CRITICAL ANALYSIS OF TEACHERS PEDAGOGY AND INFORMATION COMMUNICATION TECHNOLOGIES

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Abstract: The use of information and communication technologies has transformed the role of a teacher into a facilitator so that they don't have to be a leader in the classroom; Traditional leadership skills and practices are still important (mainly in lesson planning, preparation and advancement). Lesson Planning during the Use of Information Communication Technology Teacher lesson planning is crucial during the use of critical information communication technologies; Where there is little planning; Research has shown that a student's work is not concentrated, and results are reduced.

Index Terms - Teachers, Teaching, Communication, Technologies

I. INTRODUCTION

The use of information and communication technologies has transformed the role of a teacher into a facilitator so that they don't have to be a leader in the classroom; Traditional leadership skills and practices are still important (mainly in lesson planning, preparation and advancement). Lesson Planning during the Use of Information Communication Technology Teacher lesson planning is crucial during the use of critical information communication technologies; Where there is little planning; Research has shown that a student's work is not concentrated, and results are reduced.

The Art of Teaching:

The introduction of technology does not change the learning and teaching process. The existence of information communication technologies alone does not change teacher practices. However, information communication technologies enable teachers to transform their teaching practices. Teachers 'teaching methods and ideas influence students' use of information and communication technology.

Information communication technologies are viewed as assistive tools for teachers to create a student-centered learning environment. D (Economic Cooperation and Development Organization) Research results in countries. Information communication technologies are important tools to support the learner-centered approach from the traditional teacher-centered teaching style.

Information Communication Technologies can be used to support / enhance current teaching practices. Teachers' teaching practices are only marginally effective with the use of communication technologies, mainly using traditional methods for a fundamental change in their teaching style. Information communication technologies can be used to change the way teaching styles and interactions between teachers and students work.

The use of information technology tools to present information is blended with the use of information technology technologies (LCD and overhead projectors, television, electronic whiteboards, guided web tours where students view similar resources on computer screens). It encourages discussion of classroom understandings and hard concepts (mainly from the demonstration of imitation), while the use of information communication technologies draws attention to the way in which traditional practices are replicated and discussed or displayed.

Awareness of Teachers' Technical Capabilities and Information Communication Technologies:

Preparing teachers to take advantage of ICT is more than just technical skills. Teachers need a wide range of information and communication technologies to select the most appropriate resource and determine the most appropriate resource. But the development of practices is considered more important than the Tantric dominance of information communication technologies.

Some teachers specialize in the use of information technology in their teaching Even in the most advanced schools in the OECD (NGOs) countries, only a few teachers have access to a wide range of ICT tools and resources.

In OECD (Organization for Economic Co-operation and Development), the use of information and communication technologies for computer literacy promotion is important for teaching and learning in the experience of OECD countries. The use of the technician is more important than the computer classes. The development of technical skills in the teaching and learning process is important to stimulate other teaching and learning practices. It has no significance of its own. Schools with high levels of student communication skills and experience are not schools with high computer demands, but schools that are constantly using ICT in the professional development and teaching and learning process of teachers.

Students are more skilled in their use of technology than teachers In OECD (Organization for Economic Co-operation and Development) countries; there is a huge difference in the knowledge and use of information technology and the use of ICT. This shows that the effective use of information communication technology in students' education is influenced by the skill of the teacher.

The Use of Information Communication Technologies by the Teacher:

1. Teachers often use information communication technologies in administrative tasks (teachers often use information communication technology in their daily work (keeping records, developing text plans, displaying information, and searching for basic information on the Internet).

2. Highly educated teachers do not rely heavily on computer aided teaching. Teachers 'use of information technology depends on their general teaching styles. The ways in which information communication technologies are used are correlated with teachers' academic art principles. Teachers who use information communication technologies more efficiently are less likely to use the traditional transmission method. Teachers who use most types of software practice more effective pedagogical art.

3. Teaching with Information Communication Technologies Takes More Time The use of ICT to support teaching and learning takes more time for teachers to transform and continuously use the principles and strategies of academic art.

Teacher Confidence and Motivation:

Some teachers rely on information communication technology Many teachers do not use Information Communication Technology for fear: In OECD (Organization for Economic Cooperation and Development) countries, many teachers are still afraid to use ICT, so they are reluctant to reinforce their teaching.

Information Communication Technologies Motivate (Some) Teachers, At least Beginning at the Beginning, Information Communication Technology is also a key tool of motivation. To encourage and enable teachers' professional development. Be helpful.

Incentives should be developed to encourage effective teacher participation to continue professional development Teachers need more motivation and incentives to participate in professional development activities. Certification, professional advancement, increase in salary, non-paid leave to participate in professional development, formal and informal identification with school and community level, co-workers, reduced segregation, and increased use of information communication technologies. Continuous availability of current information communication technology tools is crucial for them to continue developing skills.

Conclusion:

Teachers 'Content Knowledge Influences the Use of Information Communication Technologies The use of information communication technologies in lessons is influenced by teachers' authority over information and their use of information and communication technology resources. Teachers' content proficiency and student perception impacts the use of ICTs Evidence shows that if teachers are aware of their content knowledge and the way students perceive content, the use of ICT by them has a direct impact on student achievement.

The impact of achievement is greatest only when students are challenged to think and question their perceptions, rather than unlocking new and additional information through information and communication technologies. Communication technologies facilitate teachers self-learning on the subject. Information technology makes it possible for teachers to self-learn in their subject areas with the availability of updated and additional learning resources.

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