TEACHING AND LEARNING WITH ICT INTEGRATION

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In the twenty-first century, the term "technology" is an important issue in many fields, including education. This is because technology has become the primary means of knowledge transfer in the majority of countries. Nowadays, technology integration has gone through innovations and transformed our societies, completely changing the way people think, work, and live (Grabe, 2007). Schools and other educational institutions responsible for preparing students to live in a "knowledge society" must consider incorporating ICT into their curricula as part of this.

Information, communication, and technology (ICT) integration in education refers to the incorporation of computer-based communication into the daily classroom instructional process. Teachers are seen as key players in using ICT in their daily classrooms, in addition to preparing students for the current digital era. This is because ICT can provide a dynamic and proactive teaching-learning environment. In addition to referring to the advantages of networking learning communities to address the difficulties of contemporary globalization, ICT integration also refers to the enhancement and augmentation of the quality, accessibility, and cost-efficiency of instruction delivery to students. The adoption of ICT is not a one-time event, but rather a series of ongoing and continuous steps that fully support teaching and learning as well as information resources. ICT integration in education generally refers to a closely related technology-based teaching and learning process that makes use of learning technologies in classrooms. Because students are familiar with technology and will learn better in a technology-based environment, ICT integration in schools, particularly in the classroom, is critical. This is due to the fact that the use of technology in education contributes

significantly to the pedagogical aspects in which the application of ICT will lead to effective ICT elements and components assist and support learning. It is true that almost all subjects, beginning with mathematics, science, languages, arts and humanities, and other major fields, can be learned more effectively using technology-based tools and equipment. Furthermore, ICT provides assistance and complementary supports for both teachers and students when it comes to effective learning through the use of technology the computers to be used as learning aids (Jorge et al., 2003). Computers and technology are not thought of as replacement tools for good teachers, but rather as add-on supplements for better teaching and learning. The need for ICT integration in education is critical because, with the help of technology, teaching and learning can take place not only in the classroom but also outside of it.

Teachers and students are physically separated. However, ICT integration is a continuous learning process that provides a proactive teaching-learning environment, rather than a one-step learning process. ICT can be used in a variety of ways to assist both teachers and students in learning about their respective subject areas. A wide range of engaging techniques, including instructional films, stimulation, data storage, database usage, mind mapping, guided exploration, brainstorming, and music, are available for use in technology-based teaching and learning. These techniques will enhance and elevate the learning process.

References:

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