ANGLISTICUM
International Journal of Literature, Linguistics & Interdisciplinary Studies

THE EDUCATION ROLE OF INFORMATION TECHNOLOGY TO STUDENTS IN VOCATIONAL SCHOOLS IN PRISHTINA MUNICIPALITY

Mr.sc. Fakete Duraku
Teacher at HSCh "28 Nëntori" Prishtinë
E-mail: fakete_duraku@hotmail.com

Received: 2012-10-01 Accepted: 2012-10-07 Published: 2012-11-01

Abstract

The importance of this paper is based on that it shows the education role of information technology to students in vocational schools in Prishtina and brings research data in this regard. For successful implementation of teaching by applying information technology, there is a significant disproportion, due to the level of educational attainment in society and teachers who have not yet fully understand the education role of information technology in vocational schools of the Prishtina Municipality. It is a fact that the Republic of Kosovo is committed to the advancement of the education system, based on European standards and is working to incorporate systems of the Lisbon Declaration and the Bologna Declaration, where Information Technology is incorporated.

Keywords: education, information technology, professional schools, Prishtina Municipality.

Introduction

Information and Communication Technology brings new opportunities, but it requires new approaches by teachers and students to take the advantages offered by these new technologies. In order to use the Information Technology as successfully as possible by teachers, it must be integrated in the learning process. Teachers should create the environment in which students should be engaged in the learning process. Many researchers have shown that the application of information technology brings many improvements in educational outcomes. Integration of Information and Communication Technology in everyday life opens the door to increase the opportunities in the use of information resources. Technology and science have brought major changes and improvements in the quality of life which is advancing every day, exactly thanks to these technologies. Today, digitization with successful reforms being implemented is extended to the whole spectrum of life in the Republic of Kosovo. Setting up computer labs in all vocational schools was a recent achievement. Internet signals were installed in vocational schools, giving students and teachers a real opportunity to be closer to the world's information. Vocational schools in Prishtina should prepare students to face the successes, demands in personal productive and civilized life in XXI century. This preparation is their capability to successfully implement new technologies in each area of operation and work. Information and Communication Technology is a priority task of educational leaders in EU countries and countries in transition such as the Republic of Kosovo. In schools, Information Technology is a set of tools for teaching and learning in all fields of curriculum. Information and Communication Technology improves thinking, motivation and achievement in all subjects so that they should be applied as teaching tools in all subjects, both general and professional. The necessity for the use of technology in increasing the level of teaching and learning is clear, at least since the early years of the industrial revolution. Since then different types of technology have been using to enhance teaching and learning among students. Over the years there have been, of course, many wonderful teachers who have made excellent use of technologies. Starting retrospectives, teachers have been a driving force for the future of the school and of society in general. In the last

decade there has been a significant improvement and increased growth in the application of technological equipment in schools. Information technology has begun to meet the needs of vocational schools in Prishtina. The use of Information Technology is growing increasingly altering the traditional role of the teacher in the learning process.

Research into vocational schools in Prishtina

Information technology in the context of a country's education strategies, in order to advance and progress in school systems is the "key" for teaching and learning, without which we cannot expect an education system and especially vocational education with the objective of prosperity and market trends economy, in relation to the training and preparation of human resources which are educated in XXI century schools. Cooperation with *Information Technology is associated with professional learning process*, which *is based on:*

• Clarification of common goals and related practice,
• Improving access to information resources,
• Use of shared experiences to develop and improve teaching and learning practices,
• Increased working knowledge available to practice
• Increased chances of practice to be successful.

The role of information technology in education should be associated with vocational education needs. The role of Information Technology in Education is associated with educational issues and the importance of technology for the advancement of content learning strategies by students.

Information technology is a tool to support teaching and learning strategies. Today, many children begin to use the technology from an early age, at home, school, etc. So education has an important role in the abilities and skills based on pedagogical principles.

Information technology is essentially a support and being implemented affect the successful achievement of the learning process in schools. Therefore, we consider as an urgent need the application of this opportunity that exists today for our schools in Kosovo; so let's use it as much as, as quickly as and as good as possible in the learning process, starting its application in other school subjects , not only in the case of TIK subjects, but in all other inter-disciplinary sciences. Information Technology and new information sources are pushing teachers to visual, concrete and practical learning, where the teacher is not rigid to other resources. In addition to the text, he finds many different sources such as: the internet, publishing, etc.

Importance of Information Technology touches many different areas:

• By developing the infrastructure necessary to provide access to schools through educational resources,
• Training of new teachers as a precondition for using Information Technology in education,
• Technical assistance is necessary as in administration and teaching areas,
• Curriculum and pedagogy are the objectives which should be changed carefully to the trends and standards for an education with Information Technology,
• The development of the content of a subject is necessary to facilitate the interactive potential of Information Technology, which can provide the teaching and learning process.
• The application in practice and giving a respectable role in using IT in schools configures a new identity advanced as a teacher.

Nowadays, the role of information technology, especially the Internet in the education sector plays an important role in the prosperity of various educational activities. The education sector can be the most important sector to

ISSN 1857-8179 (Paper) ISSN 1857-8187 (Online)

anticipate and eliminate the negative impact of Information Technology. Technology, on the other hand, may be the most effective way to increase students' knowledge. Information technology is not only flourishing educational activities, but it will be necessary option for improving effective and meaningful educational process.

Goals and objectives for the implementation of Information Technology in Education are:

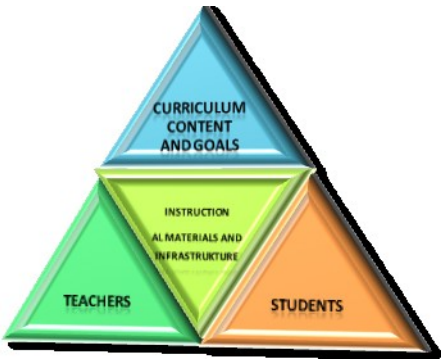
• For application of the principle in learning and lifelong education,
• To enhance a variety of educational services and methods,
• To promote equal opportunities to receive education and information,
• To develop a system of collection and dissemination of educational information,
• To promote the technology, skills and knowledge of all students,
• To develop distance education with curriculum content,
• For learning, expansion of vocational education and open information resources in education etc.
• To support schools in the exchange of experience and information with others.

Rapid development of technology and its application makes the traditional education not resistant to cope with the growing need for the improvements for all layers of the population, including teaching and learning itself. The speed of the application of new technologies and the breadth of their application requires a specialization that cannot be realized only in traditional schools.

Open teaching is a process in which students as well as teachers should be at the same time writers and actors in the implementation of teaching, where the roles of the two sides appear to be diverse on the stages of the learning process.

To be contemporary the teaching should:

• To develop students skills in order to realize an independent learning;
• To encourage diversity in learning and their creativity;
• To develop the most advanced communications skills,
• To develop managing and organizational skills,
• To encourage self-assessment and appropriate assessment against learning outcomes achieved (comparative).



The scheme shows the triangle that includes teachers, students, curriculum content and goals, instructional materials and infrastructure.

Teaching is a process which includes in itself four interactive components:

• The Teacher,
• The student,
• Curriculum content and goals,
• Learning materials and infrastructure

Computers, the Internet and Information Technology in its widest sense, have opened a door to new opportunities and variety, so human life has changed almost completely. However, the school is still an essential environment for individual experiences on the road to success and to promote better adjustment in society. This is why many

ISSN 1857-8179 (Paper) ISSN 1857-8187 (Online)

educational practitioners and policy makers pay attention in IT usage to improve education and educational policy. Information technology is used to improve the teaching and learning process that involves the use of software applications both in teaching and learning.

General results of the research

In Chart.1, the question for students "Does Information Technology impact on your learning?", 67.85% of the students surveyed responded that they are fully agreed that IT has an impact on the learning process, 24.42% students are partially agree, 8.92% of students are neither agree nor disagree, and 1.78% of students partially disagree. According to these results, the students agree with the impact of information technology to enhance and facilitate the learning process in vocational schools, but they lack the organized way of learning and the use of computers.

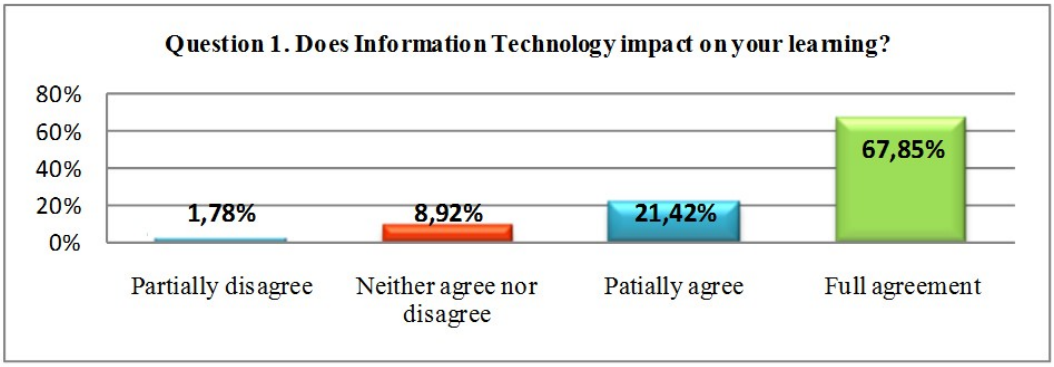


Chart. 1. Results out of the question 1, N=56 of the students on 7 (seven) vocational schools in Prishtina

In Chart 2, the question for students "*Does the Information Technology play a role in the level of your teaching*?", 58.92% of the students surveyed responded that they are in full agreement that Information Technology has a major role in their teaching, 23, 21% of students were partially agree, 8.92% of students are neither agree nor disagree, 7.14% of students completely disagree and 1.78% of students partially disagree. According to these results, the students agree with the role of Information Technology in the implementation of their skills in learning process in vocational schools.

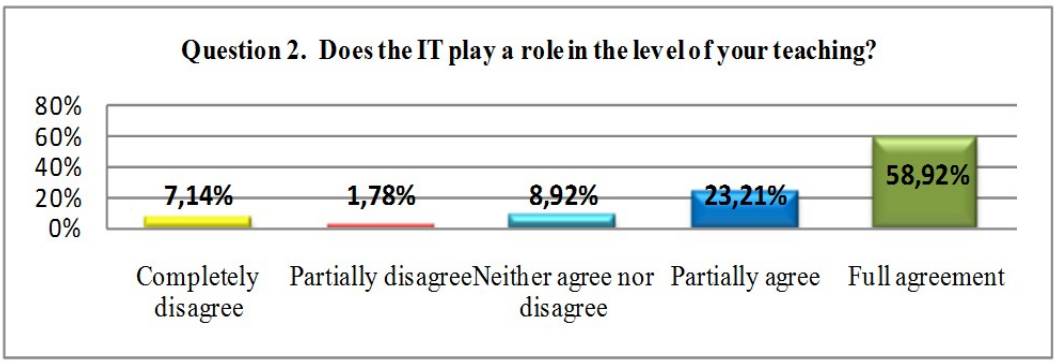


Chart 2. Results out of question 2, N=56 of students in 7 (seven) vocational schools in Prishtina

ISSN 1857-8179 (Paper) ISSN 1857-8187 (Online)

In Chart 3, the question for students "Does the computer affect in advancing learning process?", 57.14% of the students surveyed responded that they are in full agreement that the computer has important role in the learning process, 23.21% of students partly agree, 10.71% of students are neither agree nor disagree, 5.32% of students completely disagree and 3.57% of students partially disagree. According to these results, students agree with the impact of computers in the learning process to gain knowledge and skills in each subject in vocational schools.

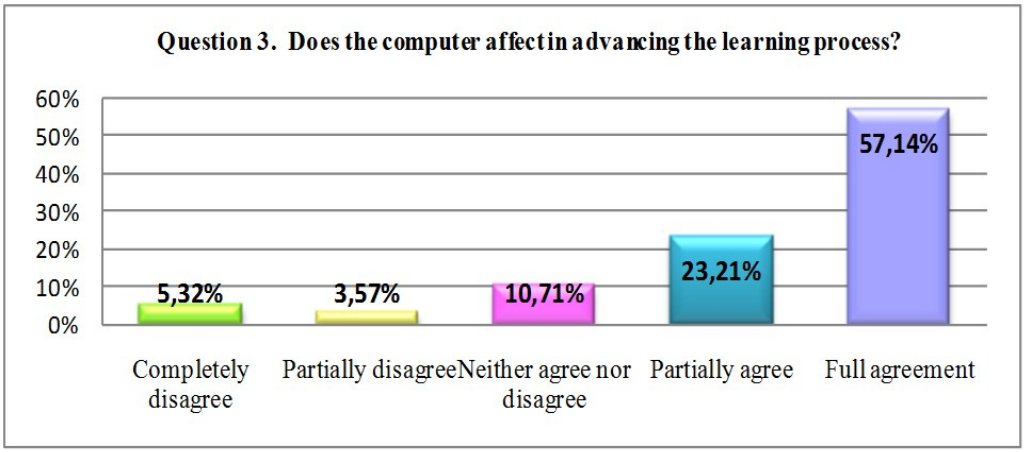


Chart 3. Results out of question 3, N=56 of students in 7 (seven) vocational schools in Prishtina

In chart 4, the question for students, "Does the computer use matter in your learning?", 64.28% of the students surveyed responded that they are in full agreement that the computer is important in the learning process, 21.42% of students were partly agree, 8.92% of students neither agree nor disagree, 3.57% of students completely disagree and 1.78% of students partly disagree. According to these results, the students agree with the importance of computers in the learning process to advance in all areas of education but lack access to the use of computers in vocational schools.

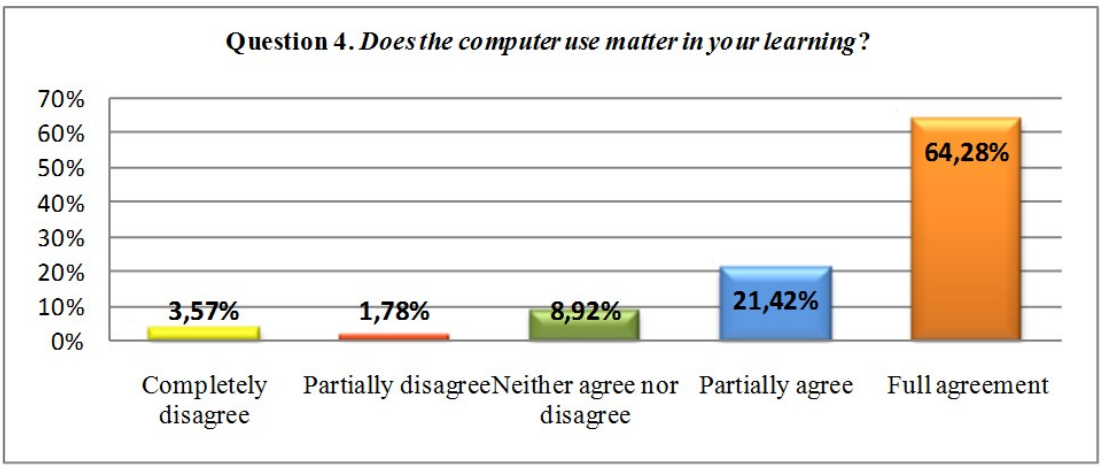


Chart 4. Results from question 4, N=56 of students in 7 (seven) vocational schools in Prishtina

ISSN 1857-8179 (Paper) ISSN 1857-8187 (Online)

In chart 5, the question for the students, "What is your basic knowledge in the use of computer?", 46.42% of the students surveyed responded that they had sufficient skills in computer's use, 35.71% of students have multiple skills in the use of computer, 16.07% of the students have little skills in computer's use, while 1.78% of the students do not have the ability to use the computer. According to these results, students have the knowledge and skills in the use of computer.

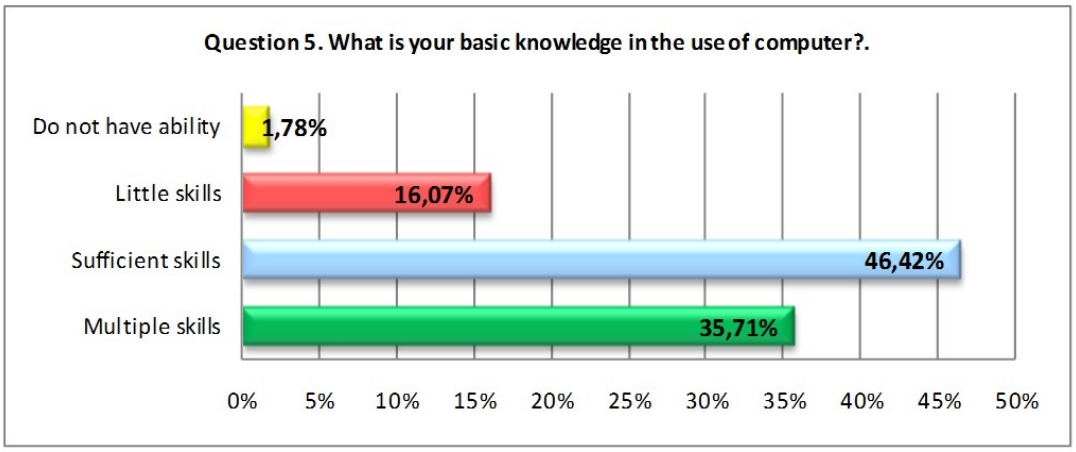


Chart 5 – Results from question 5, N=56 of students in 7 (seven) vocational schools in Prishtina

In chart 6, the question for the students, "How much are the teachers prepared with technology in the learning process?", 55.35% of the students surveyed responded that teachers are adequately prepared with different technologies in the learning process, 33.92% of students responded that teachers are prepared with technology in the learning process, 5.35% of students responded that they are poorly prepared with technology in the learning process, while 5.35% of students responded that teachers are not prepared with technology in the learning process. According to these results, the students answered that teachers are prepared with new technology in the learning process, but there is no infrastructure of computer cabinets.

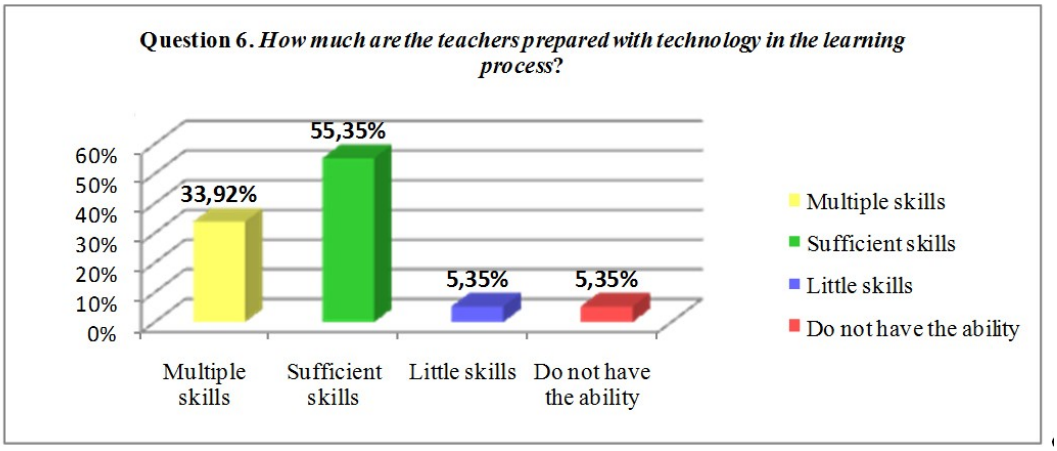


Chart 6. Results from question 13, N=56 of students in 7 (seven) vocational schools in Prishtina

ISSN 1857-8179 (Paper) ISSN 1857-8187 (Online)

Conclusion

During this scientific research work, I relied on the need for collection and greater expansion of knowledge and information about the application of Information Technology and its education role in vocational schools. Therefore, I have set myself two goals; first - to gather as much knowledge on Information Technology applied to students, teachers in vocational education in this decade of the XXI century, and its educational and pedagogical role; second-ascertain the experiences of students, teachers in vocational schools of the municipality of Prishtina, integration trends of new technologies and their application to students. Current situation in the schools of the Republic of Kosovo is not very encouraging for a rapid implementation of Information Technology, as half of the schools have no access to internet. In cities there is a better infrastructure of a computer network, but not in rural areas. Students demonstrate the ability and skills, in order to implement technology for the exchange of information, the development and spread of ideas, analysis as well as different problem solving. Time in which we live and perform everyday tasks requires flexibility, readiness, learning fast, you need to adapt to situations and advanced European standards. Information and Communication Technology, today, is penetrating, explosive. It finds application in all branches and fields in all areas of natural and social sciences. Information technologies can greatly improve the quality of education and raise levels of achievement, standards of education, contribute to innovative and modern education systems, support collaborative learning, creative and critical thinking, facilitate retraining of students and teachers with the aim to support the development of curricula focused on increasing employment, improve the education structure of the population as a whole in Kosova. Although Information Technology is in constant development and affects the evolution of the educational system and its harmonization, however it is the fact, which should be investigated, for giving us the opportunity to be aware about its educational role and how to improve the impact of information technology in vocational schools in the Municipality of Prishtina, by using it, students achieve knowledge, skills and quality in the educational process. Information technology offers substantial opportunities for improvement and efficiency of teaching and learning through a wide range of training and preparation from different fields in vocational high schools in Prishtina.

References

[1] Anderson, J. (2010): "ICT Transforming Education", Bangkok Thailand, 2010.

[2] Buci, Albina (2012): "Krijimtaria në arsimin professional", Gazeta mesuesi, Tiranë, Maj 2010.

[3] Conference Report (2010): "International Symposium on ICT in Education", New York, 2010.

[4] Corrigan, D., Dillon, J., Ganstone, R. (2011): "The Professional Konowledge Base of Science Teaching", New York, 2011.

[5] Delič, N. (2009): "Informaciono –Komunikacione Tehnologije u obrazovanju", Banja Luka, 2009.

[6] EU-IT PILOT PROJECT IN THE FIELD OF EDUCATION.:" Futja e teknologjisë informative dhe të komunikimit si dhe të mësuarit elektronik në arsimin e Kosovës", Prishtinë, 2011.

[7] Fullan, M. (2010): "Kuptimi i ri i ndryshimit në arsim", Tiranë, 2010.

[8] Guri – Rosenblit, S. (2009): "Digital Technologies in High Education: Sweeping expectations and actual Effects", New York, 2009.

[9] Hargreaves, A., Lieberman, A., Fullan, M., Hopks,D. (2010): "Handbook of education change second International", New York, 2010.

[10] Hyseni, Mirela (2009): "Informacioni teknologjik e ardhmja e shkollës", Gazeta mesuesi Tiranë, 23 Dhjetor 2009.

ISSN 1857-8179 (Paper) ISSN 1857-8187 (Online)