

## THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN IMPROVING SECONDARY SCHOOL TEACHING AND LEARNING PROCESSES

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Information And Communication Technologies is all of the ways in which digital technology can assist individuals, businesses, and organizations in using information. Any device that can store, retrieve, alter, transmit, or receive data in a digital format is refer to ICT. Any technology that has to do with information and communication is referred to as simplified. But how it helps to improves and enhance the teaching system and how it improves the learning process in every Secondary Schools.

One of the most important stages in a student's life is secondary school education. It has proven to be one of the most effective stage to help students to open their eyes in the society and way build foundation for many children. The role of Infatormation and Communication technologies in improving the teaching and learning process is ICTs can and will empower teachers and students by transforming teaching and learning processes from highly teacher-dominated to student-centered, and by creating and allowing opportunities for learners to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills. Students become more interested, involved in their work when ICT is introduced into lessons. This is because technology allows us many new ways to make teaching the same subjects more engaging and enjoyable. ICT is regarded as a "key tool for constructing knowledge societies" (UNESCO 2003, 1) Because information can take many forms, including voice, video, text, and images, we think of mobile phones, digital cameras, and video cameras when considering what technology is available to produce different types of information and occasionally a combination of them. Furthermore,

throughout Europe, effective use of ICT in school instruction is seen as a critical aspect in raising educational quality. The European Commission's eLearning Action Plan encourages the use of ICT in learning processes, with one of its goals being to "increase the quality of learning by simplifying access to materials and services, as well as distant sharing and cooperation" (Commission of the European Communities 2001, 2).

In conclusion The majority view of ICT in education favors numerous teaching and learning processes, particularly those requiring attention, perception, reacting mechanisms, application of learning, and understanding. Those concerned with information transmission and knowledge facilitation are also well-considered. However, some of the proposed processes were undervalued by the instructors: interaction processes, expressiveness, and communication skills were not highly regarded by the teachers, owing to their perception of ICT as mostly used in a one-way mode.

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