EFFECTIVE USAGE OF TECHNOLOGICAL MEANS IN PRIMARY SCHOOLS

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Annotation: this article illustrates some advantages of using technological tools like computers, overhead projector, dynamics, power point presentations in primary schools. Moreover, it gives some ideas how to use correctly these tools.

Key Words: technology, computer, keyboard skill, creative activity, foreign languages with the help of computers and iPads.

The technology has been increased over the past years as a consequence all spheres of life, people use the technological tools. As matter of fact, education is one of them which are being used widely.

In primary school classrooms, computers were most commonly used to assist students to develop specific skills in academic areas. According to some facts, Classroom use of computers to access information was more frequent for older children than younger children. The frequency of engagement in this activity, by age group, was quite similar for both cohorts. The use of computers for other purposes (i.e. to learn keyboarding skills, for creative activities and for enjoyment) was relatively less common, with similar patterns of classroom use, by age group, for children. For example, the use of computers for keyboarding and for enjoyment became less frequent as children got older. So, analyzing the importance of using technologies is very essential for academic purposes.

Undoubtedly technology is an important element in the lives of most children now days. Many schools have also incorporated the use of technology as a learning tool in their curriculum in order to provide opportunities for teachers and children to become comfortable with the use of modern technology as an effective learning tool. While simultaneously, some other researchers in the field are unsure about use of educational technology in classrooms for young children [1]. Conventionally, the teachers of preschool send much time in planning and preparing the learning materials, which usually leads to teachers feeling fatigued. Moreover such materials require a lot of storage. On the contrary, interactive technology is much more attractive, flexible, and sustainable. The interactive devices are considered to make the preschool learn their study materials much easier. Whereas the interactive technology is also effective for primary school children as the interactive whiteboards are more popular in the primary schools than in preschools. An introduction to iPad for preschoolers is a possible solution.

More over it is evident that Apple iPad has been widely used in the education activities of preschoolers since 2011 [2]**.**

Computers can be mentioned as the best tool for visual aid, because an educator can use effectively them in his lesson in order to attract student attention. With the help of this tool, schoolchildren can study the theme in an interesting way, for instance, using computer, dynamics and overhead projector, they can watch videos, listen to music and song, see colorful pictures and give their own opinion looking at them. Moreover, the main thing to mention is learning a foreign language with the help of technological tools. Communicative Language Teaching is a good example for this idea.

Communicative language teaching (CLT) or the communicative approach is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT (Communicative language teaching) techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language.

In primary school classrooms, educational technology was most frequently used to learn foreign language or practice basic skills such as reading, prepare written text, correspond with others and conduct research. Use of educational technology in English classes was more frequent when study children were aged 14-15, compared to when they were 12–13. This is likely to be partly due to time-related effects such as an increase in the availability of educational technology, as well as differing curriculum requirements for ICT use in different year levels.

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