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# Pros and Cons of Computer Technologies in Education

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**Abstract:** At the outset, we note that computer technology (CT), the use of information and communication technology (ICT), computer-assisted learning (CT), multimedia technology learning (MT) and similar concepts have been taken for granted in education in recent decades. Increasingly, they are used by teachers, as well as students directly in teaching or individual (independent) student learning.

**Key words:** Computer technology, multimedia technology learning

## 1. Pros and cons of computer technology in education

Unlike previous chapters, we begin by looking at the pros and cons so that the reader can immediately resist, but especially think about and recognize the positive or problematic aspects of this teaching. Compared to the pros and cons of neuropedagogy and learning styles, the characterization in this area is also simpler, more about organizational aspects than about neuroscience and other cognitive aspects. However, we do not want to underestimate this area. The reality is that years of unrealistic descriptions, assessments, and even enthusiasm for the importance of these technologies in learning have passed. This is due to the first years of the introduction of teaching, then with the catchy slogan "everything is online." We do not take this reminder critically, in fact it said that the student should not have problems and worries in learning, because everything can be found on the website - not only the curriculum itself, but many related aspects - procedures, relationship with other content, etc. After the first years of enthusiasm, possible attempts, and perhaps even minor mistakes (for example, overestimating the possibility of learning a technique, focusing only on websites, less on books, etc.), the technique currently mentioned with its possibilities is extremely important. in the educational process.

Indeed, there are many such and similar assessments in the literature. On examples from everyday life, for example, the impoverishment of a person who relies only on navigation when traveling. In his studies and lectures, he says that if there were no mobile phones, we would remember several phone numbers, today there is no need for this: there is phone memory, etc. In addition to these views, he says that, especially at a young age, the computer is harmful to the child: it does not develop memory, does not support socialization, etc. Of course, there are several correct views, but they cannot be absolutized. They put it very aptly, for example when they stated: "However, if you remove all this shouting and "powder vapor" from Spitzer's rhetoric, there remains a core that can be discussed calmly. A little less digital food, dose reduction, education at a very young age without a computer, and an emphasis on understanding context. Of course, even in schools they have to be able to pass on a knowledge base that can be remembered without handing everything over to Google."

We consider this quotation appropriate for a pro and con conclusion. Undoubtedly, the school cannot close or resist modern technology. Finally, many developed countries argue that new technologies are responsible for their progress. However, we want to emphasize, and this is intertwined in all the chapters of this publication, that the decisive factor in education has always been, is and will remain the teacher. The reader versed in education will agree with us that the teacher is the factor that knows what, when, to what extent, with what results, and so on. affects the student. The old folk wisdom "A lot of good things can also be harmful" applies to modern technologies in education, a good teacher and a good school can combine "new with old", that is, modern ICT with methods as old as the school itself. It should be borne in mind that ICT and its use in education is not an end in itself, but a means that significantly helps to achieve the desired

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results. Computer technologies also influence the educational activities of the teacher. Subjectively perceived learning to write.

## 2. Functions of ICT in education

From the many descriptions of some of the functions of ICT in education, we will present the following.

In the psychodidactic field of a student, a change in his emotional-motivational approach to learning is due to the fact that he works with an "active source of knowledge". Instead of words, he is offered an object in pictures, words, and also in the form of a combination of several possibilities (for example, a demonstration of movement, plant growth, various simulations, music, etc.). The subject presented in this way is interesting and motivates the student.

In the field of teaching methods, the teacher chooses opportunities to work with ICT so that students can express their creativity, has the opportunity to prepare and use programs for specific groups of students or programs that complement the resources from which the student draws knowledge. The teacher also involves the students in this activity.

In the field of the implementation of the educational process, it is important to choose teaching and learning strategies: individualization of learning, which is possible not only thanks to extensive, but also simpler computer simulation systems, taking into account individual differences, different learning styles, habits, skills and the pace of learning.

Perception and attention is achieved by the fact that the presented content is processed in a very interesting design - colors, sounds, presentation of words and images. In addition to the above, interactive and motivational approaches to the student are also used.

Memory - a processed object (colors, sound ...) is easier for the student to remember and, if necessary, he can also use it. Content is processed to make it easier for the learner to remember it.

Comprehension - the presentation is intended not only for the student to remember the subject, but also to understand it, be able to classify it by value and include it in the system of their knowledge.

Active Learning - Unlike the classic presentation of the curriculum, curriculums are designed to be interactive, so the student learns not only by observing and reading, but also by performing certain actions.

Motivation – compared to classical education, the presentation of the curriculum is more motivated by the program – variety of presentation, various processing options, etc. Using games as a teaching method.

Error notification - the program can notify the student immediately after an error, the student receives a notification not personally (for example, from a teacher), but as part of the training.

Knowledge transfer - the actual processing of content and the ability to present it, link it to other content, etc. is an important prerequisite for using the curriculum in other situations.

Individual Opportunities - ICTs offer various opportunities for individualization, even high-quality software can adapt to the student's progress (in the beginning, the use of ICTs was one of the main criticisms, not respecting the student's individuality).

Indeed, of the many functions described in the literature, only a modest selection is given. We are convinced that the reader can imagine much more.

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