVEMENT OF SUCCESS IN THE LEARNING PROCESS**

**Doc. Dr. Ibish Kadriu & Doc. Dr. Ardita Ceka & Doc. Dr. Rabije Murati**

*"To quarrel the technology means to be loaded with wrong sentimental information or to defend the outdated and defeated philosophy. The technology does not kill the man, on the contrary, it frees him, it creates him, in the best sense of the word"*(Arnould Clause, 1962: 53).

The bigger and essential the advancements of technology are, the more urgent comes the need for reviewing the function, contents and organizational forms of education. It is rightly noted that the development of technology is actually a permanent change of everything ... society and human life, it entirely changes the position of human structure and character of the work.

This means that the development of technology is an essential, relevant determinant, which affects the nature, the purpose, duties and functioning of education, regardless of its level. At the same time, this development also affects the significant changes of the quality of work, quality and structure of knowledge, methodology of selection of contents and educational values, method of work and the transfer of knowledge and educational values.

The right choice of this scientific paper, which aims essential integration of scientific technological achievements, represents not only modernization of education, but also fundamental support of its level of development. We must agree that the first hit of the first decade of the 21<sup>st</sup> century is the phenomenon called INTERNET.

This communication information technology was developed and expanded rapidly throughout the world as some scientists compare it with the speed of light. Some divide the development of humanity into two periods: before and after the internet. With the introduction of the internet many things have changed in the world. Almost every other question today is related to the internet. Different kinds of solutions are sought in the internet. Communication, appointments, applications and many other needs are getting done via the Internet.

In Western countries, especially the U.S., this problem has been studied by many scientists, and as a result were formed many specialized centers that deal with the problem of the impact of the internet on young generations. People and experts of various profiles are engaged and are made appointments for people who report such cases and ask for services related with the internet.

These research experiences are of particular interest for many scientific papers and a motivation for using the internet in the future.

By the end of 1989, there were about 1.1 million people using the internet worldwide, 86% of whom were from the U.S. In 1990 the number of users reached 280 million, increased by 74 times compared with the last year.

In the first histogram is shown the use of internet in EU compared to the U.S., whereas in the second histogram is shown the use of internet in Asian countries in the period from 1998-2002 (the Internet in the United States, 2010, USA)

### **Graph1. The expansion of the use of internet in EU, USA and Asian countries during 1998 and 2002**

Today the technology is widespread and is part of school reforms. This innovation is future-oriented and has a direct impact on the ability of students worldwide. Current society led by computers and the possibility of the function of technology, requires the students to have advanced computer skills in order to be more productive. In the world and in our country, in the last ten years is much talked about the decline of education, looking for the cause of this phenomenon.

Reasonably Marc Prensky says: "Our students have drastically changed. Today, students are not the people that our system of education is designed to educate. Today, students have changed not just one step in relation to the past, not only changed the style of dressing and adornment, as has happened with the previous generation. Students and pupils are growing with today's technology. They are spending the entire life surrounded by computers, video games, digital music, mobile phones etc." (Prensky, Marc, 2001:5).

The importance of the internet at school, especially in the educational process, recently is irreplaceable in many countries. Research conducted in May 2008, by Thomas Bauer, related to the school's connection with the internet showed a great interest in pedagogical practice in Austria (Bauer, A. Thomas, 2008: 71).

The aim of the research was to verify the conditions and consequences of using the internet at school and the importance of school for information processing and achievement of skills before

working with Internet. Teachers have concluded that using the internet for fun negatively affects the students, in particular the aggressive games and contents.

The ability of learning how to use the internet and teaching the students is considered as very important by the teachers but it depends on certain conditions, anticipated in the research, such as:

- Teachers are often experts for practical application, but do not implement the methods and skills to provide the students with knowledge;
- Technical tools for integrating the internet into the classroom are available for carrying out the educational process but are not put in function of online lectures;
- Online learning by some teachers is considered an interdisciplinary task. However, there occurs a lack of coordination between the object of learning and students.

Even in European countries the use of internet is widespread and a permanent increase is recorded every year. In the first decade of 21<sup>st</sup> century almost in every European country the use of internet is increasing, especially in southwestern European countries, where Macedonia belongs.

Unfortunately, we in Macedonia and other Balkan countries don't have sufficient knowledge for the effect of using the internet in the educational process. The Ministry of Education and Science in coordination with the Ministry of information society within the project "A computer for every student" provided computers and internet for almost every elementary and secondary school in the Republic of Macedonia.

In a daily newspaper there was news that in order the internet programs to be learned, the government should provide training for 3,800 teachers in the Republic of Macedonia. It includes the training of teachers with the content of the lecture, organizing and planning the teaching process and use of digital contents. With this practical training, teachers will be trained to effectively implement interactive teaching, with maximum engagement of students in the learning process and introduction with the curriculum (Grubi, Natyra, 2010: 8).

Question: To what extent is implemented in our educational institutions? Do teachers, parents, professional and governing staff of schools know how to use the internet, the opportunities it offers at school, and the educational effect? And, are the teachers skilled to professionally use the internet and improve the teaching quality.

For this and many other questions, through this research paper, will try to provide information about using the internet by high school students in the Municipality of Tetovo, so that at the end we can give a realistic and objective conclusion. The survey was conducted during May-June 2012, and it included a large number of students and high school teachers who use the internet within working hours and after-hours.

The research included: five high schools in the city of Tetovo where Albanian, Macedonian and Turkish students are learning, 243 third-year students, 10 class teachers and 76 high school teachers who teach the same students.

Ord. no.	NAME OF SCHOOL	Language of instruction	STUDENTS		TEACHERS	
			Male	Female	Male	Female
1.	High school of economics "8 September"	Maced.	12	15	4	6
		Alban.	14	11	8	2
		Total	<b>26</b>	<b>26</b>	<b>12</b>	<b>8</b>
2.	Medical high school "N. Shtejn"	Maced.	16	12	0	9
		Alban.	10	23	5	3
		Total	<b>26</b>	<b>35</b>	<b>5</b>	<b>12</b>
3.	Vocational high school "Mosha Pijade"	Maced.	21	6	6	4
		Alban.	30	5	8	2
		Total	<b>51</b>	<b>11</b>	<b>14</b>	<b>6</b>
4.	Textile high school "Gj. Stojcevski"	Maced.	3	0	1	1
		Alban.	18	11	7	2
		Total	<b>21</b>	<b>11</b>	<b>8</b>	<b>3</b>
5.	Gymnasium "Q. Pejcinoviq"	Maced.	7	5	2	8
		Alban.	10	14	7	1
		Total	<b>17</b>	<b>19</b>	<b>9</b>	<b>9</b>
<b>TOTAL</b>		Maced.	59	38	13	28
		Alban.	82	64	35	10
		Total	<b>141</b>	<b>102</b>	<b>48</b>	<b>38</b>

Table 1 Number of students and teachers by gender

Question 1	Do you use internet at school?	YES	No
		64	179
In %		26.34	73.66

Table 2 Number of students who use the internet at school

According to the data obtained for the use of the Internet by students at school, we may conclude that the large number of students do not use the Internet at school premises. It remains to discover the reasons for not using the internet. Is it the human factor, infrastructural conditions, or the students doesn't want to use the internet at school?

Question 2	Where do you use internet the most?	At home	At school	Internet cafe	No answer
		196	6	36	5
In %		80.66	2.47	14.81	2.06

Table 3 The place where most often the internet is used

Question 4	How satisfied are you with the services offered by the internet?	Very much	A little	Not at all	No answer
		193	42	4	4
In %		79.49	17.28	1.65	1.65

Table 4 How satisfied are with services the internet offers

Question 5	Do you think that the Internet affects the moral and ethical code of youth?	Yes	No	Don't know	No answer
		117	22	100	4
In %		48.15	9.05	41.15	1.65

Table 5 Students' opinion about the impact of the internet on ethical and moral code of youth.

Question 6	How often you neglect the school obligations because of the internet?	Often	Sometimes	Rarely	Never	No answer
		54	65	54	65	5
In %		22.22	26.75	22.22	26.75	2.06

Table 6 School obligations neglected by students because of the internet.

Question 7	How often happens you are late for school because you pay more time to the internet?	Often	Sometimes	Rarely	Never	No answer
		11	21	38	171	2
In %		4.53	8.64	15.64	70.37	0.82

Table 7 Lateness of students for school because of the internet

Question 8	Why do you use the internet?	To expand my knowledge	To be in touch with more friends	To relax and have fun	Other	No answer
		120	25	85	9	4
In %		49.38	10.29	34.98	3.70	1.65

Table 8 Reasons why students use the internet

#### Teachers' opinion for the impact of the internet on the development of students' skills

No.	Skill or knowledge	No effect	Effect		No answer
			Positive	Negative	
1.	Communication	7	50	8	21
2.	Verbal	16	27	8	35
3.	Social	16	26	9	35
4.	Solving the problem	21	24	7	34
5.	Sustainability	17	23	6	40
6.	Imagination	6	32	13	35
7.	Curios	4	44	7	31

<b>TOTAL</b>	<b>87</b>	<b>226</b>	<b>58</b>	<b>231</b>
<b>Percentage</b>	<b>12.4</b>	<b>32.3</b>	<b>8.3</b>	<b>33</b>
<b>In %</b>	<b>14.45</b>	<b>37.54</b>	<b>9.63</b>	<b>38.37</b>

From teachers' answer in the survey shown in the table we can conclude that the internet may affect the development of skills. The internet has major impact on the development of communication skills, on the development of the imagination and curiosity and less impact on the development of sustainability and verbal and social skills of pupils.

Based on these results, we can conclude that the teachers think that the internet has a positive effect on the development of skills and knowledge of high school students in Macedonia.

#### NOTES

Researching conducted by American and Canadian scientists have proved that in addition to the positive impact of the internet among young people, yet because of their unprofessional use it has a negative impact on them and creates fatigue, delays in classes, reduction of the time for hanging out with friends, loss of concentration, long and unnecessary chats, uncommunicativeness, etc.

On the other hand, research shows that with the application of internet, students have huge benefits such as: development of imagination, communication development, sustainable development, patience etc. The subject of our research was to determine whether the use of internet has educational effects on students in general and on high school students in particular. The survey shows that the use of internet is growing every year and the use of internet has educational effects on students.

According to the provided data we can conclude that students use the internet both in rural and urban areas. This is proved through our research according to which 83.4% of students living in urban areas use the internet and 79.6% those living in rural areas.

According to the data whether teachers have any idea what internet contents the students use, the result shows that teachers do not have access and control what the internet is used for. Most of the surveyed teachers, i.e 61.1% think that students often lag behind at school. We think that teachers' negative attitude towards the impact of the internet, must be directed towards the positive side, respectively to advise the students to use the internet for educational purposes.

We think that before the internet is installed in schools and the opportunity of its use by students, accurate analysis must be made and reveal what's its effect. This should be made by experts of different educational areas that will find out how to use this information technology.

I'm aware that in this paper we cannot find answers to many questions about the educational impact of the use of internet in schools, but I believe that this is an initiative for institutional research to be made in the future, too, where a large number of experts such as university professors, professors of informatics, educationalist, sociologists, psychologists and scientists from other fields will be included.

## CONCLUSION

Based on the methodological research analysis of survey we can see that new technology is not accomplished to the desired extent, and as a result the knowledge of many education areas is not acquired which do not coincide with the development of modern science, with the recent achievements ,therefore, the curriculum imposes obsolete knowledge, outdated and dysfunctional.

In these cases, which unfortunately are not uncommon, the development of new technology is not in function of or as a function of education. As it was sated many times, the education system respectively the educational program and its contents in many aspects is handicapped, so besides the demand and the aim for the formation and education of the whole, creative, active, fit personality, a personality who will think and act with his own head, to create and evaluate independently, to anticipate and to assume.

Herewith, practically is prevented the process of essential self-realization of personality through the educational process. Thus, the purpose and function is jumbled, which is expressed not only in the degree of creativity, but also makes us turn our back towards the future and our face to the past, rather the opposite.

This paper proves that scientific technological development is not only the source, the basis but also a function, and a determinant of the education process and for the structuring of educational contents.

The contemporary education, based on the most progressive values of technology is a key to understanding the present and to determine the future, must necessarily be praised by contemporary aspects in order to integrate anticipating values and knowledge, which as such



would last for a long time, because as it is known, knowledge is becoming obsolete with an incredible speed, it becomes outdated, whereas the modern civilization requires more flexible new values and contents, knowledge that will be in the function of the development of the future. It is these changes which enrich the contents of education, requires new impetus for their incorporation in the educational formation of man. And to what extent would these innovations and changes be introduced to the process of human formation, will they be applied in the process of upbringing and education, depends on the teacher factor.

This shows the importance of linking the permanent improvement of the teacher on one side, and the transformation of the educational process which aims at preparing the human for the future. Professional perfection is a tool, condition and a factor for growth of effects and creative skills, which will contribute and will be in service of educational transformation.

Based on the abovementioned , we can conclude that the concept of vocational perfection of the educational staff should be understood as creation of opportunities and necessary awareness, in order to organize the education process in the spirit of new scientific discoveries, go hand in hand with the development of the newest learning technology.

The main argument is that it has come the time to technologically organize the education process which in turn determines the reason for preparing the holders of this process to keep in step with time, to be prepared for application of options and contemporary models, in order to put the process of education on scientific basis and in the interest of new scientific achievements.

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