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Education and Modern Technologies, Their Positive and Negative Impact

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Abstract – The positive and negative impacts of technology and modern developments in the field of lexicography and dictionary making are shown in this research. The research contrasts the three types of dictionaries in an objective way: written, electronic and online. Some different users were interviewed by the researchers to ask them about the advantages and disadvantages of these dictionaries. This study confirms that the method of compiling dictionaries is positively and negatively influenced by inventions and new technologies. It also finds that each of the three types of dictionaries has its own merits and demerits. In order to expand our dictionaries, the study suggests gaining positively from the machine and internet revolution. It concludes that the ideal dictionary is the one that meets the needs and demands of the consumer. The research finds that for every user, the dictionary remains an indispensable tool.

Keywords – Education, Modern Technology, Teaching

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INTRODUCTION

The age of the 21st century is also viewed as a technological era. Today, technology plays a very significant role in our lives. It is seen as the foundation of an economy's growth. In today's scenario, an economy that is technologically weak will never develop. This is because technology makes things much simpler and less time consuming for our jobs. In any imaginable field, the influence of technology can be felt. One such field is education.

OBJECTIVE

1. To show the positive influences of the technology and information revolution in the last decades on compiling the dictionary as well as to indicate to the negative effects of the developmental technology on industry of the dictionary.

2. To contrast between three main types of the dictionaries: paper, electronic and online.

Modern technology in Education

It has been revealed that the use of modern equipment technology and software, the learning and interactivity of students is growing, based on the latest perspectives on how specifically modern students today choose to use technology and how their learning has an impact if they use technology. When helped by technology, they often find it much more engaging, as well as full of fascinating areas. Information transfer is very simple and easy, as well as efficient. What this means is that, when aided by the use of new technology, if it is any aspect of life, our minds now seem to work better, we talk about education here. Even in schools, universities and colleges, the dependency and dependence on such innovation, which simply makes life a simple, smooth journey, is absolutely unavoidable these days. Today's students will make use of technology in the following ways: Internet connection and round-the-clock communication over the decade, the internet has increased in value by several folds. Its meaning in the field of education can now never be compromised. The use of the internet is like a gift for students, considering the odds of fraud and disadvantages. The internet today is something present in almost everything we use. The internet is practically everywhere, from television to game consoles, to our phones. The use of the internet helps students to find amazing comfort, they can find different kinds of assistance, tutorials and other kinds of support material that could be used to enhance and improve their learning academically.

Using Projectors and Visuals

Compared with words, visual images still have a powerful appeal. Another way of great technical usage is the use of projectors and visuals to help with learning. In order to keep learning engaging and interesting, top universities around the world now rely on the use of impressive PowerPoint presentations and projections. Technological use, such as projectors in schools and universities, can pick up the level of engagement and interest and also boost motivation. Instead of only reading sentences,

students like to see attractive visuals and something that entices them to think. Also, when it comes to technology, the learning component becomes very effective.

Digital Footprint in the Education Sector

If we talk about digital and education, then the penetration of digital media within the education sector has now grown. This penetration has resulted in round the clock connectivity with students and different forums that are available for different kinds of assignments or help. As the power of digital increases, there are and there will be more applications that will assist students in development and learning.

Online Degrees with the use of technology

Virtual diplomas have now become a very widespread phenomenon. Individuals choose to take online courses for their preparation and qualifications. With the use of different apps and the internet, top institutions deliver amazing online programmers. If it gets more funding and recognition, this is a trend that will continue to grow. The worldwide online degree scenario is more common among students who work and look for flexible programmers of study.

Importance of technology in Education

In the field of education, the role of technology is fourfold: it is used as part of the curriculum, as a method of teaching delivery, as a means of supporting instructions and also as a tool to improve the entire learning process. Education has gone from passive and reactive to interactive and violent, thanks to technology. In corporate and academic contexts, education is central. Education or preparation is used in the former to help employees do something better than they did previously. Education is aimed at generating interest in the minds of students. The use of technology in either case will help students better understand and maintain concepts.

Factors affecting technology in Education

I. Due to the rapid expansion of awareness, Jung talks about the enormous challenge teachers face in our society. New technologies enable educators to learn how to use these technologies in their teaching processes. Thus, these emerging developments raise the training needs of students. Gressard and Loyd (1985) concluded that the attitude of teachers towards computers is a crucial factor in the effective implementation of ICT in education. They found out that teachers do not always have good computer attitudes and that their poor attitudes would contribute to computer-based projects failing.

Also the most commonly cited barriers are:

- Lack of time;
- Lack of access;
- Lack of resources;
- Lack of expertise and
- Lack of support.

Another barrier given by Butler and Sellbom (2002) and Chizmar & Williams (2001) is reliability. Reliability included hardware failures, incompatible software between home and school, poor or slow internet connectivity and out of date software which are available mostly at school while the students/educators are having more up-to-date software at home.

Impact of ICT on Education

ICT has the ability to expand access to education and enhance its importance and efficiency in an educational sense. Tinio (2002) argued that ICT has a tremendous effect on education through the promotion of: in terms of acquisition and absorption of information for both teachers and students.

Active learning: ICT resources are all computerised and made readily available for investigation to assist in the measurement and review of knowledge gathered for evaluation and even the results report of students. ICT encourages learner interaction in relation to memorization-based or rote learning, as learners choose what to learn at their own speed and work on the issues of real life scenarios.

Collaborative and cooperative learning: ICT facilitates students' engagement and collaboration, irrespective of the gap between them. It also offers students the opportunity to work in communities of people from various backgrounds and work together, thereby allowing students to develop their communicative skills and their global awareness. Researchers have found that the use of ICT usually leads to more cooperation between learners within and outside of school, and there is a more interactive relationship between learners and teachers (Grégoire et al., 1996). "Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers" (Panitz, 1996).

Creative learning: ICT facilitates the manipulation of existing information and the development of one's own knowledge in order to create a tangible product or a particular educational goal.

Integrative learning: ICT encourages an integrative approach to teaching and learning by removing, unlike in the conventional classroom, the synthetic distinction between theory and practise, where focus includes only a specific element.

Evaluative learning: Student-centered use of ICT for learning offers valuable input through different interactive features. ICT helps learners to explore and learn through new modes of teaching and learning that are supported by constructivist learning theories rather than memorization and rote learning by learners.

Positive impact

1. Enhanced Teaching and Learning:

Technological developments like digital cameras, projectors, mind training software, computers, Power point presentations, 3D visualization tools; all these have become great sources for teachers to help students grasp a concept easily.

It has to be understood that visual explanation of concepts makes learning fun and enjoyable for students. They're able to participate more in the classroom and even teachers get a chance to make their classes more interactive and interesting.

Globalization:

When school in different parts of the state, students can "meet" their counterparts through video conferencing without leaving the classroom.

Some sites, such as www.glovico.com are used to help students learn foreign languages online by pairing a group of students with a teacher from another country.

No Geographical Limitations:

With the introduction of online degree programs there is hardly any need of being present physically in the classroom. Even several foreign universities have started online degree courses that student can join.

Distance learning and online education have become very important part of the education system now a day

NEGATIVE IMPACT

Declining Writing Skills:

The writing skills of today's young generation have deteriorated greatly due to the heavy use of online chatting and shortcuts.

Kids are largely dependent on digital communication these days, which they have completely overlooked to improve their writing skills.

They don't know how to spell various words, how to properly use grammar, or how to use cursive writing.

Increasing Incidents of Cheating:

Technological developments like graphical calculators, high tech watches, mini cameras and similar equipment have become great sources to cheat in exams.

It is easier for students to write formulas and notes on graphing calculators, with least chances of being caught.

Lack of Focus:

SMS or text messaging has become a favorite pastime of many students. Students are seen playing with their cell phone, I Phones day and night or driving and very often even between lectures.

Being ever-connected to the online world has resulted in lack of focus and concentration in academics and to some extent, even in sports and extracurricular activities.

Advantages

- It makes students more excited to learn.
- Help students with busy schedules, freedom to work at home on their own time.
- Train students to learn new technology skills they can use later in the work place.
- Decrease paper and photocopying costs, promoting concept of "green revolution".

Disadvantages

Many experts and experienced people say that, due to such technology in education, students imagination is affected, their thinking ability is reduced.

- Sometime it's also time-consuming from teacher's point of view.
- It is costly to install such technology
- There can be health issues too when used over limit.
- Some students can't afford modern computer technologies.

Technology has its benefits and drawback:

1. **We think technology is addictive**: We know that technology is addictive, but it can become a boon when this very reality is used to our benefit and we ensure that the child uses technology to learn new things to better his knowledge.

2. **Treat technology as a tool**: Technology shifts when used as one of the instruments of learning the perception around it. Technology should be integrated naturally into the ecosystem of the classroom.

3. **Extensive technology usage can make a child dependent:** Millennial were born in and around them with some computer. Technology is, to them, the most natural thing. They just understand how their tools can be used. It is we who believe and use technology that is addictive. Without their smart phones, millennial do not know life, so the best way is to let them use it to their advantage rather than resist it.

REVIEW LITERATURE

Karaduman and Gultekin (2010) examined "the impact of constructivist learning standards based learning materials to understudies' mentalities, achievement and maintenance in friendly investigations". The fundamental point of the examination was to inspect the viability of constructivist learning rule based learning materials and customary methodology on mentality towards Social Science course, accomplishment and maintenance level of the students. The investigation embraced control-bunch exploratory examination model with pre-test and post-test plan. The members of this examination were fifth grade understudies drawn from Sehit Ali Gaffar Okkan Elementary School in Eskisehir. Furthermore, control bunch was shown utilizing customary methodology. The devices utilized were segment poll, accomplishment test, survey for gathering assessment on instructing and learning material, sociology course mentality scale created by Deveci and Güven (2010) in the investigation. SPSS bundle was utilized to examination the acquired information. The discoveries of the examination were there was no critical contrast in pre-test scores of trial gathering and control gathering. There was no critical distinction in mentality of the understudies in sociology in trial gathering and control bunch before treatment. Contrast with conventional methodology the constructivist learning standards based climate was more compelling. There was critical distinction in the adequacy of maintenance level accomplishment of trial gathering and control gathering. The understudies acknowledged the constructivist instructing material as suitable to decided constructivist learning standards.

Sridevi (2012) directed Quasi-test non-comparable pre-test and post-test configuration to investigate "Viability of constructivist approach on understudies' accomplishment in science, logical disposition and view of nature of science at auxiliary level" Purposive inspecting method was embraced in this examination. The example comprises of eighth standard understudies of exhibit multipurpose school and Kendriya Vidalaya situated in Mysore of Karnataka. Revans reformist networks, accomplishment test in science, discernment normal science test, science measure abilities test, logical demeanor scale, mentality towards science scale, response scale and semi-structure meet were the apparatuses utilized in this investigation. The specialist had created 4 E's based constructivism approach instructional material and educated in trial gathering. Also, control bunch was educated on ordinary essentials by the science educator. After intercession post-test and different apparatuses were utilized to the two understudies. For examination and translation t-test, people's item development connection and investigation of covariance test were utilized. The discoveries of the examination were; constructivist approach was successful than custom methodology in improving the scholastic accomplishment in science, impression of characteristic science measure abilities, logical mentality and demeanor towards science.

Solangi, Mughal and Qaisrani (2012) contemplated "the impact of constructivist Teaching Approach on the Achievement of Mathematics Students at Secondary Level". The principle objective of this investigation was analyzing whether constructivist demeaned guidance better than customary methodology in instructing of tenth class arithmetic. The examination embraced pre-test post-test control bunch plan in the investigation. The Population of the investigation was 200 understudies of class X from government young men secondary schools arranged in locale Naushehro Feroz. The investigation was led on haphazardly doled out 30 understudies each for test and control gathering. In try system exploratory gathering was tended to with constructivist educating and control bunch with conventional methodology. The complete hours dispensed for treatment for each gathering was 30 hour. MCQ based pre-test and post-test developed by analyst was utilized to gather information relating to accomplishment in arithmetic subject. SPSS bundle was utilized to ascertain mean, SD and t-test. The discoveries of the investigation were; there was measurably critical distinction between pre-test and post-test scores of test gathering and control gathering. There was huge expansion in the mean scores of test gathering (N=30, M=38.683) contrast with control gathering (N=30, M=26.973). In this manner constructivist approach was more compelling than the conventional methodology.

Ginsberg and Schulte (2014) led relative investigation to known "the effect of traditional versus social constructivist see giving convenience". They utilized subjective technique to direct this examination. Executed numerous contextual analysis approach in which information was gathered from the distinctive little gathering of college staff. The example comprise of employees of various branches of Midwest, public long term college. Purposive testing strategy was embraced to get test from the distinctive division including business, wellbeing and human assistance, aesthetic sciences, training and innovation and so forth To gather the information subjective devices to be specific semi-organized meeting including open-finished inquiries and question to inspire insights and

mentality of the educators. Every employees were met roughly for an hour and recorded as sound tape with earlier authorization. The investigation utilized Croswell rules for subjective information examination as far as coding, preparing and breaking down. The investigation found that; the personnel whose convictions in the social constructivist perspective on understudies with handicaps upheld comprehensive thoughts regarding how to teach the whole class, incorporating those with exceptional necessities. Interestingly, workforce who held a traditional perspective on understudies with inabilities saw the instructive practices for these understudies to be exceptionally isolated from the entire of the class.

CONCLUSION

Technology has a positive influence on education and can also have adverse consequences at the same time. Teachers and students should take advantage of this in a positive light and remove the disadvantages that draw many students and schools from achieving excellence. Therefore, it is time for every country in the future to adopt a more technologically prepared education sector. In the school, technology is all around and it will replace a lot of conventional approaches. Both positive and negative ways, technology impacts student achievement. There are several resources that can boost or minimize the willingness of a student to want to work in the classroom (calculators, computers, software, etc.). Different modes of technology can be advancement in student learning, but can also be a crutch that may impede the comprehension of basic skills of a student. The educational system's main objective is to make master learners out of all students and increase their desire to learn. Technology may be a means to achieving this objective. The graphing calculator was used as a method to increase student achievement and interest in doing work in the Solving Systems of Equations unit in this urban eighth grade math class. Using pencils, rulers and graph paper, students were traditionally first introduced to the unit.

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