

THE ROLE OF INFORMATIVE TECHNOLOGY OF COMMUNICATION AS A STIMULATING FACTOR TO STUDENTS

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ABSTRACT

This paper encompasses the role of Informative Technology of Communication in the classroom as stimulating factor to students' interest and increase of their interest for an active participation in learning for more attractive and more qualitative learning. This research was accessed by reason that the informative technology of communication can affect quite a lot in raising the quality of teaching, because in the learning process they have a very important place in enriching the learning experience and just for that they need to be implemented in schools. The purpose of this paper is the reflection of the real situation of the application of Informative Technology of Communication in the school to see and confirm their role and importance in the learning process. To confirm this problem, we have done research questions: How much impact the Informative Technology of Communication to stimulate students' during the learning process in school? This problem, we have proven through the work methodology, such as through quantitative methods and surveys with teachers, of which we could understand that these media reports, have a significant impact on increase the interest and stimulation of students for contemporary learning. From the survey results, we have concluded that in these schools the work is done very well in the implementation of Informative Technology of Communication, because all teachers are aware of their importance and the positive effects they bring to students. The results from this study show the truth that Informative Technology of Communication affects quite well in raising the quality of teaching and encouraging or stimulating the students to work more effectively in the classroom. We have accesses to this problem to prove the impact and importance of Informative Technology of Communication in the learning process about stimulating the students in raising the quality of teaching, to bring back to the class vitality, willpower to students and the quality to school.

Keywords: Informative Technology of Communication, stimulation, quality, teachers, students.

INTRODUCTION

Contemporary societies consider the education one of the most important assets of mankind and strive to ensure its full potential, so that they might help people cope with the challenges of today's world. Learning technologies in teaching and their understanding of the thematic aspect are those factors that should be closer to the students. This research aims to influence the promotion of teachers in the implementation of Informative Technology of Communication (ITC) in the learning process and to stimulate students for a qualitative learning. In the era of the development of information and communication technology, the use of this technology in the learning process has become imperative for teachers, because this development is directly related to updating knowledge and new skills in the field of education by the teacher. Schools must adapt to constant changes along with the development of technology, and to use them in the learning process.

In our paper "The Role of ITC as a stimulating factor in students" we have chosen to discuss the reason that: School practices show the truth that ITC in the classroom, makes the student feel happier, more stimulating, safer and free to find problems. The main purpose that motivated me to deal with this paper is the truth of implementation of ITC in these schools and their impact on raising the quality of learning and stimulating students in the learning process.

We have accessed this research from the desire and internal and external demands in order to pass austerity of old education system, with the only purpose to adapt the time interests and requirements. The contribution of this paper is to encourage all of factors responsible for thinking and to take concrete proceedings in the reform of the concept of organization of learning through ITC, and encouraging students to learn new information.

Daily school practices have shown that students are very satisfied and very interested to learn more, especially when there are organizations by teacher's side and harmony for such cooperation in the classroom. The research aims to study such a problem to ascertain the role and impact of ITC in raising the quality of learning and stimulate students for a more attractive work in the classroom.

The purpose of the paper

This paper aims to evolve the process of implementing ITC also in other school institutions in the country, region and beyond, especially in those countries where this working method is little or not at all applied.

I'll show clearly the process of implementing ITC in schools and to look around different models in this field. The paper will be based on the strategic implementation process from the data of teachers about the role of ITC in the classroom as a stimulating factor for qualitative teaching and learning, as in:

- Knowledge deepening in the field of technology and its role in the service of students.
 - Creation of skills and habits during the theoretical and practical work and research skills of information in the technology field.
 - Teaching students about manipulation with the information and communication technologies.
 - Encouraging or stimulating students to a higher level compared to traditional teaching.
- Teachers to be encouraged to increase their productivity in the use of ITC resources as a support in the acquisition of subject knowledge and to determine the various sources of online information and other resources that can be used to support their professional development.

To impact on students in ITC skills within the context of their field or their subject, supporting the knowledge of students through technological applications. To encourage teachers on ITC implement, to support students in acquiring the knowledge of the respective subject. To use tools and resources of ICT, in order to become familiar with teaching innovations. Schools should always be in step with technological developments by making it possible for teachers and students to be closer to changes and to reach faster to the use the new information.

Research question, hypothesis and working methodology

Research question of the study was: What would be the ITC role as a stimulating factor to students, and do you think that technology raises the students' interest for a more active learning during the learning process? The hypothesis of this paper is: ITC plays a great role in students stimulating in learning.

Based on the importance of ITC that is taking nowadays in teaching of different disciplines, we took the initiative to organize a survey to teachers of the three elementary schools in the Municipality of Kamenica which are facing the question: How much important is the impact of the use of ITC as a stimulating factor to the students? The research sample consists of 60 teachers from three elementary schools in the municipality of Kamenica, 20 teachers for each school. In order to analyze and compare the attitudes of teachers of these schools about ITC in stimulating students' in the learning process, we used the questionnaire, through which the teacher answers are presented in the form of tables.

Analysis and interpretation of the data

Taking into account the role and importance of ITC that today plays in every area of our lives, and then it certainly must be counted as an inalienable part of our modern school. Therefore, we have considered reasonable to do a research about this issue to validate the impact and role of ITC in stimulating students to work more effectively in the classroom. Analysis of the data from this survey indicates a fairly large interest of teachers on the implementation of ITC in schools, in order to stimulate the students to work more effectively in school and classroom. Therefore, in addition, through tables we will present the data obtained from the respondents (teachers).

In the first question: do you think that teachers are trained for the implement of ITC in teaching. From the 60 teachers who were included in the research, 28 of them or 46.67% have stated that they are trained for such thing, while 26 teachers or 43.44% have stated that they are partially trained for such thing, and 6 of them or 10% have stated that they are not trained at all for the ITC implement in teaching. From these data of the respondents, we clearly see that teachers are sufficiently trained in

For this see the table 1.

Table no 1. Teachers' attitudes about their treatment toward the implementation of ITC in learning

	Do you think that teachers are trained for the implementation of ITC in learning?	No.	%
A	Yes, they are trained	28	46.67
B	They are partially trained	26	43.33
C	They are not at all trained	6	10.00

In the second question: Do you think that ITC should be a necessity of modern school for a more advanced quality of teaching? Of the 60 respondents, 37 or 61.67% of them have stated that ITC should certainly be the necessity of the modern school. 19 or 31.67% of them have stated that ITC can be somewhat part of the modern school, while 4 or 6.66% of them have stated that ITC is not need to be necessary as it does not affect the quality of teaching. From

the data of the majority, we can understand that ITC should certainly be part of the modern school, because teachers are sure for an advance quality in teaching. See table. 2.

Table no 2. Teacher's attitudes about the implementation of ITC in school.

	Do you think that ITC should be necessity of the modern school for a more advanced quality in teaching?	No.	%
A	Yes, certainly	37	61.67
B	Partially	19	31.67
C	It does not influence	4	6.66

In the question: Do you think that ITC affects enough in raising the quality of teaching? Of the 60 respondents, 29 or 48.33% of them have stated that ITC affects quite a lot in raising the quality of teaching, 25 of them or 41.67% stated that IT C affects partially, and 6 of them or 10% have stated that ITC does not affect the quality of the learning quality. From this we can conclude that most of the respondents answered that the application of ICT in the classroom, impacts heavily on raising the quality of teaching. See table. 3.

Table no 3. Teachers attitudes about the ITC influence in raising teaching quality.

	Do you think that ITC impacts sufficiently in raising teaching quality?	No.	%
A	It impacts a lot	29	48.33
B	Partially	25	41.67
C	No, it does not impact	6	10.00

In the question: How much does the ITC affects in stimulating students to work more effectively in the classroom? Of the 60 teachers surveyed, 38 of them or 63.33% have stated that ITC affects the stimulation of students, 17 of them or 28.33% have stated that ITC affects partially, and 5 teachers or 8.33% have stated that ITC does not affect the stimulation of students. From these data of the teachers we understand that most of the respondents said that ITC affects enough to stimulate students for more efficient working-class school. See table. 4.

Table no 4. Teachers attitudes about the ITC influence in stimulating students in class.

	How much does ITC impacts in stimulating students for a more effective work in class?	No	%
A	Very much	38	63.33
B	Partially	17	28.34
C	Does not influence at all	5	8.33

In the following question: How much can students activities be remarked in classroom when ITC is present compared with those lessons where ITC is missing? Of the 60 respondents, 39 of them or 65% stated that students' activities are highly remarked, 16 or 26.67% of respondents stated that the presence of ITC to students is somewhat remarked, and 5 or 8.33% of respondents had stated that differences are not remarked in teaching. Even in this case, most of the teachers stated that the presence of ITC makes students to be more active in the classroom. See table. 5.

Table no 5. Teachers attitudes about the students' activities in class with ITC and without ITC.

	How much can students activities be remarked in classroom when ITC is present compared with those lessons where ITC is missing?	No	%
A	Is highly remarked, because students are quite active	39	65.00
B	Partially	16	26.67
C	Differences are not remarked	5	8.33

In the question: Do you think that ITC should be implemented anyway in the learning process for students to be more active and stimulating in the classroom? Of the 60 respondents, 51 of them or 85% stated that ITC should certainly be implemented in the learning process, while 9 or 15% of them stated that ITC need not be applied in the learning process. From these data we understand that teachers have understood the reality of the impact of ITC as an integral part of modern school for students to be more active and stimulating for work in the classroom. See table. 6.

Table no 6. Teachers' attitude about the implementation of ITC in the learning process.

	Do you think that ITC should be implemented in the learning process, for students to be more active and more stimulator in class?	No	%
A	Yes, certainly	51	85.00
B	No, it is not needed.	9	15.00

From the previous question: Do you think that ITC should be implemented anyway in the learning process for students to be more active and stimulating in the classroom? Respondents gave different answers on this issue, arguing: Why yes? and Why not? 51 or 85% of them stated that the importance of the implementation of ITC in the learning process is quite attractive, because we reach up faster to the new information, students are more active, are familiar with the innovation, are more encouraged for learning activities and the classroom environment is more sprightliness. While 9 of them or 15% stated that the implementation of ITC in school is not necessary because we do not have enough knowledge to this new technology, and in addition, students receive information ready, without much effort. For this see the table 7.

Table no 7. Teachers attitudes related to importance of the implementation of ITC in the learning process.

		Teachers' declarations related to implementation and importance of ITC in school. Why yes and why not?	No.	%
Why yes	1	Because through the ITC we reach easier and faster new information.	10	16.67
	2	Because students are more active	11	18.34
	3	Because students understand faster new things	8	13.33
	4	Students are more encouraged in the learning activities	14	23.33
	5	Classroom environment is more sprightliness	8	13.33
Why no	1	Because we do not have enough knowledge about them	4	6.67
	2	Because students are getting ready information	5	8.33
Total			60	100

CONCLUSION AND RECOMMENDATIONS

Analysis of data from this survey indicates that teachers of these schools are prepared for the implementation of ITC in teaching because teachers have conducted several types of training on this issue. In addition, we may understand that without the implementation of ITC in school, we cannot be part of a modern school, because teachers are confident with the advanced quality of teaching, because the application of ITC in the classroom, affects quite a lot in improving the quality and stimulate students in teaching. From this research we can understand that the majority of respondents stated that ITC affects sufficient to stimulate students to work more effectively in school. From these data gives we understand that teachers have understood the reality by claiming that ITC is an integral part of modern school, because ITC raises the quality of teaching, increases student and stimulate students to become more involved in their teaching activities.

The majority of respondents we have been able to understand that the importance of the implementation of ITC in school is quite attractive for students because they come quickly to new information, are more active, are familiar with innovations, are more stimulating in learning activities and environment of the classroom is more sprightliness. While a few have stated that the implementation of ITC in school, is not necessary because the we should have enough knowledge to implement and besides this is not good for students to get ready information.

ITC motivates and provide fast information, supports new teaching approaches, increases the productivity of teachers and students. Incorporating technology in school, means the use of computers and software in a productive way, the use of the internet and the use of computer networks for communication and management purposes, so teachers need to know where, when and how to use technology for presentations and activities in class.

From this data we can recommend that:

- All teachers should be trained and skilled related to ITC implementation in school for raising the learning quality and stimulating students for an effective work in class.
- Institutions of the country to work more in this direction, to enrich or supply all schools with this type of instructional technology.
- Students and teachers should be users of the technologic information to come up faster to the new information.
- Students in the class should be requesting, analysis and information evaluators.
- Teachers should use instructional technology with the whole class or in small groups and to ensure equality and incentive in work for all students.
- Teacher should use the technology to make the evaluation process and the stimulation of students easier.

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