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У матеріалах Міжнародної науково-практичної конференції «Загальні аспекти інноваційного розвитку освітньої галузі в контексті міжнародного співробітництва України», розглянуто різноманітні актуальні питання, пов’язані з професійною діяльністю майбутніх фахівців, проаналізовано досвід інших країн.

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**T.V. Zhukova**

**The Role of Information Technology USE in Education**

*Анотація. Основні причини використовування інформаційних технологій в освіті обґрунтовуються. Деякі можливості онлайн моделі навчання аналізуються.*

*Summary. The main reasons for information technology use in education are substantiated. Some opportunities of online model of teaching are analyzed.*

The use of information technology in education is evident nowadays. Most teachers use computers in their classrooms, they often use them for practice exercises and for more sophisticated tasks and projects such as multimedia projects and teaching from Internet-based curricula. Distance education and online learning (also known as e-learning) have begun to change the landscape of education.

Through the use of information technology there are a lot of opportunities to strengthen and improve both teaching and learning. “In school systems, technology has been the focus of curriculum renewal projects and school funding debates” (1, p. 40).

Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning twenty-four hours a day, increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching.

The implementation of technology in a new environment is a complex process that involves participation of many parts. According to Cooper and Zmud ( 2, p. 124) ‘IT implementation is defined as an organizational effort directed toward diffusing appropriate information technology within a user community’.

As a rule, learning opportunities often incorporate both face-to-face and online learning opportunities. Online learning opportunities and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning; reducing costs associated with instructional materials or program delivery; and better utilizing teacher time.

It is critical to ensure that open educational resources meet standards of quality, integrity, and accuracy—as with any other educational resource—and that they are accessible to students with disabilities.

As for digital resources they can be used in a variety of ways to support teaching and learning. Electronic textbooks, digital portfolios, learning games, and real-time feedback on teacher and student performance, are a few ways that technology can be utilized to power learning.

Project-based learning opportunities should be also offered to our students. That may link technical and academic studies and focuse on personalization and connection of learning to the real word. To support student learning and share the results of project-based learning, resources available online should include teacher and student portfolios, videos, lessons, and other resources. The goal of this model is to use education technologies to support students in becoming active problem solvers and critical thinkers, and to provide students with constant feedback on their achievement.

Edison said a century ago: “Schools must use technology that empowers teachers”. The best education technologies enable teachers to do more with fewer resources. Communication platforms like Twitter or Facebook enable dynamic communication with students. Teacher-empowering technologies include mobile apps that grade written student work and provide lesson plan databases. Teachers should treat the adoption of technology as part of lesson planning. They should use education technologies that are inexpensive, easy to use, and improve student learning.

In a typical higher school a student has access to a teacher about one hour per day. That means he has access to that teacher 5% of her waking day, and even that time is shared with a dozen of classmates. And on the contrary, he has access to the Internet 100% of the time.

Using the "textbook plus classroom" approach, the places where learning can occur are limited. On the other hand, a wireless laptop has access to the teacher's course material and the entire Internet almost anywhere. Information technology allows learning anywhere, anytime; not just in one particular classroom for an hour a day.

There are some important reasons for the students and teachers technology implement in the process of education:

* It will help prepare students for their future careers which will include the use of technology.
* Integrating technology into the classroom is definitely a great way to reach diversity in learning styles.
* It gives students the chance to interact with their mates by encouraging collaboration.
* Technology helps the teachers prepare students for the real world environment.
* When mobile technology is available in the classroom, students are able to access the most up-to-date information quicker and easier than ever before.
* With technology in the classroom the teacher becomes the encourager, adviser, and coach.
* Students become more responsible. Technology helps students take more control over their own learning. They learn how to make their own decisions.
* Student can have access to digital textbooks that are constantly updated and often more vivid, helpful, creative, and a lot cheaper than those old heavy books (3).

Virtual learning environments are one of the most common technologies that universities are adopting nowadays. The implementation of technology will affect the different groups within it and adapt the community to the new system.

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