

## MODERN COMMUNICATION EDUCATION: TECHNOLOGICAL EQUIPMENTS

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### Abstract

Modern education requires technological facilities and technological applications but some educational organizations do not care about technological requirements. Modern life requires technological base and technological equipments but many educational organizations ignore requirement of technology in education. Modern life is based on technological base and most of people use technology in their business and in their daily lives. Economical sectors work with technology and educational organizations naturally have to work with technology too. Because of requirement technology, everybody has to learn to use technology and educational organizations have to own all technological facilities to teach. Communication is the base of life and almost all people use communication technology. The problem is that many people do not aware of details of communication technology or do not use technology correctly Technological facilities and technology use has to be taught in communication schools or in communication departments.

**Keywords:** Modern communication education, technology, daily life, educational organizations, well-educated.

### INTRODUCTION

Technology use is usual in modern age that is fed by capital owners but misuse of technology is a problem. Especially communication technology is used by numerous people in the world, but it is not certain that people really use technology for communication (Cereci, 2017: 121). The problem requires education to use communication technology correctly.

Communication technology is an indispensable element of the modern world and almost everybody uses communication technology in all lands. In a way, people get away with communication technology from the problems of the modern age (Feenberg, 2003: 248). Communication technology not only provides communication but also diverts.

New generations are born in a technological world and begin to learn technology use in the beginning of their lives. Learning technology use in the beginning is an advantage for the future but also a problem because of other dynamics of life and social activities. It is necessary to know technology use correctly (Klopfer and others, 2009, 20). Using of technology causes man different results.

Nobody thinks life without education and without technology in modern age and everybody tries to make his children well-educated. Education eases life and guide people to have a safe future (Gawarikar ve Poddar, 2016: 38). Technology is the result of human mind and efforts and technology tends to govern the world. High technology can control every aspect of human life and societies that can not use technology are behind (Menon, 1980: 21). Because of importance of the technology, everybody tends to learn technology and technology use. Learning the use of technology does not always require professional training, but some professions require professional training (Tossy, 2017: 327). Communication education is one of these.

Communication technology is the most popular technology in modern age and nobody can resist communication technology because of business world and conditions of modern life. Everybody uses at least one communication technology and some people use it unnecessarily or incorrectly (Son and others, 2015: 252). Technology use requires training because of details of technology and the

complexity of modern life. It is possible to live in safe with using technology correctly. To use technology correctly is concerned with education. This is the responsibility of communication schools (Ali and Katz, 2010: 16). Communication schools should have adequate technical facilities.

The most common technology is communication technology in the world. No sector can work without using technology in the world and most of people use communication technology because of their business (World Bank, 2015: 13). Communication technology provides people not only communication but many other facilities like creation. People are inspired by each other and get new ideas via communication technology (Sepehrdoust and Khodae, 2013: 4151). People should learn the good technology that very useful for them. This is concerned with technology education.

### **COMMUNICATION TECHNOLOGY**

About 5 billion people use mobile telephone in the world (statista.com, 2017) and about 1.2 billion people use facebook messenger (expandedramblings.com, 2017) and 3.7 billion people have mail address and 4 billion people use internet in the world (<http://www.internetworldstats.com>, 2017). Many people communicate via technological facilities in modern age and technology producers design enormous and attractive products for people in modern age (Dolinšek and Štrukelj, 2012: 47). Technology provides people easy and attractive facilities for communication.

Around the globe, countries are using innovative tools to enhance education. Information and Communications Technology (ICT) includes computers, telephones, video, radio, and television. All of these tools can enrich teaching and learning, improve access to and quality of education, and prepare young people for rewarding careers in the globally competitive job market of the 21st century. In December 2004, the MoE launched a critical initiative to help Pakistan harness ICT as part of its ongoing work to improve education at the primary, secondary, and vocational levels. It called upon our country's educators and technologists to join forces to produce a framework for how to move forward. Together, this representative group studied the potential use of ICT. A strong spirit of collaboration and dedication to improving schooling in Pakistan guided their process. Their united efforts produced the National Information and Communications Technology (NICT) Strategy (Unesco, 2006: 27). All countries regard importance of information and communication technologies and try to use communication technology in education.

The technological innovations in microelectronics, computing telecommunications and optoelectronics, microprocessors, semi conductors and fibre optics have altered the mode of assimilation, processing, storage and dissemination of information. Information thus, is becoming the mainstay of growth by increasing efficiency through restructuring the organization of other factors of production (Varma and Sasikumar, 2004: 71). Societies also use information and communication technology much.

Mostly young people are interested in communication technology and many young people spend time by communication technology. *The content of the current media culture is often blind to a young person's cultural, economic and educational background. The concept of a media culture has evolved owing to the increased volume, variety and importance of mediated signs and messages and the interplay of interlaced meanings* (<http://www.un.org>, 2003: 325). Communication technology is one of the most attractive and funny component of modern age.

Communication technology is also used in education commonly to communicate with conservators and with students and with teachers and with others. Communication technology provides people going faster in official works (Lomas and Oblinger, 2006: 98). Information is the most important value in modern age and instruments that take information from somewhere to some other are more important than the information. Technology provides people many different instruments to take information and to send and to receive (Fischer and Kunz, 2004: 15). Communication technology

naturally eases communication process and communication technology attracts people to communication.

The Information and Communication Technology (ICT) curriculum provides a broad perspective on the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on self and society. The ICT curriculum is not intended to stand alone, but rather to be infused within core courses and programs. Technology is best learned within the context of applications. Activities, projects and problems that replicate real-life situations are effective resources for learning technology (Education, 2003). Communication education requires the technology too. People firstly need technology to communicate with technology correctly.

### **TECHNOLOGY IN COMMUNICATION EDUCATION**

Since the introduction of information and communication technologies (ICT), their integration into education and the associated financial investments have been policy concerns in many countries. Many policy reports have argued that societies are changing from industrial societies into 'information societies', in which the creation and dissemination of knowledge is of paramount importance (Unesco, 2009; 11). Therefore almost all societies try to set computing centers and try to educate their children with information technology.

Many communication school or communication departments has internet and other communication technology like computer or like communiacion systems. The most important requirement in communication education is communication technology and application facilities (Aduwa-Ogiegbaen and Iyamu, 2005: 110). All organizations and educational institutions try to develop communication technologies in the world. Companies train employees about communication technologies and communication schools also train their students (Severin, 2010: 22). Communication technology use is the solution of many problems in modern world.

It is notable that most of the countries in SSA (and in developing contexts generally) have a common feature in their ICT policies, curricula and initiatives in schools in the form of promotion of computer science or information technology as a discrete subject, examined by the national examination boards (in addition to increasing integration of ICTs within school information and management systems). This is reinforced by the lack of technology in classrooms and its concentration instead in purposebuilt computer labs (containing networked or stand-alone PCs), a model that countries like the UK with high penetration of ICT in schools are now moving way from, especially as mobile or classroombased technologies such as portable devices and interactive whiteboards increase in prevalence (Hennessy and others, 2010: 97). Not only technological products, but modern approaches about modern technology in communication education developes too.

Technical equipments, educational program and teacher education changes and everything adheres to the modern age. Reading, writing, and arithmetic were the first tools that required a formal and protracted education system. Up to that time, the body and mind tools could be learned through informal education and apprentice systems. After that time, people began to have formal schools that have many of the characteristics of today's schools. The past 5,000 years have seen a huge growth in the number of students receiving formal education and the length of that formal education.

Also during the past 5,000 years, many new body and mind tools have been developed, and many of these have been widely adopted. In terms of the diagram of this means that informal and formal educational system has been faced by the need for continual change in order to appropriately accommodate the changing tools.

A library can be thought of as being a mind tool. It facilitates the single most important aspect of problem solving—building on the previous work of others. The Web is a global library that is steadily growing in the depth and breadth of its contents. Communication over distance and time is an

essential component of building on the work of other people. Thus, the Internet (which includes the Web) is of steadily growing importance in education.

Over a period of thousands of years, there has been steady progress in "automating" or partially automating mind and body tasks. Automated factory tools are, of course, an obvious example of this progress. But, consider the development of inexpensive paper and writing instruments, and the development of algorithms for "paper and pencil" arithmetic computation (Moursund, 2005: 121). Almost everything changed in the past and modern approaches shaped the age.

The combination of paper, pencil, and such algorithms is a powerful aid to the human mind in representing and solving arithmetic computational problems. ICT now plays a major role in factory automation. However, it is beginning to play an equally major role in the "automation" of processes that the mind carries out. More and more mental tasks are being aided by and/or carried out by ICT systems.

Looking at specific organisational change issues, it appears that there are universities or departments that start using new forms of ICT for social reasons, and some for economic reasons. Most of the persons involved in using or starting to use ICT are persons from within their own organisation. Some external persons are involved if it comprises a project with other partners. The change to using new forms of ICT in education is in general consistent with the existing goals of the organisation and the implementation is in general voluntary. While almost half of the organisations feel that they are part of an environment that is uncertain, the others assume organisational stability. Furthermore these results suggest that the implementation of new forms of ICT is not (yet) integrated in the present teaching and learning practice: from the analysis of the articles it can be seen that most projects that are described are at the level of individual or small group initiatives, to some extent supported with budgets and facilities. This is probably due to the fact that most papers and articles are written by instructors and researchers, innovators who are interested in using new forms of ICT in education. However, from the results it appeared the way education is designed and delivered has not changed much compared to the more traditional ways of teaching and learning (lectures, workshops, exams). Complete integration of ICT in teaching and learning was not observed in the articles. In the on-site case studies this will be further examined with in-depth interviews (Fisser, 2001: 73). One of the results is that ICT eases learning.

Having ICT-literate and confident teachers is clearly a prerequisite for integrating any form of ICT into schooling. Until recently training opportunities have remained limited in availability and inconsistent in quality, and teachers' ICT proficiency and knowledge of the potential of ICT for supporting teaching and learning have thus remained limited too (Hennessy and others, 2010: 100). Modern age grew its own teachers too.

According to a survey, participants highlighted that when they integrate ICT in their classrooms, they grab the attention of students that are in their turn using these tools outside in their regular lives. Furthermore, educational technology aids teachers deliver diversified instruction to a larger number of students. It also allows learners more autonomy, more cooperative learning, while individualizing information and resources related to the students' needs and interests, all of which can help secure higher student engagement levels (Rabah, 2015: 26). The modern age requires modern technological facilities and applications in all schools in the world anymore.

Computer is indispensable device of modern communication and communication education. Students should be able to: show understanding for the way you can communicate, Exchange and collaborate within an ICT network; minimum necessary resources optional extra resources one computer for each group of students with a graphics software package and software for presentations, writing and Web design. Examples from industry and commerce.

ICT is mainly collaborative and interactive. Improving the outcomes of the learning process needs a change in the way students interact. This is not a trivial dimension. Nowadays, several technologies allow co-writing and sharing resources. The collaborative and co-operative dimensions of the learning process are fundamental and an organisational change is needed in order to explore this dimension. Collaboration is also one of the most highly-searched for skills in the job market. By enhancing the learning of this kind of skill, higher education provides the job market with better workers (Youssef and Dahmani, 2008: 52). Contemporary conditions requires to learn communication technology use, firstly for students and than for all people to communicate correctly.

Advanced graphics software. Multimedia projector and overhead projector. Identify the various methods and types of activities of communicating via a network; send and receive messages and documents by using email facilities; retrieve information by navigating, searching and selecting information from the Internet and the World Wide Web; be critical about the quality of all information, and acknowledge the ownership and privacy aspects of information; subscribe to mailing lists and newsgroups, and participate in video-conferencing; send, receive, read and print faxes using a fax-modem and an appropriate software tool (Unesco, 2002: 78). Technology provides various facilities and easies for students in communication education.

## CONCLUSION

Technology is the base of modern age and an indispensable component of modern life. Technology is used in every area of life and in all regions of the world. Especially computer technology is used in almost all areas and people use computer technology to communicate in their lives. Economical and educational organizations never avoid from technology and computer anymore and they lead all their works with computer and other technological facilities. Modern education is set on the base of technology and students are educated in methods of technology. The future is being set on technology and education is the main principle fort he future.

Communication education is widespread all over the world because of the common communication facilities and wonder of people about communication technologies. Numerous universities or high schools have communication departments and try to teach correct ways and available technologies for communication. Communication education requires special sensitivity and care and educators try to teach the most suitable information and technology for communication. But nevertheless more care and attention is needed.

Communication education more important than other because of importance of communication for people. Communication is a requirement for life and people hav to use the most availabla instruments and languages to communicate correctly. A well communication education can provide people correct communication and use of communication technology correctly. Technology evolves every day and new methods and trends take place instead of traditionals in modern age. People have to adapt to modern conditions and must be educated about modern technology.

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