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The Application of Information Technologies in Education

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ABSTRACT The goal of this research is to investigate the positive and/or negative effects of the application of Information Technologies in education systems. The research is focused on defining the benefits of incorporating information technologies into education systems, done in order to equip individuals with the qualities necessary in this age of information. The data used is collected from official documents, reports, and the sources of organizations in the field of education. The findings of this research draw attention to the speedy infusion of information technologies into the field of education. Some of these findings are as follows: It has been discovered at this point that those being taught do not receive information in the same way that it is taught to them. Those being taught filter every piece of information taught to them through their own way and load a certain personal meaning to it.

INTRODUCTION

The process which began with the usage of teaching machinery in the 1960s and continued in the 1970s and 1980s with supporting education with computers is a milestone in a new field. One of today's leading innovations is cyber learning. The development of such applications can be seen as a good example of changes in education brought about by the social and technologies requirements of the new era. We can also see that computer-communication has increased considerably in schools as a means of teaching-learning. This situation in turn affects teaching-learning processes dramatically. The change is led by cyber learning applications. Three elements can be discussed when dealing with cyber learning which characterize the relationship between technology and education (Atici 2007):

1. New technologies provide an opportunity for effective learning.
2. New technologies provide an opportunity to reach out to more students.
3. New technologies have the possibility of altering the shape of higher education

Computer and network technologies provide individuals with new learning opportunities in cyber space. In light of these opportunities, the values concerned with the nature of teaching-learning are being transformed completely. In accordance with this transformation, cyber learning environments and the construction of social knowledge gains great importance. Cyber learning environments are teaching-learning tools that include computer and internet technologies in the learning process with the aim of providing students with learning experiences. Social information construction is a model that emphasizes that information is constructed mainly based on social and cooperative activities, in line with sociocultural theories (Vygotsky 1978; Cole 1996; Wertsch 1998).

Modern trends in education underscore the need for models such as cyber learning environments and social information construction. From a tradition class perspective, the transformation and inclinations towards cyber classes will play defining roles in the description of academic applications. Educators who started using computer networks in the 1970s began in the 1980s to devise online courses and to theorize and present them. The main reason for this innovation was that general networks features such as e-mail, computer conference and news groups were specifically devised for supporting education activities. What's more important is that, in the successful development of learning with the assistance of modern knowledge and information technologies, educational strategies and concerns received low level emphasis (Harasim 1990; Roberts and Sapio 1998).

The use of technological tools in education has led to two results: Firstly, the limits of technology have led to low level educational performances. Secondly, technology has led to the creation of new and different learning areas. Existing education system and roles provide a basis for the usage of new technologies in education all the while necessitating new searches, the foremost of which is the search for the recognition and acceptance of the fact that leaning can

occur in different environments. At this point, it can be noted that the principal understanding of universities is to be open for change. This means that in the definition of cyber learning in the future, the relationships between teacher, student and learning must be redefined. New global communication infrastructures and technologies bring about new cyber learning ways. Meanwhile the living and working conditions of individuals are becoming more and more mobile. Creationist/reconstructionist theory has developed in parallel with the development of computer and information technologies. Comparative results of some research on cyber learning environments is as follows (Atici 2007):

1. According to Selinger (2007), cyber learning environments encourage cooperation between students. Common/cooperative working is a automatic occurance in cyber learning environments.
2. According to Sisk et al. (2001) and Atici (2007), cyber learning environments provide important support for face-to-face learning environments. They are easy to use, but for their success, not only the environment but also the relationships and communcation between teacher and student, student and student are important too.
3. Atici (2007) says that student supervision is key in the effective development of cyber learning environments.
4. Collins and Berge (1996), Jonassen (1994), Chang (1998), Lamy and Goodfellow (1999), and Ocker and Yaverbaum (1999) all say that students are in more active roles in cyber learning environments. They are not memorizers and problem-solvers. It encourages students to be more responsible for their own learning.
5. O'Malley (1995), Irvine (2000), and Kamhi-Stein (2000) state that discussions between students on e-bulletin boards include more quality participation by them. The hierarchical showing of all mail and replies on the e-bulletin board ease the viewing of the discussions later in time.
6. Resta and Laferriere (2015) describe current needs and challenges as well as opportunities related to digital equity and intercultural education, as well as the increasingly important role technology plays in helping to foster intercultural understanding and education.

It is common knowledge that the more efficient the link is between new learning and pre-existing knowledge in our minds, the higher the quality and durability of the learning. The use of computers as a teaching-learning tool in schools is increasing. New technologies have the ability to transform the number of learners reached and the shape of teaching applications for each level.

In this day and age, new technologies have brought telegraph, telephone, press, radio, television, satellite, data communication and computer technologies, databases, local and extended base networks and internet with them. The application of powerful techniques and learning and teaching strategies in the medical education platform, especially the teaching and learning of medical terminology would certainly add a lot to the efforts being done to prevent or reduce the medical errors as well (Allibaih and Khan 2015).

The concept of information is expressed through shaping and information-news. Even though individuals who make up information systems may leave the system, valuable information remains. It is of utmost importance to be able to access necessary information at the necessary time through the right means (Aktas 2003).

Information technology constitutes a basis for learning media and assists considerably in lifelong learning of individuals, extending their knowledge and horizons, equipping them with the necessary tools to be used in their careers and presenting learning opportunities in far away locations in the countryside (http://www.kn.oen.ac.uk/public/getfile.cfm? documentfiled = 4551).

METHODOLOGY

Computerized Teaching as a Method for Learning?

Schools are organizations that are created to meet the changing and developing needs of the era as well as the society and the individual. Diffierent types of schools differ in goals, working styles and attitudes but they show similarities in the services provided, which are mainly to provide individuals with the required set of skills and knowledge. The society today wants students to be experienced and ready to face challenges and to learn new information throughout

their lives. Schools must know how to handle this new information technology and how to prepare plans to do so (Guveli and Baki 2000).

According to Keser (1998: 43), rapid development in science and technology in our era affect educational as well as economical and social systems. Technology has become very important in the development of education. The quick growth of information technology has caused the emergence of information societies. Certain problems have arised due the increased number of students and amount of information. Technological systems include the most efficient communication and personal learning tool that is the computer.

Development of computers have led to a new era in education technologies. This tool is a must in today's education sphere. The first appearance of computers in the education field date back to when computer lessons were taught in education. According to Akkoyunlu (1993), the way to solve the problems in the field of education, as in most other sectors, is to use computers and communication technologies. This is unavoidable. Social reality dictates that students must be equipped with new technologies while occupation reality necessitates that students must be prepared to use technology professionally in a technological society. Pedagocial reality however defends that computers will enhance teaching-learning environments (Alkan 1984; Usun 2000).

Computers have revolutionized the classical system of education. Computers are multi-purpose gadgets that provide exceptional teaching and learning opportunities. What separates computers from other tools is the computers' characteristics of production, teaching, administration and presentation. Students can learn faster by seeing his/her own production. Automation is a result of factors such as efficiency, effectiveness, consistency and comprehensiveness (Alkan 1984; Usun 2000; Isman 2000; Isman 2001). Computer usage for teacing purposes means teachers need to be computer literate.

What is Computer Literacy?

It is very important that people learn basic computer information and use this knowledge in modern life. Knowledge of basic computer skills is necessary to improve quality of life and access information as well as for entertainment. Technology which grows according to society's needs must be understood by the individuals who make up the society. In a modern society, a student needs the following skills in order to be successful:

1. Skillful use of tools in IT
2. Data collection, analysis and use
3. Research by using appropriate information technology sources

European Union's ECDL computer literacy certificates are a system of certification that is translated into 36 world languages and is used in 138 countries. The same program is known outside the EU as ICDL. The goal of the program is to use the same language and methods to document information technologies all over the world (www.ecdl.org.tr). The program consists of seven modules and the module concerning the internet is subcategorized into two. One is internet and accessing information via the internet, the second one is communication on the internet and e-mail use. Filing and searching are among the skills that are envisioned to be acquired (www.acdl.aku.edu.tr).

Some EU countries have begun using ECDL certification programs in some areas of their education systems. In the Technical Education conference in Maastricht in 2004, placing ECDL certification programs at the heart of European education systems was decided. Austria uses ECDL certification at schools, graduates posses ECDL certificates. Italy's Ministry for Innovation and Technology devised a program for 16 year olds staying true to the essence of ECDL certification (www.ecdl.com). Latvia plans to incorporate ECDL into its state national education system within three years. All students will be lectured in all seven modules of ECDL and personal computer use. Danish Ministry of Education has accepted ECDL (Hotomaroglu and Sunay 2002).

The addition of the internet into school curricula doesn't mean that students are using the internet for educational purposes. Most research suggest that students use the internet for games, chatting and e-mail. The Canada Media Awareness Network did research on 5682 students within the ages of 9-17 and found out that students use the internet principally for gaming, then e-mail, then entertainment, surfing, chatting and accessing information for homework. According to Orhan and Akkoyunlu (2004: 107-116) who did research on such student trends in Turkey,

39.3 percent of students use the internet for multi-purpose activities such as accessing information, communication and games. Those who use the internet only for lessons and homework are 13.9 percent.

RESULTS

In areas such as IT where developments take place very quickly, education programs need to be revised in accordance with the requirement of the modern era. When developing such programs, priorities must be set according to the age groups of the target audiences. The goal is not to teach words or the meanings of these words (internet, e-mail, surfing, chat, etc.) but to ensure that the students can make use of information technologies in all aspects of their lives. The end result of such programs would be individuals who can use IT professionally, who can produce using the tools at hand, individuals who possess the necessary skills and knowledge to solve problems. Including computers in all aspects of our lives, and with the computer teachings in classes, concept of computers have been included to education. And with this, it makes it compulsory to valuate the computer supported educations in the basic education systems.

Thus, to do so it should be noted that active usage of information technologies is also significant due to the changing teacher profile from both subjective and objective approaches.

There have been different studies in this manner and it is important and necessary to evaluate and discuss all these studies. Nevertheless, this type of evaluation of the relevant studies results will provide insights about the teachers who are oppose to new technologies in education. Therefore the possibilities of increase in productivity and the need for the active useage will be determaind. Based on the above given literature and the problem areas, the main problem of the study is mentioned with the below given question: How are the approaches of teachers opposed to the new technologies usage and the positive/ negative gains, and the features of the information technologies in education?

In this study, the following questions have been comprised to find the educational features of new technologies and therefore teachers' approaches who are oppose to these new technologies:

1. What are the educational features of information technologies in education, especially computer and computer programmes?
2. How are the approaches of teachers to new education technologies?

The study have been done according to the general scanning model. In this manner, scientific publications which given information about the educational features of new technologies and teachers approaches to those new technologies have been scanned. The data have been analyzed by the researcher by combining the determined features. This study is limited with computer as one of the commonly used information technologies in education.

Usage of computers in in all activities like learning- teaching and in school managements can be defined as Computerized Education. When said computerized education, it is understood that its a tool in education for teachers to improve the education and to be more productive in education quality (Demirel 2003).

The aim in using IT in education is to improve their learning and solving problem skills. In this modern age, the best investment for future is to provide opportunities to education system activities. Loading information and memorizing alone just would not be enough next to analizing and the other learning abilities. In storing information, using IT systems are far better than the classic systems. IT searches to provide new possibilities and choices in problem solving. Analysis should be done according to the cultural and regional characteristics. In computerized teachings , actions are being planned. When the right actions are used in computerized teachings , rewarding occurs right away according to the students level. Students are in one-on-one interaction with the computers (Uney 2001: 7; Isman 2001).

Classical systems like narrating which is one sided are defined as autocratic systems. In systems like this, concentration is on giving routinised information and skills. It is seen that with modern systems students are motivated individually and in groups to be more creative, to solve problems and to come up with their own ideas (Küçükahmet 1997: 59).

With the result of technological development, classical education needs a re-shapening. In real life, the information and skills that are seeked after the education are different then what we have been taught. And in providing this performances and work, to maintain the learning permanency, the teaching materials have become a current issue. In education with accessory equip-

ment, learning becomes permanent and the information retained. Perception and understanding becomes easy. On the otherhand, a topic taught with different teaching ways and equipment, makes it easier for this information to be stored and used with no mistakes.

Audiovisual aids provides economy from speech and time, gives an insight to a specific idea in mind, brings easiness to complex ideas, simplifies the processes and ideas and shows the duration of their order, makes the teaching lively, increase the attention and interest of the students, creates a need in learning and in making practices on the topics to be learned and enrichens the teaching. Audiovisual aids show effectiveness when practised and experienced; activates the student, increases the information reliability; shows that the ideas can be put into practise in life, makes it easier for students to apply it in real life, its economic, possible to use continously, makes the learning easier, prevents forgetting, makes the information preparation easier, prevents memorizing in learning, improves learning skills, motivates the students to make researches, makes it easy to produce new ideas and steers students to be creative and conceiving and less fatigue (Küçükahmet 1997:151; Dogan 2003: 305). It can be seen that the computer-aided education is a tool for learning permanency for everyone learning and having desire to learn and can be used in evaluating themselves.

Computers in computer-aided education where by one's own learning policies combined with computer technology, is a teaching method that strengthens the learning motivation in which an environment for learning occurs during a learning period where the student can benefit from his learning capacity and speed. For the systems success in teaching – learning period, it is very important providing various factors and appropriate programs in teaching aims . Computer technology in computer aided teaching means plays an important role in being an alternative in classical teaching methods and adding quality, quantity and efficiency (Usun 2000: 50-52).

According to concerned literature, benefits of computer aided teaching are as follows (Usun 2000: 57-58):

1. Computers keep the students active continually; as the student needs to respond to the questions produced by the computer and by thinking can move to the next step, needs to be active continually.
2. Provides teaching according to every students learning capacity. Students don't need to compete with students with faster learning capacities and the teachers don't have to slow down the fast learners in order for the slow learners to catch up, or to leave the slow learners in order to teach the fast learners.
3. With this program, each student can get an answer for every question concerning the lessons learnt; questions may not be asked to students due to time limit and individual differences. In computer aided programs, students by forming interaction with the computer, asks questions and gets the answers directly and gets to repeat this as desired.
4. Expensive and dangerous experiments thats needs to be done in laboratories can be performed with a simulation method, thus profiting in ways of Money and time. By computer assistance, lessons could be taught more systematically and in lesser time.
5. In this individual learning environment, the student can work comfortably. One on one with the computer the student gets to learn according to his own learning speed comfortably and the learning information stays more lasting.
6. Teaching program can be prepared according to the students learning requirement. The order of teaching aims can be arranged according to the the students learning behaviour.
7. Sucess is obtained by reducing the teaching units, and thus accruing with the arrangement of these units.
8. Self- studying students can still be checked and inspected by the teachers. In computer aided programs students are under the control of teachers. In individual studies, when faced with problems, teachers can be helpful to students.
9. Physically or mentally handicapped students can progress according to their learning speed with the specially designed computer aided training. These students are slower in learninf compared to the others.
10. Teachers in this way are freed from tasks like repitation and correction of homeworks and gets the chance to be more productive and pay more attention to students.

According to concerned literature, limitations of computer aided teaching are as follows (Sahin and Yildirim 1999: 64-66):

1. Prevents the social-pychological development of students and reduces their interaction within the class with teachers, students and friends. Students stay alone with their computers and thus interacting lesser and lesser with friends. And this works up selfishness in individualism.
2. Each material used in teaching needs to be supportive to the decided aims and goals of the training program. It might be required for this type of software and programs needs to be updated constantly.

It can be seen that if the computer using is not planned effectively, we can be faced with some negative points. First of these can be the that the students tend to be unsocial among friends and others. And the second could be that most computers bought with large sum of money are left in a corner not used and thus wastage of money. And in some cases some applications used on one computer may be disfunctional on other computer. Therefore, it should be paid attention that the same software used for all computers (Isman 2000).

Computer aided teaching with exciting gamelike presentations and feedback takes the attention of the students and motivates students in learning. From different reseaches, it can be seen that by computer aided teaching learning takes place in a shorter time than classical teaching and increases the students chance of success.

Computer aided teachings common characteristics can be explained as below (http://www.egitim.com) :

1. Structurized educational program is used (It is required to make the planning and evaluation of all the aims and the defination of all these aim behaviours, teaching, learning and calculations at the end of the teaching).
2. Students have a chance to learn according to their own learning speeds.
3. With spontaneous feedback, makes it possible for students to control their learning.
4. Makes it possible for students to correct their mistakes in different ways and methods.
5. At the end of the program , right away calculates the students performance and gives details and information about the performance.

There are 4 main steps required for the preparation of teaching programs on computers (http://www.egitim.com):

1. Information separation into units by analization of the topics to be taught and organization in a system.
2. Programming of each information unit with a rule inclusiveness.
3. Each matter prepared, evaluation and calculation of the learning speed in memory card and its effectiveness.
4. For the dialogue made between the person and the computer to be achieved, it needs to be close to the spoken language and the rules to be simplified.

The point reached in learning is that the students don't perceive the information given to them as it is but these informations are filtered according to their comments and tries to make meanings in their lives.

In computerized education, students use pc's by them selves and learn, experience things via living. Cooperative study is essential at this point. Students are connected each other with an alliance relation in little piles at cooperative learning. Students can learn something they are curious about on computer by themselves too. Investigating the learning materials that aproach learning in the way of testing the pupils knowledge , making it more solid , meaningful , formalizing and reconstructive should be seen as essential (Akpinar 1999).

There are various models used in Computer Associated Learning. The models which are widely approved and advised are as follows:

1. Instructional Model
2. Hypothesis Model
3. Explanatory Model
4. Purified Model

Each of these models expose different specialities of computer in terms of teaching and learning aid. For example, Instructional Model basicly rely on programmed teaching and seen as a patient assistant. In Hypothesis Model, pupil is aided to formulate a hypothesis and this model depends on the opinion that knowledge should be created via the experiences of the students. In Explanatory Model, computer is used as a secret real life model of the pupil or the real life itself. Discovery learning is basic. Purified Model is used as a tool to lighten the load of the student and give he or she an assistance in calculating and information technology. Common speciality of these models is to give pupils an effective assistance in learning and putting them in the center (Usun 2000: 54).

In fields such as information technologies where change and development occur and become widespread very rapidly, it is essential for educational programmes to be renewed at the same pace to keep up with these changes. When developing educational programmes, priorities need to be identified according to the age range of the targeted student group. Following this, basic skills needed by these learners to be able to use information technologies need to be correctly pinned down. The aim here is not to teach words, such as the internet, e-mail, surfing, chatting and so on. Neither is it to explain their meanings. What is important is enabling learners to use information technologies as effective tools in every aspect of their lives. Therefore, computer-related course content needs to be updated and should also be kept open for constant reform. Moreover, it is important for computer-related courses to be implemented as early as the pre-school stage, provided that they are designed according to the levels of the learners. When the learners reach the desired readiness level, through course contents that will be designed aiming at training individuals who can use their skills in information technologies for researching and obtaining valid information as well as for communication purposes, individuals who are able to come up with products using their existing knowledge and who are able to identify and satisfy their own needs in relation to information technologies will be trained. The fact that computers exist in every aspect of life and are taught as subject matter in schools caused computers to be included in the concept of learning. This has made it necessary to consider computer-assisted teaching as a part of the essential structures of educational systems.

In this respect, the internet became directly related to any field that is remotely relevant to computers. The Internet can be defined as a large network of computers connected to each other. It can be said that the Internet, which is currently used everywhere and in every field, has become even more widespread because of its use in the educational field. It is also becoming an irrevocable technology due to its speed, and the possibilities it provides in reaching the most up-to-date information. Through the use of the Internet, it is possible to reach information, institutions, corporations and also people, not only at the local level but also all over the World. Internet also makes it possible to use other people's work, provided that permission is obtained, and to collaborate. Therefore, when this is considered from an educational point of view, the Internet provides teachers and learners with the opportunities to take part in research projects and enables everyone involved at every level of education to update themselves, communicate with their colleagues and other people, institutions and corporations in relation to their interests, follow developments in their fields in a rapid way, take part in different conferences actively and through visual media, have the opportunities of distance learning, increase creativity and cooperation through the possibilities provided by the processes of creation of personal websites, transfer mails, photos, brochures, and files through e-mailing instantly, send messages to mobile phones and many others.

Despite all these advantages, inadequacies in the networking systems, the necessity to regularly update the existing technologies because of their limitations brought about due to the rapid developments in relevant technologies, the cost of Internet use (although these are kept to the possible minimum) and limitations in infrastructure are but some disadvantages of using the Internet. As a result, despite all their limitations, information technologies have obtained a rightfully important place in education due to their numerous benefits. Although their use has not been widespread in the desired level for educational purposes, studies in this respect are promising. Considering that the attitudes of teachers towards the use of new technologies in education will have an important role in the process of teaching and learning as well as educational activities in the future, numerous research studies have been conducted. In this section of the current study, results of the previous research studies have been presented and these results have been generally evaluated and discussed. When the existing studies are considered, it is observed that many of these studies have focused on computer technologies, which is envisaged within the concept of new technologies. This is because computers emerge as the main component in the formation of other information technologies. Computers are the most essential element in setting up any system, be it an interactive video or a simple network. Other systems require additional equipment, which bring together additional costs. Thus, technologies other than the computer have very recently

been employed in educational settings but are not very common yet. Despite the fact that decreasing costs for other equipment caused such technologies to be utilised more frequently in the recent years, rapid developments in information technologies and inadequate software development in this respect have caused research studies to be focused increasingly on the computers as the first information technology that has been used in educational settings. On the other hand, the additional costs and equipment needed for the provision of the Internet services have prevented this technology to be commonly utilised and have also negatively impacted the conduction of relevant research studies. Despite all these negativities, according to the existing literature, teachers present positive attitudes towards new technologies and support studies and efforts in this respect. This is pleasing when the future of education is considered. Especially the young teachers have been found to have more positive attitudes towards information technologies. This can be considered as an indication that these teachers will be able to utilise new information technologies more effectively in educational contexts. Despite these positive attitudes in the existing structure, fear of technology is negatively impacting both the teachers themselves and the active employment of these technologies. The fact that especially learners from higher socio-economic status can actively use information technologies at home as well has put them one step ahead of many of their teachers and caused teachers to distance themselves from these technologies. There is evidence in the literature that educational contexts where information technologies are utilised increase communication. Yet, the dominant idea of "teacher knows all" and the dazzling speed of the development in technology have prevented teachers from following technologies after a certain point. It appears that the teacher is no longer the one who is coercing the learners but is the one occasionally coerced by them and who also is required to update himself/herself continuously. At the teacher-learner dimension and in the context of teaching and learning, it can be said that there is a move away from passive students and active teachers towards a more interactive structure where the teacher is the facilitator and he/she is forced to present a more contemporary profile.

DISCUSSION

Societies have got the common belief that education should be in schools. Computer provides the possibility to enlarge the learning environment outside the school corner.

Through the internet we can reach any information at any place. Instructor and student does not have to share the same time and place. Limiting the education with time and place is one of the biggest mistakes. Computers are being widely used at home day by day. It is possible to use computers at home for education. In general people don't update their pc's to catch the technological developments. Therefore, educational programs should be used at old fashioned personal computers (pc). Obviously it would be benefitial if programs that are to be used designed and developed by teachers and students. Computer associated learning can begin from the nursery school level because it is enough just to know how to use mouse of the pc to be able to get benefit from pc associated learning (Haynes 1999).

Computer associated education's benefits are as follows (Haynes 1999):

1. A long lasting learning can be achieved via using pc. According to a research done by Drexel University which was about "What is the best way of gaining a better understanding of each 100 unit information?" is giving the results in Table 1.

Table 1: The ratios of remembering

Reading	10%	Participating to discussions	70%
Speeching	70%	Listening	20%
Presenting using drama	90%	Looking to pictures	30%
Performing a real experiment	90%	Watching movies	50%
Interactive multimedia	90%	Go about exhibitions	50%
To realize a project	90%	Watching a demonstration	50%

Table 1 shows us the highly effective percentage of interactive multimedia, performing a real experiment and presenting something though the drama as the methods of better understanding.

2. Any kind of project can be realized in the computer environment: To make Project Improvement Operation with computer, which keep knowledge permanent, easier to improve and has less cost. Fair et al. (2015) shows how surgeries

are done in that way. Their data demonstrate equivalent outcomes between time to appendectomy of less than 24 and 24 to 48 hours. There was a 2-fold increase in complication rate for patients delayed longer than 48 hours.

3. It's possible to operate everything that keeps knowledge in memory with using computer. Reading, listening, watching pictures and movies, speaking and dramatic presentation, personification a real experiment can all operated with computer.

4. It's not possible to blaze the river to upward: Using technology is a necessity for countries growing. It's necessity to use the computers like all parts of life.

5. Arriving generation like using computers: Computer using attracts people that especially under puberty ages to focus their attentions. The specialities of computers should be rated as purposes of education. A recent study by Wohl et al. (2015) asserts the methods used by teachers to deliver computing curriculums greatly impacting the learning outcomes, and that particular care that pupils focus on learning concepts rather than learning tools.

6. Provides chance to fit the learnin speed: In schools the education should fit with the average learning speed of students in class. The differences between learning level of students, is one of the most trouble for educators. With using computer it's possible to each students with their own learning speed.

CONCLUSION

In our century, education systems have to update and refresh more than any times in past. With education programmes which setup in right purposes and permanently we can educate people who can use informatics technology, fit with informatic century. Within the context of life time education we should contain to be literate everybody in every-level of society.

According to the results of the study to be able to actively use the new technologies:

* Personal and inhouse training with the newest technological developments and relevant possible environment need to be developed for the teachers.
* In order to use the new technologies for education necessary programs need to be developed by the experts and these should be exposed to the teaching-education environments.

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