THE ROLE OF DIDACTIC CONDITIONS IN THE USE OF DIGITAL TECHNOLOGIES BY TEACHERS OF TECHNOLOGICAL EDUCATION

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ABSTRACT:

Today, Information and communication technology has become a way of life in which children are drawn. Today's children are beginning to use digital tools at a very young age, so that the school should respond to the needs of students. Also today it is impossible for any profession performs without the help of information technology. The computer and the Internet gives us endless possibilities and resources in improving the quality of work. Even in education, computer skills and additional equipment are needed, because they create great opportunities for teachers and inspire curiosity, imagination and interest of students. Teachers should not oppose change, but they should use new technology for better quality teaching and make it more interesting. The use of technology will positively improve results faculty and students. Teachers must carefully plan the use and integration of technology in teaching. How to integrate technology into teaching mainly depends on how many computers has at its disposal.

Keywords: technology in education, computer in teaching, use of technology, integration technology.

DEFINITION OF THE TERM OF EDUCATIONAL TECHNOLOGY:

The term "pedagogic technology" is defined as a synthesis of programs, procedures (steps) and tools that are oriented to the realization of the educational process in the transition from a rational way to implement this process, on the other hand refers to the rational way of achieving this process, but not only that, but also for learning and optimistic way of achieving its objective. Word techniques and technologies are often used as synonyms in different pedagogical literature, and often happens that they replace each other. At first I will try that, based on various sources in order to solve the problem of defining the notion techniques and technologies. In the Dictionary of Pedagogy II (1967 f.453-455) techniques used to explain the concept of pedagogical techniques, learning techniques, the technique of reading, research techniques, etc. While in Pedagogical Encyclopedia II (1989, pp 107-108.) For an explanation of the term "scientific and technological revolution in education" - which are mainly provided clarification technology in production and further states: scientific and technological revolution promotes more major changes, transformations in the structure, and dynamics of production.....to the content and methods of education in qualifying educational structure of employees..... ". If in most cases it refers to the production technology why it is important to talk to educational technology. It connects as technology and education is certainly learning content to be transferred to students and it must be done in an easier way, accessible to student, however, it needs to be practical and active participation of the two key factors in the educational process. On the other hand, on the subject of educational technology should

remember that it is a stimulant that encourages you to deal with different learning situations; it allows creation of new reports in the process of teaching and learning; it also helps and encourages the implementation of various projects in the classroom. The teaching process requires the use of many tools and techniques for successful implementation. And educational technology is what helps increase the effectiveness of learning and easier appropriation of themes or educational content. Considering the rapid development of technology and access to it at different times, we can conclude that somehow it correspond with use of various audiovisual in learning. All the material resources that help teachers and students for successful realization of the educational process can appoint as teaching tools. From this learning tools are a didactic working tool, which help in efficient performance of duties of the school. All media (tools) which supplemented one another affect more productive and successful in the learning process. On the other hand we must emphasize that the more senses you engage in the implementation of the educational process more efficient the learning will be. Wide mediation and eye full, ear, touch, can make sense of the most complete learning, while remembering or storing of teaching in students head make it longer and more efficient (Trnavac, N., Djordjevic. J., 1995, p. 320). Implementation of the learning process through educational technology will provide greater Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.8, No.6, 2017 198 opportunities for achieving contemporary teaching but also more efficient training of students can still easily cope with the demands and challenges of life. In conventional teaching process in learning student has been passive subjected who heard the explanation of the teacher as the only source of knowledge and knowledge in class. The

textbook has used in individual lessons at home and performing home duties. Contemporary School and learning requires not only change the position of students in the classroom, learning i.e. his transforming in _ active subject in the learning process, consisting of active participation of students in the realization of the learning process where the teacher and pupil worthy transform in learning partners; but the use of different technologies in teaching all this with only one objective learning to be more attractive and accessible to the student and at the same time respond to the demands and opportunities of the modern age in which we live. Schools must prepares people for the future, which could find themselves in different areas of their lives. It never should remain only on preparing, training and teaching students only time in which we live, and the conditions of the present. The youth must prepare for the future, for a life in the future which will be anyway different from that of today. Below I will try to schematically illustrate how helps the teaching process and the use of educational technology helps students faster, easier to promote the learning process and to have a long-term knowledge. Through the use of educational technology, students are trained to: to accept analyze / to establish knowledge understands synthesizes lectures and versality – knowledge

OBJECTIVES OF EDUCATIONAL TECHNOLOGY:

Using technology in education every day more runs in the growth and Advancement. Definding clearly objectives of educational technology it's not easy by the fact that it expands day by day and is involved in various spheres of life and work. From this will present some objectives as follows: educational technology opens a perspective and usage in teaching; teaching technology is known as the implementation of learning models, treat of

teaching methods and scientific knowledge in the educational process; learning technology acts as factor and element of change in teaching didactics. (Murati., Xh.. 2013, p. 24). In overall process of educational the teaching technology, aims to accomplish the two basic objectives which are: 1. the intensive aspect of learning, educational work; and 2. the extensive aspect of organizing educational work (Murati., Xh.. 2013, p. 25). Educational technologies are determined by several factors, such as: - Ways, tools and forms of educational work;

In a recent study, Fransson, Lindberg, and Olofsson (2018) analyzed the Swedish national strategy for the digitalisation of the K-12 school system with the aim of teasing out the possible meanings of adequate digital competence at a conceptual level. The authors mean that in the strategy the notion "adequate" appears to be both vague and wide, that it can be understood in relation to most aspects of education and thereby be difficult for stakeholders in school to contest or even neglect. The authors conclude that the notion of "adequate" needs further interpretation and discussion, with empirical resonance from school and different representations of how teachers" adequate digital competence is displayed in practice. Therefore, in this article, the focus is on teachers" adequate digital competence – in policy and practice – with an aim to explore how enacted digital competence in three Swedish upper secondary schools appears, and thereby provide an empirical account of what "adequate" might mean in practice. With this approach, this study also contributes to an understanding of how policy is interpreted, transformed and enacted (Ball, Maguire and Braun 2012). In such policy-formation processes, opportunities for different actors to be involved and display agency are important. As agency reflects "the capacity of actors to critically shape their own responsiveness.

Educational programs and apps play a role in encouraging students to seek out knowledge in fun and interactive ways, while interactive whiteboards and classroom clickers allow teachers to vary their lesson styles to introduce and reinforce their subject material.

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