

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**IMPACT OF TECHNOLOGY IN EARLY AGE EDUCATION IN TURKEY
AND UZBEKISTAN**

MASTER'S THESIS

Nigina Fuzaylova

**Department of Social Science
Business Administration Management Program**

December, 2019

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**IMPACT OF TECHNOLOGY IN EARLY AGE EDUCATION IN TURKEY
AND UZBEKISTAN**

MASTER'S THESIS

**Nigina Fuzaylova Xakimovna
(Y1712 130101)**

**Department of Social Science
Business Administration Management Program**

Thesis Advisor: Assist. Prof. Dr. Çiğdem ÖZARI

December, 2019

ONAY FORMU



DECLARATION

I hereby declare that all information in this thesis document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results, which are not original to this thesis.

Nigina Fuzaylova Xakimovna



FOREWORD

As being the author of this paper, I would like to express my sincere thanks and gratitude to my special supervisor Dr.Çiğdem Özarı for her endless support, help and guidance in order to make this research paper be possible, in which we decided to choose this special subject to come out with a new and unique content wishing to be useful for the next related researches and to the new generations. That would not be possible without all the support and love of my beloved mom. I am also grateful to all the faculty members that have taught me valuable lessons during the entire coursework. I would also like to thank each and every friend of mine for helping me or giving me a piece of advice even if it was one word, it made the difference and gave me the key to complete this research paper. Thank you all.

December, 2019

Nigina Fuzaylova Xakimovna

TABLE OF CONTENT

	<u>Page</u>
FOREWORD	iv
TABLE OF CONTENT	v
ABBREVIATIONS	vi
ABSTRACT	vii
ÖZET	viii
1. INTRODUCTION	1
1.1 The Purpose of Study	1
1.2 General Overview	3
1.3 Research Questions	4
1.4 Literature View	5
1.5 Summary	19
2. METHODOLOGY	21
2.1 Mobile Library Technology	21
2.2 Modern Technology and Latest upgrades in Turkey.....	22
2.3 Methods of Using Technology in Uzbekistan.....	24
2.4 Importance of Technology and Different Methods of Using Technology in Different Countries.....	25
3. COMPARASION	27
3.1 Technology in ducation	27
3.2 Found resources about innovation in Turkey.....	28
3.3 Found resources about innovation in Uzbekistan	29
3.4 Negatives impact of the technology in education	31
3.5 Positive impact of Technology in Education	33
4. EDUCATION WITH TECHNOLOGY OR WITHOUT TECHNOLOGY ...	39
4.1 Education with Technology (Today)	39
4.2 Education without technology (In the Past).....	40
4.3 The Pros of Having Technology in Education.....	40
4.4 The cons of having technology in the Classroom	41
5. CULMINATION	42
5.1 Discussion	43
5.2 Future expectations of the technology in education	45
REFERENCES	48
RESUME	53

ABBREVIATIONS

BYOD	: Bring Your Own Device
ETU	: Educational Technology Unit
ELT	: English Language Teaching
IWB	: Interactive Whiteboard
ICT	: Information Communication Technology
MONE	: Ministry of National Education
SISD	: Swiss International Scientific School in Dubai
TPACK	: Technological Content Knowledge
WEF	: World Economic Forum
UAE	: United Arab Emirates

IMPACT OF TECHNOLOGY IN EARLY AGE EDUCATION IN TURKEY AND UZBEKISTAN

ABSTRACT

Nowadays, technology in education is a necessity for students and teachers. It is easier to deliver the knowledge easier to kids. Lessons with innovation is always attractive for students, especially early age students are attracted in gadgets these days, it is better to use them in education, smart technologies for them to learn how to use it, and take advantage and knowledge from it, not just to play games.

Technology is one of the important innovations in education system and it had positively impact to young learners, furthermore it is developing day by day and beneficial effects on young students are observed and approved. Concentrated aim is to observe trainers' and students' opinions about technology and can technology affect students- positive influence and negative impact The main aim of this study is to compare resources about past technologies and education with technology, in different type of education levels and also in different countries. In addition, the study presents the impact of technology in the classroom, and how effective it is for children and also positives and negatives sides of the technologies in the classroom. Comparing technologies and teaching methods of teachers and different innovations used in different countries prove that the technology is one of the best tools in education from preschool to university tuition.

Literature resources provide feedbacks taken from students about e-library and e-book systems shows that students are pleased with the power of technology. In addition, they provide also negative effects of the technology in all different type of education systems. Findings in few countries, notably from Turkey and Uzbekistan, illustrate the existence of basic differences. Turkey is focusing on early age education technology while Uzbekistan is developing technology through business.

Moreover findings and upgraded innovation designed especially for young learners and for education in the classroom is 3D Virtual, and Razkids, which is awesomely helpful and use designed for education, which is education, information center, agent, helper, subject, course, and et.

Key Words: *Technology, Innovation, Education, Tuition, Interactive Whiteboard, Gadgets, Device*

TÜRKİYE VE ÖZBEKİSTAN'DA ERKEN YAŞ EĞİTİMİNDE TEKNOLOJİNİN ETKİSİ

ÖZET

Günümüzde eğitimde teknoloji öğrenciler ve öğretmenler için bir zorunluluktur. Bilgiyi çocuklara daha kolay ulaştırmak daha kolaydır. Yenilikle dersler öğrenciler için her zaman caziptir, özellikle erken yaştaki öğrenciler bu günlerde çekilmektedir, onları nasıl kullanacaklarını öğrenmek ve onlardan faydalanmak ve bilgi almak için eğitimde, akıllı teknolojilerde kullanmak daha iyidir.

Teknoloji, eğitim sistemindeki önemli yeniliklerden biridir ve genç öğrenciler üzerinde olumlu bir etkiye sahip olmuştur, ayrıca gün geçtikçe gelişmekte ve genç öğrenciler üzerindeki olumlu etkileri gözlemlenmekte ve onaylanmaktadır. Konsantre amaç öğretmenlerin ve öğrencilerin teknoloji hakkındaki görüşlerini gözlemlenmektedir ve teknoloji öğrencileri etkileyebilir - olumlu etki ve olumsuz etki Bu çalışmanın temel amacı, geçmiş teknolojiler ve eğitim ile ilgili kaynakları farklı eğitim düzeylerinde ve aynı zamanda teknoloji ile karşılaştırmaktır. Farklı ülkelerde. Ek olarak, çalışma teknolojinin sınıftaki etkisini ve bunun çocuklar için ne kadar etkili olduğunu ve sınıftaki teknolojilerin olumlu ve olumsuz yanlarını sunar. Öğretmenlerin teknolojilerini ve öğretim yöntemlerini ve farklı ülkelerde kullanılan farklı yenilikleri karşılaştırmak, teknolojinin okul öncesi eğitimden üniversite eğitimine kadar eğitimdeki en iyi araçlardan biri olduğunu kanıtlamaktadır.

Literatür kaynakları, e-kütüphane ve e-kitap sistemleri hakkında öğrencilerin geri bildirimlerini sağlar ve öğrencilerin teknolojinin gücünden memnun olduklarını gösterir. Ayrıca, tüm farklı eğitim sistemlerinde teknolojinin olumsuz etkilerini de sağlarlar. Bazı ülkelerde, özellikle Türkiye ve Özbekistan'dan elde edilen bulgular, temel farklılıkların varlığını göstermektedir. Türkiye erken yaş eğitim teknolojisine odaklanırken, Özbekistan iş yoluyla teknoloji geliştiriyor.

Dahası, özellikle genç öğrenciler ve sınıfta eğitim için tasarlanmış bulgular ve yükseltilmiş yenilik 3D Sanal ve eğitim, bilgi merkezi, acente, yardımcı, konu, kurs ve benzeri eğitim için tasarlanmış çok yararlı ve Razkıds.

Anahtar Kelimeler: *Teknoloji, Yenilik, Eğitim, Öğrenim, İnteraktif Beyaz Tahta, Gadget'lar, Cihaz*

1. INTRODUCTION

This part of the research helps us to clarify about researcher's purpose, goals and findings. In other words, this part consists of negative and positive effects about supporting and surrounding technology. With technology children and teachers can reach modern levels of education. Most of the education centers are providing innovation in the classroom. They have been observing its use in education for learners and teachers at the same time.

The aim of this research is to analyze an instant status using often technology without harm, (else effects of it to students especially in preschools or at their young ages). Although kids could take more benefits from technology in education without getting any harm. Main goal is to find the solution for what type of program to use, while working or teaching it to students. Focused aim is to observe trainer' and students' opinions about technology and can technology affect students- positive influence and negative impact in education (Siddiqui and Singh, 2016).

1.1 The Purpose of Study

However, using technology today and in the future determine, to train our teachers and students. Upgrade their knowledge with the latest version of innovation. Capability of using innovation and take benefits in education. The experimental results-oriented the field of observation related best evidence on writing evaluation together with quantitative education. Duodecimal technique well database inside mostly selected preschools such as kindergartens and senior grades enlarged comprehension information regarding contemporary condition about technology within kindergartens. Turkey and Uzbekistan, consequence of this inquiry reveals several dissimilar features along with problems the presentation to technology in young learner's instruction. However, are the effects on the twain students or teachers. Out-turn the date base, important elements must be the best stage to determine technology. An

effect on children and it is the entry into computers also their capacities one for the other learners' else educators. Despite entire, the baleful aspects of technology possibly accosted. This may include technological effects are mostly bright outlook for young learners compare to negative. Utilizing alterations about electronic components, students are open to do swiftly gain also shifting begin to be straightforward (Schmidt et al., 2009).

Machinery gadgets are information servers on of the important need for people's habitual lifestyle. To have them does not make us different or rich. But to have them is obligatory in today's life. In researcher's studies and findings, using technology in the classroom is more interesting for early age groups. For instance, some schools prefer to use flashcards instead of IWB. Although, when some schools use IWB to show short video related the theme, it helps them to memorize visually. Keeping upgraded with those innovative technologies and utilize technology into quotidian proofs that realization of the community. Not solitary owning that type of innovative gadgets for the class. The equerry, inclusive summons is relevant automation of this syllabus curriculum types and replica tested into detail. Duty about of current center of learning is about getting ready children an existence within technological community. Educators must produce easy and comfortable learning skills for territory of children. For obtain capacity explore for, arrange also utilize technology and details than different references for discovering. It might attain from training learners about utilizing technological devices also technology furthermore utilizing technological devices into class. Accompanied by diversity for concerns, whole teaching stands by instruction. Carrying out by the duty is large also extended period forecast. Teacher and students used to memorize the instruction also experiences, training types and training kids to get used to modern upgraded type of automation or gadgets. Technological combination proofs observing the course by using online technological tools or apps as directional articles. Furthermore, it was obvious the technological affect help for students to learn, it is incomparable that processors must utilize by different type of apparatus. That type of absence occurring might be declared the reason why educators utilize processors unsystematic. Furthermore, technological incorporation in common perceived. The observation shows the other side for structure found it at

broadening to put down details, while it can sleet than inspecting textbook and paying attention to the educator. Structural fragment about instruction underrated of interest from an instruction. Logarithmic technological items also an instruction structure continuously sincere keeping at the other side academically rectification.

The reality about computers within schools or in reality, foremost problem has to concentrate on joining automation at training instruction, knowing about skills, experiences, also syllabus. Nowadays, knowledge from the case study shows that it is set aside also broadcasted within thermionic configuration like attainable statistics memory board implements, besides like Net besides web based. There are two types of knowledge, which is “Comprehensive” and “Structural” (Swinnerton et al., 2017).

1.2 General Overview

Currently classes are modern and upgraded as referred to which switches at each sphere and influence. Surrounding into instruction also responses that possible to educate also, that switched. Education academies must pay attention to details about young learners, which is not similar to foregoing engendering. While training technique is differentiated escorted by current young learners can be collated accompanied by learners. While living with movable phones or processors including apps, immediate typing operating systems, and policies. Knowing about innovations as educators can have some taken reasonable determination about their training programs ant time and creativeness. Educators must know about their teaching programs before the class, by computer or innovative gadgets’ assistance (Axford et al., 2018).

Combined schedule demonstrates creative innovation inventiveness from adjusting most intellectual methods depending on the ability of young learners. Students must be motivated and interested in utilizing creative innovation in their daily lifestyle. Education centers have to make meetings and presentation about describing innovative technological education. Learners and their family at the same time must be enough informed. Although provided full information about technological tools or programs, which will be used in the classrooms. It also helps to get friends or being communal online technological community. It

is not only helpful for learners but for educators and managers and family members too. Technological system is useful and informative about students' health or attendance or meeting announcements, which family members can easily follow. Educators can follow as well about condition of their learner. Although can be aware of the announcement of the education centers such as parties, special trips or parents' meetings. Well by knowing it teachers used to give them homework through RAZ KIDS website while they can use their computers either smartphones. Students around age 5 and 6 were able to do their homework online. It is suitable for their age all they needed to download the app, to open it to list the audiobook, and record their voice to retell the story. Moreover, they would get reward marks for that. It used to motivate them, and they were able to learn how to do homework through technology and online (Meyers & Stepaniuk, 2017).

1.3 Research Questions

- What is the different method and use of technology in different countries?
- How often do school students need to use technology in the class?
- What is the difference between modern technologic education and education without technology? What is the future expectation of technological education at an early age?

The first question concerns methods or types of technologies in different countries. How modern is their technology equipment, different teaching way, with different apps or features? Such as Dubai use e-library, and Turkey use online lessons, different methods in different countries.

Second question includes how often students need or may use technology during their education, depends on their age and school program, while some schools in Dubai prefer on technological lessons, while some countries in Turkey prefer to stay away from technology while studying, children of today are mostly interested in smart technologies, which can attract their attention.

The technology information is taking advantage of it and having games and lessons related to their education while they can use technology, enjoy and learn

new features. So how often they use, much better benefits. The third questions ask about comparing education with technology or without technology, which briefly requests about results of having technological education and education without technology.

Moreover, question includes about future expectation of the use of technology for the early age, how useful, what is the benefit of using it, will it be helpful to our young generation, what can make it better, or what kind of method or technological equipment.

1.4 Literature View

Technical System understanding proves that perspective with details can have several intentions else info, investigated or tried program proved about examinations. It is a fact that directional innovation also training innovation proves that all. For such a case study, a directional structure includes educational innovation.

Case study centralized on preschool student's attention in the aim of issue-solving with technology. So far, there have been little sources investigating how technology is used during the lessons, especially preschool classes. However, findings on student's computer use have rarely considered the social interaction it may promote. While it is popularly held that computers are socially lasting, some evidence suggests that computers stimulate interaction and collaboration.

Currently, technologies do provide opportunities for peer interaction, collaboration and preschool children teaching. Given the increasing prevalence of computers, it is essential that the developmental level at which children can begin to profit from interaction with this technology is not underestimated. The problem of how young students formally exposed to technology is serious (Muller & Perlmutter, 1985).

Local teaching program insist on kindergarten, primary schools, etc. 1997, teaching program had risen for a few years. Education is extremely centralized. Most of the decisions and rules depend on policies, curriculum, books and meeting of teachers, performance of schools made by government rules. Furthermore, educators also system within whole class ages extremely affected

by syllabus ways including common guidebooks from educators, the one was produced from Government. The education of educators should study 8 semesters for bachelor education.

Elementary teachers study 65 courses during the education program. There are 3 types of courses which are organized in three different levels, 1 math, 2 pedagogical lessons, 3 language courses, education tips also technique within tuition. Each school educator system got technological routes divided to 2. First, is "Normal processor" as well "Arrangement for Structure, Directive Assets" Stream centralizes especially at utilizing the operation of technology, processors?

On the other hand, innovation was incidental like utilizing a system of innovation. Below we analyze the five largest scale studies of education technology to date. These studies selected for their scope, comprehensive samples and generalizability to local state, and national audiences. We also include an evaluation of two smaller scale studies that point to the promise that newer technologies currently afford. The first study we analyze employed a statistical technique called meta-analysis to aggregate the results of over 500 individual studies to draw a single conclusion.

The second reviewed hundreds of individual studies whereby the authors shed light on consistent patterns that emerged across studies. The third reviewed a partnership between Apple and five schools across the nation. The fourth study reported the results of West Virginia's 10-year statewide education technology initiative. The fifth assessed a national sample of fourth- and eighth-grade students using newer simulation and higher order thinking technologies (Schacter, 1999).

Technology was not able to teach teachers instructions about ways of teaching. It uses creative design directors to solve human learning and ability. This article explores the various ways computer technology can be used to improve how and what children learn in the classroom.

Several examples of computer-based applications highlighted to illustrate ways technology can enhance how children learn by supporting four fundamental characteristics of learning: (1) active engagement, (2) participation in groups,

(3) frequent interaction and feedback, and (4) connections to real-world contexts. Additional examples illustrate ways technology can expand what children learn by helping them to understand core concepts in subjects like math, science, and literacy.

Research indicates that, the use of technology as an effective learning tool is more likely to take place when embedded in a broader education reform movement that includes improvements. In teacher training, curriculum, student assessment, and a school's capacity for change. To help inform decisions about the future role of computers in the classroom, the authors conclude that further research needed to identify the uses that most effectively support teaches (Rochelle, 2000).

Despite these more comprehensive viewpoints from the literature, that instructional technology encompasses the broader processes of teaching and learning. The prevailing public perspective incorporates instructional technology as a synonym for computer technology. In other words, as noted above, technology means computers in the minds of many. Technology designed to produce creative useful products and use of it on the class. Such as computers, to make things faster than human being, to save time and energy years ago there was not mails. People used letters to send information to each other, imagine sending letter from south continent to other part of the world. It will take months to reach there. So, since technology created, things became more creative and easier at the same time. Technology saves time and energy and develops multimedia learning materials in education.

The concentration should be curriculum, instruction of learning. The program is about not how much amount of technology used but how and type of technology and in what purpose it is used. After using technologies in school, smart school saw the process in developing their social media creativity. They decide to have more computers in their school to use in education. They wanted to install better instructions in their schools. Technologies are useful and valuable, only in such cases while utilized into organized operation of growing people capability (Earle, 2002).

Akkaoyunlu (2002) explains the past, discusses the present and makes projections for the future of educational technology in Turkey. Technology has

an important role in enhancing educational progress. He has made a research about past, present and future of innovational education in Turkey mentioned that, Turkey has taken serious technology in education since 1930. Population and yearly students' numbers almost reach 13 million and half million educators; it is only about elementary and secondary schools.

Kolko and Spyridakis (2003) made a research in 2003 about internet and IT users in Uzbekistan. He says Uzbekistan was on hold for a while, but later, since it starts to spread and develop. ISP users were increasing day by day, by 2003 there twenty thousand internet users. Uzbekistan is developing country, improving so many things in education and economy of the country. In early education, they start to introduce technology in 2016. These days' Preschool students are aware of technology in the classroom. Primary schools are using technology since earlier, lab classes are available in each school, with 30, 40 computers.

IT teacher who will help them to learn, but it was an information technology class only, how about teaching each subject through technology. Schools are using technology to pass the information these days. Not all subjects but they are practicing technology education in the classroom. Preschool students can have only projector in the class. Aim of learning lesson through technology assistance (Kolko et al., 2003).

In conclusion, technology education in teachers' education is not appropriate. She supported the idea about, uses of technology are important for teachers' education" in Turkey, there are some more areas within earth, the impact for tuition innovation one of the main focuses currently. Turkey has been trying and developing creative innovation and using them in daily tuition by educators and learners achieved practicing it for few years since 2000+. They are doing their best to upgrade and catch up on the latest educational and technological programs for their young learners to have modern upgraded latest technological knowledge (Asan, 2003).

Kvavik (2005) made an experience, collected few data in few universities (Drexel University, Colgate University, University of California, University of Minnesota) about use of technology, to know use of technology is beneficial for

their grades or not. Technology is useful in the classroom, if it is better to have lessons with technology or not.

There also was question about to use of computer, use of internet, digital gadgets in the classroom, or during the education. It made in few universities, they have collected positive answers who want to have technology in education from 4374 students, and answers were impressive (Kvavik, 2005).

Today's computers provide individuals with a wealth of information, entertainment and convenient services for a relatively small expense. They contain hundreds of news sources, allow for personal communication, shopping, and bill paying. Computers run with more speed and ease of use than ever before, and they are improving all the time. Although for their colleges, parents together with learners. At the same time, it helps educators to prepare their plans for better knowledge for learners to improve their knowledge. This includes grammar too. Other researchers found that type of imitation guide educators into presentation about dissimilar references might combine within studying also educating surroundings. However, there is no information about for what reason those references also gadgets are like that. Education with technology assists educators to get and to give estimation and letting educators results also spread the knowledge to learners, which invented straightly by the syllabus (Mc Carrick, 2007).

Therefore, educators provided with training. Ministry of Public Education supports educators by providing technological tools. Furthermore, they think that, they are helpful for tutors and learners. They have provided many schools with DVD and smart screens. Eight one thousand educators trained to use modern technological tools inside the classroom (Hasanova & Shadiyeva, 2008).

Online games and video game might be the reason of the brutally action of children. It may affect children; they may behave brutally to other children cause of games. There are lots of shooting or killing games, which makes them feel cool, playing those games. Some children feel okay to behave brutally in real life too (Kutner & Olson, 2008).

According to statistics, children under 17 years of age accounted for more than 40% of the population. The question of the intellectual and physical development of today's children in Uzbekistan erected in a rank of state policy. Development for national information resources aimed at establishing the conditions. To ensure broad access information resources and meet growing information needs of youth are of relevance (Hasanova & Shadieva, 2008).

Phones and tablets became one of the obsessed items in their life. Most of them start using phones at their very young age. It makes them more passive and unsocial. Moreover, they attached to their phone that, it has pessimist impact to them and their surroundings (Sevi et al., 2009).

(Bell & Wagner, 2009) collected data about secondlife.com they have asked feedback from users, if they know about this program and would they like to use it, they have collected data online from 13 different locations, and (2127) users gave positive feedbacks (Bell & Wagner, 2009).

That was always complicated for learners at the same time for learners reaching innovation combination. It forces them utilizing soft copy also hard copy items, and helps learners focused soft copies and hard copies items let them focus proceed. This kind of upgrade helps them to have benefits within incorporation. Furthermore, founders proved about trainers, which used untwisted training types, mostly able to utilize innovation depending on their learners and institution surrounding and acceptance or knowledge ability. Net and websites are huge project knowledge also transmission facility there, especially students within the tuition method from the government of the country. Teachers' understanding of Technological Pedagogical Content Knowledge is critical in accomplishing successful technology integration in teaching.

This study investigated how in-service teachers' beliefs about teaching and technology changed because of a set of educational technology summer courses, conducted both face-to-face and online. Educators as well other members of the institution should be involved to motivate for training children with specific, technological items (Schmidt et al., 2009).

This researcher examined the effect of introducing alphabet in a group. Arrangement using computer assisted instruction with Interactive white board

technology and a three constant time delay procedure to three students with learning disabilities. A multiple probe design across letter sound sets and replicated.

Across students, evaluate the effectiveness of the program and students' acquisition of other students' letter sounds through observational learning. In addition, students assessed on their acquisition of incidental information presented in the instructive feedback statements. Following correct responses to target and nontarget stimuli. Statements for them and other group members' target stimulate.

They used a combination of sessions and small group to teach students sounds, phonics, and names. Each student 22 had exact target letters to learn and the researchers were interested to observe if they can learn the non-target letters by working in a small group. Children received 34 sessions in total (ten minutes for individual sessions, fifteen minutes for group sessions). Results indicated that the three students increased their letter-sound knowledge for both their targeted letters. For instance, to the targeted letters of the other students, but it must note that there was no control group in this study.

In advance idea of future lab, invented (2009) daily reports translated every day in the classes. Technological education is useful for institution, which has disabled children. There are some many different types of structured, centralized for each and different type of disability. Dissimilar creative and innovative facilities for them, which can find solution for their problems depends their request. Everything is just to send her the same knowledge what other students are learning. For deaf learners, special videos and everything with subtitle for them to be able to understand and other (Campbell & Mechling, 2009).

Currently, it is obvious that technology will stay in education. Almost all schools around the worlds have already concluded the integration of innovation within education in their agenda for educational development. Teachers shall use technology effectively in classrooms. Technology in education gives many potential benefits (Kurt, 2010).

Anderson and Whitaker (2010) found out by online survey. They have collected results of children who use technology at night. Survey made, on kids from four to eleven years age about playing games (Anderson & Whitaker, 2010).

Being attached to their gadgets, has more negative impact compared to positive one, being attached to them, makes them stress and impacts their sleeping routines. They sleep less, because of being on their phones all night. While their sleeping routine destroyed, they stressed and it affects their school grades negatively (Brown, 2011).

Web-based information in education's communities, resources and social networks helps to make it easier to: introduce relevant technologies. Discover and collaborate with young students of learning innovations, hear about relevant gadgets, and find out and exploit news of chances, threats and trends. Secondly, change based on such knowledge sharing facilitates transformations in production functions for learning. Roles of faculty and mentors, business models, patterns and cadences of interactivity, use of open resources, and the roles of learners. Third, those transformations make it easier for disruptive forms of higher education to emerge for instance, dynamically updated curricula that address emerging and important knowledge gaps, and thereby increase students' employability (Norris & Lefrere, 2011).

Educators should not always teach about the programs. They must also educate their students about disadvantages of technology. Therefore, to practice in their real life, not only with technology. While their IT class finished, they can make presentations and explain to each other. Educators should guide them, to teach others as well, while one is learning well about this feature. Students can help their friends to have more information and share his knowledge. Those types of students cannot handle the noise or crowd; they cannot work in a team. Technology is the best solution for them not stops studying and still attached to the school.

New modern innovative devices invented to have better socializing within educator and learner. So far, technological life is developing day by day, where children and adults prefer to utilize than normal education centers. Innovative devices invented to improve and to speed our facilities teacher education programmers need to incorporate technology for teaching and learning across

the curriculum. Students on such programmers must have opportunities to apply these new technologies in a classroom setting and shown that the use of technology can be more efficient and effective than traditional methods (Deutschmann, 2011).

Dipko and his colleagues made a survey about secondlife.com responses to qualitative research in virtual worlds. Survey questions were like, are you satisfied or not, 78 % were satisfied in results, good or excellent or bad, therefore 85% relied excellent, survey questions were made online, and data results were collected online (Dipko, Billington & Brick, 2012).

When assistive technology used, teachers indicated it was an effective literacy support. Teachers also reported barriers to using assistive technology in literacy including cost, usability, and lack of training experience. However, factors such as previous successful experiences with assistive technology and assistive technology supporting students' learning encouraged assistive technology use (Flangan, Bouck & Richardson, 2013).

Therefore, human expect even more, while it is already effective and necessary in our daily use. Future predicts or expects even more, children are improving their knowledge, gadgets are most attractive the easiest items to use. Educators at all academic levels strive to provide students with a high-quality education while maintaining an environment that promotes learning as well as the health and well-being of each individual. For them from their very young age, they are fast learners, and have more knowledge compare to elders (Ernst & Moye, 2013).

Influenced by the young generation and covered whole sections. Wherever you go, you must know about modern innovation, you are either a learner or educator. Either you are a manager. Well there are huge differences. Learners play educational game in the school through the projector. So far, English is not their native language.

Teachers explain everything with body language, movements, and pictures. Teachers need technological help to use for kids to transfer information fully to students. English is their second language to understand all my words they need to have full information.

For daily program of my class, we do use technology at least 30 minutes of class to watch what they have learned exactly. With technology and games, we can easily attract their attention. Use of technology is going to be the most useful educational wisdom in the future. Another sample of technology is no limit of imagination in education. We have books and pictures and 3D organs to show and teach them, how about going around of each internal organ, such as Eye but picture we can show type of it, color and shape. By 3D toy will have more info about shape of ye ball that it is circle, etc. If it is in the website u can check all information, there is website secondlife.com which will teach us a lot Secondlife.com, the researcher attended a seminar we have heard about this website, but it was found long ago back in Europe.

Researcher personally tried to use it and saw how to use and got more information online and from seminar. It is useful and creative innovation facility, in that program; student can have his or her imaginary life. Country, background, type of house, environment, with people and without, are, sea side or club, background of the app is just like other games. Such GTA or Need for speed, there is an avatar, which used by the user. Character of avatar is available in the program. Animated like any other games. Users can choose their character. It has so many benefits to educators and children at the same time. Most important is even a preschool student can use this program. All they need is any type of technical device and internet. For example, if this app is used in kindergarten or preschools.

There are millions of preschools are trying to learn foreign languages. This app has few foreign language options to choose, not only visual, but also audio type too. There will be games, which will help the child to learn the word and to play the game at the same time. Moreover, has thinking skills improved, by accomplishing missions. In seminar, there was example of, if child is learning about fruits and vegetables. There will be game related to the themes, which needs also an educator to learn about this app and ha to be creative to create her games. Well the game is about; find the apple to go to next level, if preschool child is not able to read the question. There will be audio version. So far kids will be learning foreign language as their second language

Educator can edit pictures of apples, as flashcards, so the child will try to find apples from the garden. By repeating them, and doors will be opened for the next level. It is helping the student to practice the language, playing game, enjoying and motivating him at the same time by levels and praising. There are the benefits for them; there is seen example in the seminar by researcher. Student is having science course, usually educators train them by flashcards or drawing. While educator use secondlife.com app, there is no necessary to use hard copy materials or videos, by using this app student can travel to space and discover not only about it, but what is inside it, and how is it, cause of 3d visual help, it can take you anywhere (Tuncer & Simsek, 2015).

Raz kids are reading sources for kids, which used in many schools as an online website for homework for children in preschools and elementary schools in Turkey. It provides all type of leveled reading resources for young learners. There are dozens of books offered at 29 reading difficulty types. Suitable for all young learners, even if they cannot read and write, they have an audiobook which they can hear and see the pages of the books. Children can access their portal online through their smart technologies, like tablets or laptops. Furthermore, they can design their portal and avatar, which keeps them motivated, their teacher, can award them by giving those marks online for doing their homework. All books are available online on their portal. They also can record their voice and tell the story what they heard or read; books will be available on their portal, once the teacher assigns the books for the students. Moreover, the teacher can follow with student's homework, of they have red or not, their last seen, etc. It has level and alphabetic library for books, such as if 4 year students learning phonics like letter A, so homework is going to be, to read a book which starts with letter A or including so many A letter or items which starts letter A.

Moreover, for age 5 or 6 if they cannot read, they are able to see the pages and listen the audio version, if they are able to read, there is a test after they complete reading, they may take the test and check their knowledge about the story. It can go harder by levels depend on their age and knowledge (Meyers, Nathan & Stepaniuk, 2017).

Although not just checking answers online, there are using air pods to hear the answer, sending answers to each other by texting, taking photos of questions. Using two longitudinal data waves gathered among 1702 (53 % female) early (age 12–14) and 1636 (64 % female) late (age 16–18) Finnish adolescents, we examined cross-lagged paths between excessive internet use, school engagement and burnout, and depressive symptoms. By 2011 78 percent of teenagers got smartphones, and there is no such crime rule or policy about having smart phones in the school (Salmela et al., 2017).

According with this document, a large work carried in the country to introduce modern forms and technologies of education. Moreover, to introduce modern forms and technologies of education, to strengthen the country focus of spheres and specialties of education. Mass courses that focus on the traditional model of distance learning (a clear schedule of the learning process. Structured course content, control and certification of trainees) referred to as MOOC – these are mostly primary school and university courses laid out in open access. In recent years MOOCs have seen rapid development. According to the annual review of Class Central for the year 2017, the number of students who achieved education through MOOC reached 81 million people. About 800 higher education institutions of the world are offering more than 9,400 different distance-learning courses. In recent years, MOOCs have seen rapid development (Swinnerton & Hotchkis, 2017).

Students informed to spend less time together in outdoor and object-related play compare to the past. The major number of kids use and mobility of technology, and the ease of use of tablets are some of the reasons that have contributed to these changes. Concern rose that the use of such screen and surface devices in very young children is reducing their fine motor skill development. Including measures to strengthen and modernize the material and technical base of early and higher education. Along with these, there are still many problems in the education system that are pending, especially in secondary special and higher education. Innovation has possibility of improving in physical expertise. In advance, to be able to use apps, it requests fine sensor expertise in technology centralized by developing through psychical movement (Axford & Joosten, 2018).

Dubai or how often they use technology during the week in the class, or if they have technology lesson in early age kids in UAE. How modern is their technology equipment, different teaching way? With different apps or features, such as Dubai use e-library, different methods in different countries. While some schools in Dubai prefer on technological lessons, while some countries in Turkey prefer to stay away from technology while studying. Children of today are mostly interested in smart technologies, which can attract their attention (AlHamad & AlHammadi, 2018).

TV screens are very affective in people and kids' life today. It keeps them away from outdoor games and fresh air. Furthermore, spending massive time at home with TV has an impact on kid's speech knowledge and way of acting. Processors and laptops are more like TV screens; it has pessimistic impact in tuition achievement. Poor developed speaking ability. Imagination viewed in kids, the reason why, surplus of processor utilizes Net's impact to children's life. Some games are not age proper, and kids keep accessing and playing. Those are the reasons of violence and sexual flirting, being trusted online and risking on online friends (Mustafaoğlu et al., 2018)

Samples of prospective interest related escorted by monitor schedule. All type of experimental instruction features also online games, like: Angry Birds, GO Pokémon, and other, advised to play on monitors for kids and learners. Innovation also has beneficial impact in pedagogical instruction. Furthermore, these are including, Wikis might be useful for a class environment. For instance, development of understanding, about the lessons program types of innovations. Detailed information teaching learners about use of technology and letting them to use it in the class would help them to understand the concept of the innovation (Harris & Rea, 2019).

Innovation in tuition is the largest developing copper. All have been expecting the benefits and risks of the innovation for educators and learners, including parents. It has been training educators about new type of methodology in education. New skills of effective ways to keep learners attached to the class. Learners considers as professional gadget users. They have been using them since long time now. Innovation is not new anymore, it is part of every child, while they grow up, and they have started to use it, before they start talking.

Having an innovation in the classroom is not teaching them to use it, but to keep learners attached, and to have useful learning techniques, to know more details about learning sources. Innovation is the opportunity of new studying chances like learners attach in the system. Surroundings and fields if the education can have different experiences by utilize of directions, customized directions. Modern education with technology does not require learners only with the knowledge of the use of digital use, but it requires them to be social, productive and social. It can express their ideas through technology and to know it is system. Like every single invention, have positives and negative effects. Indeed, technology has its own advantages and disadvantages sides of it. Those pros and cons of it they are in teaching, in learning, for learners and opinion of the parents and the professors (Simonson, Zvacek & Smaldino, 2019).

They should have enough also attractive knowledge about the innovation. They are going to present, they should be able to utilize it, should know all apps. More should not skip small details of innovative items. School provides technical support for the unified technology site. It is attached to modern skills in the field of technology and exchanging experience and introduction of modern technology in the educational process. Network has created a range of educational projects, including much useful technological information for students and teachers. Interested users can also create their website on the portal. In June 2006, the source center, network developed the portal. Zion net is helpful for primary school and university education too. At present, the portal includes languages, public personalities, library, education, entrant, online games and foreign languages. Technology helps to find things easier for students in the university, no need to go and ask from information Centre.

University portal has everything available for students, even online library, online courses or online classes through the portal. Trainers may combine several types of educating ways to technical syllabus. Founder years ago, noticed that teaching for teachers was given an introduction and tips about innovation before they start training or learning about it. Those resources are simpler to learn about the subject of innovation or in any field, also it has a facility about figure out the answer for users' questions and issues. Furthermore,

processors have facilities such as info files, about how to utilize it, presentation about invention, steps to learn it, ways to have more knowledge about other facilities. It could also help with how to make an essay or knowledge about type of researches, writing skills, etc. It had very useful info to improve user ability to utilize the innovation in a better way, to utilize it correctly, to make things simpler with processor (Sapparovich, 2019)

1.5 Summary

The results of the researches show us the use of technology and the impact of it in early age education. Researchers and findings prove us that technology effects to new generation positive in education. It makes the class more motivated, challenging, and interesting.

In addition, technology is helpful for students who want to study from a distance, for students who have a financial situation, who has lack of time, who is disabling; technology helps those students to get education. As results of observation of researches, using technology in the classroom has benefit to students. School in Uzbekistan got modern information computers but only two; one is for students and the other one for teachers. School is not more than 30 kilometers, teaches easily can travel to school to train them about the use of technology and information to share their knowledge. Turkey is following the flow, by starting using modern technology in early age education. Positive effects on students in education show satisfying results. School and parents support technological education. They want to improve and enlarge themselves in it, it helps learners to share their knowledge, to improve their communicative part, and it helps them to have beneficial knowledge from educators and each other. In conclusion, this research underlines the potential use of technology for youth generation and children specifically in studying needs. Not positive sides of technology in education show that, children attached to modern innovations. School programs are supportive to use technology with limits and get benefits from it without any harm. Technology focused on designing curricula for early children who directed at improving children's foundational learning skills using advanced technology. For instance, the rules of using technology in elementary schools made, for the implementation. Different factors like affordable budget,

and the willingness of faculty members to change, use and effectiveness of change play an important role. Therefore, different managing mechanism for technology abuse must be perfect and appropriate technology.



2. METHODOLOGY

Methodology part of the research shows us the comparison of different countries, benefits of the technology in education for students and trainers. Although for all type of professions able to use it, else disable student's education and technology in different countries. Therefore, more research information and articles show about positive and negative sides of technology. Although, about methods of using it and difference with and without technology.

2.1 Mobile Library Technology

Studies compare impact of technology in very developed country. Technology is very developed in school systems, there are list of countries on the top. Some countries did not reach that level. One of the sample countries is United Arab Emirates is having the best technology.

Lately country spent huge amount for modern technology. Emirate students will not need to go to library to get their schoolbooks. They have online libraries, which are available, all students' books. Users and educators supported online library, and users start to adapt the app and its facilities, but some users commented on reviews such as if they may create their page depending on their request.

Research proves that e reading has done any type of items for readers. Students mostly depend on their innovative devices and key in their e-books or any online services. It always keeps them connected. Furthermore for such cases, if they use laptops or desktops they need certain areas to use it, by using smartphones or I Pods they save their time and quick access and easy system and apps, does not take a long time to learn or to download the app or link, etc. It is not only about using computers, today it is part of our life, in education, in health sectors, in transportation, in business, etc.

Dubai was concentrated on innovation within tuition previously, containing in Digital, it lets users achieve samples for improving and being creative in technological breakthroughs. “Technology can manage that users would be able to reach point and work on it, in one location currently, schools and universities are using electronic books, tablets the place of books and files (Al Hamad & Al Hammadi, 2018).

Positive ideas of researcher: it is the modern way to know more about technology, being into technology, getting easier access, learning it faster. Although better option not to waste time by using transportation and reaching school library just to pick some books, while you can do it online. It helps not to waste the paper to print books, we will save the nature and trees, less papers, more e-books, I find it very useful.

Negative ideas of researcher: Students are using their smartphones, while they are reading or studying, by using the app. They may distracted by using other apps or getting messages on their phones or using it more than limit might harm their vision. As we observed it has benefit to students, which helps them to use the electronic books easier way, by using technology, students do not take long time to adopt, therefore they are using smartphones in their daily life use (Al Hamad & Al Hammadi, 2018).

2.2 Modern Technology and Latest upgrades in Turkey

Turkey has the same system for university students. In Turkey the latest program, link is secondlife.com. It created for kids and students at the same time with multiple tasks and features. Secondlife.com is mentioned above it has described in the literature view, therefore it is a website for learning with technology for kids, which is suitable from age four up to university students.

Aim of the app is teaching language and sharing information, to teach students to make their research online and learn. These days preschoolers trying to catch last modern education, they are doing to give the best-upgraded education and technology.

Teachers took advantage of it, by using it in education. AIKA (American International Kids Academy) preschool used website RAZ KIDS for kid’s age

four, 5 and 6. It is work and Activity book. It can access online by a teacher and her students. This program helps kids to enjoy school activities at home as well. By reading and listening audiobooks online, by repeating English alphabets at home, by practicing storybooks.

They are able listen to audiobook, record their voice, and send it to their teacher and teacher can praise them. For instance, preschool children mostly focus on learning languages. Secondlife.com site has games: such as there is an avatar, which a child, background, settled as child wants or teacher wants.

Children or teachers can make any theme or any background through it. Sample: Theme is "Farm animals" they can create their farm and learn the vocabulary by creating and playing the game. They enjoy it, they learn how to use the technology, how to use the feature, and learn the foreign languages, such as English (Meyers, Nathan & Stepaniuk 2017).

Moreover, for primary or high school students, their themes and education system are more complicated compared to preschoolers, but secondlife.com is designed for all age students. For instance, their theme is human body in biology.

Program shows in 3D an eyeball and the avatar of the student can walk around the eyeball and learn with surrounded. Such as nerves, colors, etc., it shows more details. Which interests students, at the same time helps teachers to explain more by vision.

Teachers can give online assignments or share today's topic with absent students. Teachers can use this website for all subjects, Language, Biology, Science, Geography, etc. University students can use this website for most of their education and information about their university. When it is time to register, Universities will be very crowded. Students go there, wait all day.

This feature provides an application for registration. They can manage their avatar by going to university finding registry and register online by secondlife.com. Academy in Ankara was crowded with 1900 students and 60 teachers; in the whole school, they had only two Internet Communication Classrooms through the school.

Currently, school education in Turkey has a heavier program from five to 8 years. Program in elementary schools go like five years managed by classroom teacher. Subject teachers will do the rest 3 years. Therefore, the program divided into two part of education.

Positive ideas of researcher: it is very useful website, which makes life a lot easier for students and teachers at the same time. It helps students to develop their technological skills, which is fun at the same to time, to use their avatar, to build the environment as if they want to create their atmosphere. Furthermore, it helps them to learn in detail, it increases their knowledge (Tuncer & Simsek, 2015).

2.3 Methods of Using Technology in Uzbekistan

Universities of Uzbekistan have the same system like in Turkey, about online reaching notes or uploading them. About using technology in every step, for registering, studying, getting notes, and online classes. In 2002, definition designed latest. Unavailable ideas before definition, but the role of technology had no instructional solutions to improve performance. To improve the performance of the technology is to have a more conventional instructional design process. Comprehensive innovation was created to present and develop studying within education also presentation at job and education in the meantime. Technology performance is developing and broadening these days in the field of medicine, military, agriculture, and business. Preschools within Uzbekistan mostly focused using IWB in the classes. They find it so useful; there are children who learn by vision, by listening, by singing, and by repeating. Children psychologist mention that most, children do not forget object what they have learned which they have seen or played the game with the same item. Therefore, teachers mostly prefer to use IWB compare to flashcards, IWB has sound, has video, can practice by watching short story or song. There are games as well, which played in a group on IWB. Preparation classes older age, which is 6-year groups in Uzbekistan they get some homework with, supposed to done technology. Such as find volcano pictures and ask your parent to help you to print it, while they are back to class. They can show which button on the keyboard they have to press to print. The other example, the teacher

might ask preschool students, to download a song. Firstly she will show, how to do it on IWB, and give them homework, such as download, any song you want, so they can learn and practice at the same day, next day teacher may play the song in the class that is fun way to learn foreign language and technology at the same time (Sapparovich, 2019).

2.4 Importance of Technology and Different Methods of Using Technology in Different Countries

Technology is one of the most important tools is today in our education. For our new generation, technology has good effect, more than negative, it more than a simple smartphone. With smartphones, they are able to do so many things; such as if they want to be a photographer, they may start practicing taking photos and edit them, learn how to edit filters, etc.

There are so many other programs for professions and other hobbies and educational. The other technology in the class for safety of kids, parents, and teacher's security cameras in the class and these days' parents can connect to the camera of the classroom and observe their kids from home or workplace, simply by using their smartphones or computers.

Positive ideas of researcher: So far technology is useful, and limited, which is easy to use, for teachers and students, it is beneficial. Having such an assignment like downloading or printing, while learning and doing them, makes children feel responsible. When they learn and practice it, they will memorize and hardly forget. For the safety of teachers and children, it is very good to have security cameras in the classroom, while teaching. When we had traditional classrooms such as one teacher, blackboard and desk, simple four walls with boring colors are gone; today we have of virtual classrooms of the 21st century.

Internet studying became so famous for ages like the instruction system also administration equipment as well as educational tuition. This lets learners know behind the theme they have done between children at an institution. They utilize those for giving assignments, settle group studying skills, divide studying methods, for gathering also grading learner puts effort and maintenance related puzzles studying.

Currently, it is possible to key in the methods online through the app to the system, be connected, and do their assignments. They are also able to upload their work for teachers and share learning experiences, recording audios, and video in the system.



3. COMPARASION

Found recourses force us to compare, mentioned two and other countries above Uzbekistan and Turkey. Positive resources of the technology, negative resources of the technology, survey details. Found information and innovation in both countries, methods of both countries in using technology and innovation. Students' opinions about technology, educators found opinions in resources about innovation in education. Students' collected opinions about having a technology in education. Although, about pros sides of the technology in education, and cons sides of it. Furthermore, positive affect of it to children, in education and in their life. Although, negative impact of it in their sleeping routines. Tuition has been challenging and attracting depending on the area. It can be compared with travel agencies and medical attract customers or patients around the world, the reason why is modern innovation, education travel must charm to itself learners of dissimilar countries across boundaries. Furthermore, they may apply assignments through online studying programs. They own special timetables, which took their attention and then transfer another topic. Today digital learning and online books play one of the important roles in education. Textbooks were replaced with gadgets also processors within classrooms also students were having a net.

3.1 Technology in ducation

There found innovative resources, in education in Uzbekistan and Turkey. Some of them are positive sides and some are negative sides. Moreover, there are resources about new and old type of education. With old and new style type of upgraded technologies. Furthermore, there are research about cons and pros of technology. Related survey questions and collected answers of survey about technology in education. Survey answers from educators, students and parents.

3.2 Found resources about innovation in Turkey

Turkey has so many resources about technology and invention. Developed modern schools are deeply in the latest modern technologies. For instance, parents of preschoolers are more sensitive and always worried about their children's education. When, students had an activity and workbook in the school, when their parents were so curious about their children's education. There is a link for parents to follow, while they register to link, they are able to access videos and audios, stories and workbook of their children, it gives them an idea, what are they children studying in the school or which song are they learning.

Akkaoyunlu (2002) made a research about past, present and future of innovational education in Turkey; he mentioned that, Turkey has taken serious technology in education since 1930. Population and yearly students' numbers almost reach 13 million and half million educators; it is only about elementary and secondary schools. 1950- 1970 noticed the massive numbers of schools were utilizing innovation in education. After 1998 schools were concentrated, focused more on technological education. End of 1960 some institutions began to utilize processors. Computers covered all school in education in Turkey in 1984 after Turkey Ministry of National Education has spent 600 million USD to purchase processors for schools in Turkey. There was training for 225 teachers for elementary and secondary schools, including universities 750 educators trained. Furthermore, eight hundred thousand computers connected to internet in 2001 (Akkaoyunlu, 2002)

Asan (2003) collected data between teachers in Trabzon, Turkey at 2003, 252 teachers in Trabzon from different schools participated. Survey made to know "how many schools are using computers or technology in the education system".

Due to results between two hundred fifty-two educators, almost ninety-five percent of them responded. Results show that almost forty percent schools in Trabzon use innovation in their schools. The rest, which is sixty percent of the schools, do not use any technology in their education centers the schools.

There were questions, which subjects needs technology to use in the classroom, they asked how often they use? Some teacher replied, they know about

technology but not in an excellent level, some teachers replied they do not have any knowledge about new and smart technologies, while some other replied that, there is no training about using the technology in the classroom.

Among all answers, results shows that only 40 % schools were using technology in their education centers, about knowledge in technology some answered they do not know how to use any type of technology cause, there was not training lessons or seminars about it, some replied that they know but not in a very good level, although they were not trained but they have searched and read magazines, to learn how to use technology in the classroom.

Kurt (2010) has made a research about how often elementary school educators use innovation during the lessons. Eighty six percent of the educators have replied that, they use Video CD Rom during the lesson back in 2010 in primary and secondary schools (Kurt, 2010)

86% teachers replied that they use the findings obtained gathered in two groups: “Students” perceptions of technology in their pictorial representations” and “Students” perceptions of technology in future”. The findings obtained tabulated as frequency distributions and summarized with the support of direct quotations from the participants” views.

3.3 Found resources about innovation in Uzbekistan

Methods in Uzbekistan also have the same system for preschools and other students. Innovation in education is getting better by the help of technology. Uzbekistan is improving its technological innovation and programs of education. It has centralized more about distance education. Although to develop, IT programs in education.

(Kolko et al., 2003) Kolko has made a research in 2003 about internet and IT users in Uzbekistan; he followed online users, and internet users online. As he calculates, Uzbekistan was on hold for a while, but later on, since it starts to spread and develop.

ISP users were increasing day by day, by 2002 there twenty thousand internet users in Uzbekistan. Internet specially, it was not immediately apparent to

prospective user show IT could be useful as an information resource (Kolko 2002).

There was a project by the national education administration that 2004-2009 technological education; program concentrates more on technological education. Government has spent thirty million USD for this project. Before this project, fourteen percent of primary school learners already had their lab and modern computer lessons.

Government is installing new technological tool in other schools too. In 2010 there were more 960 modern computers were installed in schools. Therefore, educators provided with training. Ministry of Public Education supports educators by providing technological tools, and thinks they are helpful for tutors and learners at the same time.

They have provided many schools with DVD and smart screens. Eight one thousand educators trained to use modern technological tools inside the classroom. Those young learners are learning about new technology, about smart features, how to use them at a very young age, and enjoy it and learn the foreign language.

The measure of efficiency in teaching besides the material presented narrows down to the procedure was in education procedure. We can see many changes right away. Indeed, we have great scientists and genius inventors from the past who found inventions and keep creating their new generations etc., without having any type of innovation there was education system. Only with textbooks and a lot to memorize, to have an idea of some new objects needed to have a real sample to understand what the topic is about.

These days with technology, students can study with visual and audio ways, us to have an idea about lesson. This is latest insane technological education way that you are able to face technology in every single school. The reason why is for having an A mark it is mostly copying method of training is mostly on answer.

Paper is the same answer what teacher writes, information to realize about the lesson what they have learnt. So far, the educator is active, learners are more passive, they are less motivated to participate, they are not able to use their

thinking skills etc. It is also showing that students cannot express their own ideas in discussions.

New and modern technology in education is more attractively students; it helps them to build right imaginary of the new information with more than enough details. It gathers best method, simply white board help preschoolers to understand words in a foreign language. It plays old flashcard way in a lot modern way, shows picture of the animal, sounds of it, life cycle of it, video in addition memory games on the board with real life samples and experiences (Hasanova & Shadiyeva, 2008).

3.4 Negatives impact of the technology in education

Online games and video game might be the reason of the brutally action of children. It may affect children; they may behave brutally to other children cause of games.

There are lots of shooting or killing games, which makes them feel cool, playing those games. Some children feel okay to behave brutally in real life too (Kutner & Olson, 2008).

Phones and tablets became one of the obsessed items in their life. Most of them start using phones at their very young age.

It makes them more passive and unsocial. Moreover, they attached to their phone that, it has pessimist impact to them and their surroundings (Ozturk et al., 2009).

Anderson and Whitaker (2010) found out by online survey, he has collected results of children who use technology at night. Survey was made, on kids from four to eleven years age, it was online survey due to results; it showed that, thirty seven percent of the kids limited time of access in their gadgets. Furthermore, sixty-five percent of kids were having activated on their gadgets (Anderson & Whitaker, 2010).

Online survey results showed that, during sleeping moment of the children at night, results show users online, user age was between four and eleven. Sixty-

five percent was they online during the night. The rest of them were online but with less amount of time.

The survey questions related to age and technology type.

- How old are you?
- Why do you need smart gadgets?

Survey answer options

- A) To play Games
- B) Listen to music
- C) Watch movie
- D) To do assignment

Answers collected from users, age between four and eleven, most of them use gadgets to play games. Due to results, sixty-five percent of young users actively accessed to smart gadgets during the night. The rest of thirty five percent of the users were active for limited amount of time.

That young learners are too much into technology, mostly, they are interacted to it, which makes them lazier, such as search for things online, like definition of the words or translation, reading online, spending much time in front of the screen, and being silent and less social, less friendly.

Technology has become the easiest thing for learners to cheat or copy their test, assignment or quiz. Case study of Joseph University, twenty-three thousand learners been asked about educational behavior. Survey made in the university; purpose of the survey was to learn about if they should have education with innovation or not. Fifty one percent of the students have replied that, they have used their smartphones either Google, to check answers. Although not just checking answers online, there are using air pods to hear the answer, sending answers to each other by texting, taking photos of questions. By 2011 seventy-eight percent of teenagers got smartphones, and there is no such crime rule or policy about having smart phones in the school (Salmela et al., 2017).

Survey questions were about having smartphones in education or during lessons

- Do you have smart gadgets?

- Do you use them during the class?
- Is education better with innovation or without?

Survey Answer options

- A) Yes B) No

Survey answers prove that, 78 % percent of the students have smart gadgets such as phones and tablets. Moreover, some replied that, they need gadgets to be in touch with their lecturer. Some answered that, to do their assignments.

Most of the students have replied that, to search information during exam, they use internet to search answers of the questions for cheating during the exam. 51% of the students agreed that, it is better not to have an innovation in education, in the purpose of to concentrate and not cheating, to be fair for all students during the exam.

TV screens are very affective in people and kids' life today; it keeps them away from outdoor games and fresh air and spending massive time at home with TV has an impact on kid's speech knowledge and way of acting.

Processors and laptops are more like TV screens; it has pessimistic impact in tuition achievement, because of, less attentiveness. Absence of observation and derangement, poor developed speaking ability, imagination viewed in kids, the reason why, surplus of processor utilize Net's impact to children's life, not always positive. Some games are not age proper, and kids keep accessing and playing. Those are the reasons of violence and sexual flirting, being trusted online and risking on online friends (Mustafaoğlu et al., 2018)

3.5 Positive impact of Technology in Education

Akkaoyunlu (2002) made a research about past, present and future of innovational education in Turkey. He mentioned that, Turkey has taken serious technology in education since 1930s. Population and yearly students' numbers almost reach 13 million and 500.000 educators; it is only about elementary and secondary schools. 1950-1970 noticed the massive numbers of schools were utilizing innovation in education.

After 1998 schools were concentrated, focused more on technological education. End of 1960 some institutions began to utilize processors. Computers covered all school in education in Turkey in 1984 after Turkey Ministry of National Education has spent 600 million USD to purchase processors for schools in Turkey.

There was training for two hundred twenty-five educators for primary and secondary schools, including universities seven hundred fifty educators were prepared. Furthermore, eight hundred thousand computers connected to internet in 2001.

Asan (2003) collected data between teachers in Trabzon, Turkey in 2003, two hundred fifty-two educators in Trabzon from different schools participated. Survey made to know how many schools are using computers or technology in the school, from two hundred fifty-two educators; ninety four percent of them replied.

Forty percent of them responded that, they use processors in their education centers, and the rest sixty percent of them replied that, they do not use any type of technology in the schools.

Survey questions were related to technology education and using technology in the school.

- How often do you use technology?
- Which subjects need computers?
- Do you know how to use technology?

Survey answer options

Some educators replied that, they do have information about using computers but not in a perfect level. Some answered that, they do not know how to use technology and there was not any type of seminars or trainer to teach them about it.

Kvavik (2005) made an experience, collected few data in few universities about use of technology, to know use of technology is beneficial for their grades or not. He has collected answers from university students.

Survey questions were about, use of technology in education for students

- If lessons are better with innovation or it is not.
- What is the benefit of internet in the class?
- What is the benefit of computer in the study?
- How many hours do you use technology in education?

Survey Answers were

4374 seventy-four students have replied positively about having technology in education. Survey made in Colgate University, Drexel University, California University, San Diego and few other universities.

95% technology users replied that, technology is necessary for them to use Microsoft office program. 99% of them answered that, internet and technology is one of if the most important thing to keep in touch with their educators.

Colgate University students, thirty one percent of them replied that, it is better to have an innovation inside the class. Twenty six percent of students preferred not to have an innovation in the classroom. Therefore, the result of survey shows that, 4363 learners prefer to have a technology inside the class.

Although there are learners from different faculties, who prefer innovation in the classroom, and who want technology but with limited hours, and some replied that, who does not want innovation in any case in the classroom. Here is Engineering students 4.8% of them replied that, they do not want innovation in the class, 24.4% of them replied that they want it with limited hours, and 67.8% of them replied that, they prefer extensive technology. 94% students use technology to read online, although, 89.4% of the educators use innovation to grade learners, and 78.5% students use computers to upload their homework (Kvavik, 2005).

(Castronova and Wagner 2009) collected data about secondlife.com they have asked feedback from users, if they know about this program and would, they like to use it, they have collected data online from 13 different locations, and (2127) users gave positive feedbacks. Survey made online, questions were asked from users

Survey Question related to seconlife.com innovative program and educational game

- Rate the game
- What is your opinion about this game?
- Age between 4-11
- Age between 12-18

Survey answers were

2127 users gave feedback online. Many users found it, interesting and gave feedbacks, such as, possible to use it in education. Some suggested having audio feature, for users who cannot read.

(Kurt, 2010) has made a research about use of technology in education, and he has collected data from teachers about using technology in elementary schools, survey question were including, what kind of technology do you use in the classroom?

Options were, computers, laptops, internet, interactive white boards, DVD, VCR- Video -VCD, Television, Digital Camera, Fax, Projector, and Camcorder. Furthermore, answers were, never, a lot, sometimes, 86% teachers replied that they use VCR-Video – VCD in the classroom back in 2010 in elementary school in Turkey.

Survey Questions related use of technology inside the classroom

- What type of innovation do you use in the class?
 - 1) Internet
 - 2) interactive white boards
 - 3) DVD, VCR- Video -VCD, Television
 - 4) Digital Camera
 - 5) Fax
 - 6) Projector
 - 7) Camcorder.

Survey Answer Options

- A) never
- B) a lot
- C) sometimes

86% of the educators have replied that, they use Video CD Rom during the lesson back in 2010 in primary and secondary schools. 86% teachers replied that they use (Dipko, Billington and Brick 2012) made a survey about Secondlife.com responses to qualitative research in virtual worlds. Survey questions were like, are you satisfied or not, 78 % were satisfied in results , good or excellent or bad, therefore 85% replied excellent, survey questions were made online, and data results were collected online. Survey made online.

Survey Question about online players about secondlife.com

- Are you satisfied or not?
 - A) Good
 - B) Excellent
 - C) Bad

Survey answers were

Seventy eight percent of users replied that they are satisfied from the app of secondlife.com.

Eight five percent users ticked answer excellent.

One important project that allows students actively participate in a real-world research project is the Global Learning and Observations to Benefit the Environment (GLOBE) Program.

Begun in 1992 by Vice President Al Gore as an innovative way to aid the environment and help students learn science, the GLOBE Program currently links more than 3,800 schools around the world to scientists.

Thus, the GLOBE Program depends on students to help monitor the environment while educating them about it. Further, the students are motivated

to become more engaged in learning because they are aiding real scientific research—and their data collection has lasting value.

Survey was based on 62% of teachers using the GLOBE Program reported that they had students analyzes. Effects on learning conducted, surveyed GLOBE teachers said they view the program as very effective and indicated that the greatest student gains occurred in the areas of observational and measurement skills, ability to work in small groups, and technology skills (Roschelle. et al 2000).

The average Peabody Picture Vocabulary Test score of the 22 children for whom it was available was 116 (range: 92 to 160). This mean is approximately one standard deviation above the general population mean. Children designated as friends if two or more teachers reported them as consistent playmates. On the average, each child rated as having two friends from the sample of 27 (range: zero - 4).

Survey questionnaire designed for the study asked parents to indicate whether their child had prior exposure to computers, and preschool children 7 their children's curiosity concerning new objects, activities, adults, and children.

Sixteen questionnaires returned. Three mothers and three fathers used a computer at their job. Only two children reported as having had some exposure to computers, based on the questionnaire data and teacher reports.

An Apple II computer with 48k of memory, a single disk drive, and a standard keyboard was available in the children's classroom. The software used was a commercially produced diskette purchased from the Minnesota Educational Computing Consortium (Muller & Perlmutter, 1985).

4. EDUCATION WITH TECHNOLOGY OR WITHOUT TECHNOLOGY

We have seen the impact of the technology in education at workplaces, help of it to parents, to school educators. Moreover, benefit of it and impact of it in modern way, use of it, and the change of the innovation in education is very effective.

Current days in early age education, learners are showing highly effected education way the use of innovation in the classroom. Use of innovation is life change modern technology for early age learners; they do not use much textbooks, to do their homework. They will not use many papers to write and do their homework for getting grades, and those are old style education system. They can do their homework through tablets or phones, it saves your time too, teachers also do not need much time, top take homework papers home for grading and it is a lot easier now.

4.1 Education with Technology (Today)

Technology is marking papers itself. Educators do not need to waste their time to write reports or to prepare note slides for new themes, they can simply upload in the system, for learners able to study online, even though, if they can't come to school, while they got sick and can't join the class, they can still study online, and it is very helpful for disabled students, especially for those, who can't come to school daily, and having difficulty to join the class with wheel chairs, or deaf students, and mute, they are still able to study and graduate. Somehow, educators, learners, and some parents are thankful to innovation for making their life easier, for having better effect of the technology for their children's life and their own (Siddiqui & Singh, 2016).

4.2 Education without technology (In the Past)

In the past depicts a universities and schools. The scene is easily recognizable because of its parallels to the modern day. The teacher lectures from a podium at the front of the room while the students sit in rows and listen. Some of the students have books open in front of them and appear to be following along. A few looks bored. Some are talking to their neighbors. One appears to be sleeping. Although, when computers were invented and introduced in schools, students were able to learn those basic technics about information technology in the past. They were not able to use technology in the classroom and after standard four; students start to take the information technology lessons. They did not have yet Interactive white board to learn visual. They were not able to learn about the items they had in 3D. Many trees used to make papers and textbooks, so many notebooks used to study and write about themes they have learnt. Despite the general sense that the computer revolution of the last decade has had a major impact in schools, the nature of this impact seems to be limited to access and information retrieval rather than improved teaching methods or revitalized school and classroom structures (Hativa & Lesgold, 1996).

4.3 The Pros of Having Technology in Education

Having innovation inside the class lets you to investigate in teaching instruction. Innovation permits to study actively. It helps educators to create a quiz online. Educators can follow attendance and activeness of the learners, by checking the quiz answers.

Teachers can motivate their students to be more engaged to the class. It also helps to improve participation of learners who is not motivated to participate daily. Technology allows learners to comment and give their feedback about their projects.

System helps students to stay engaged, educators can give participation marks, assignment assessments, to follow their assignments and give them feedback to guide them. Having innovation in the classroom is fun and affective. Some educators use innovation for competition by giving assessments in the classrooms.

There are different methods of using technology in the class, for creating, designing, even for story time; it is more fun and stirring for children. Innovation helps to teach not just read and memorize but, helps students to play games, solve puzzles, complete passwords, to keep learners engaged. Educators can check the performance and keep students updated about coursework. Technology is helpful to save time and not to waste for completing school tasks for educators and learners at the same time.

Therefore, having the innovation in the class helps learners to reach latest upload that increases their studying incident. Having technological knowledge is solitary experiment. Students can create their presentation slides and share with other students. They share the resources they have found (Kemp et al., 2014)

4.4 The cons of having technology in the Classroom

Having innovation in the classroom might be interruption. Some learners especially in early age classes may have difficulty to focus in the theme. Technology surrounded the class. Some educators also agree on the part of technology disturbs some learners from learning. It interrupts them to concentrate on the theme. Some lecturer's gives negative feedback about having digital gadgets in the class; they have mentioned that, during the class, while teaching. During presentation, their screen light distracts the presenter. Innovation may detach learners from their surroundings.

Innovation may be the reason of cheating during completing assignments. Learners can copy from the internet, in presentation or assignments. Furthermore, they cannot be achievable in the future tasks. Sadly, innovation is not same for all students, some are able to buy tablets, and some other can't.

Screen slides make learners lazy, while you ask them to write down; they prefer to take a picture. Technology cannot replace teacher, it is just a tool, and equipment, and it helps to make easier things between educator and learner (Simonson, Zvacek & Smaldino, 2019)

5. CULMINATION

Experimental results-oriented the field of observation related to evidence on writing evaluation together with quantitative education. Inside mostly selected preschools such as kindergartens, primary and senior grades enlarged comprehension information regarding contemporary condition. Technology is one of the most important tools is today in our education. For our new generation, technology has good effect, more than negative, it more than a simple smartphone, with smartphones, they are able to do so many things, such as if they want to be a photographer, they may start practicing taking photos and edit them, learn how to edit filters, etc. There are so many other apps for professions and other hobbies and educational. The other technology in the class for safety of kids, parents, and teacher's security cameras in the class and these days' parents can connect to the camera of the classroom and observe their kids from home or workplace, simply by using their smartphones or computers. As mentioned above and seen in many places, inventing innovation was not the main reason to attract young generation. It invented for them to understand and save time, and to save useful items and to get rid of harmful ones. Such as mentioned above, producing books, the reason of decreasing trees, to apply an assignment, and waiting for the teacher, while teacher is in the meeting, it is waste of time, while you can submit it online by uploading it in your portal.

Technological innovation will never replace an educator, but it helps them to organize and improve programs, which is useful for educators and learners also family members at the same time. Innovation is useful not to complicate the course; it can show many more details until the user got a satisfying answer for his or her question. From personal experience of the researcher, while we do not understand while lecturer taught us in the class during microeconomic class, we ask help from innovation indeed, there are options, samples, online books, pictures, videos, even an educator who we can get connect through net. It can help us to understand better (Dooly & Sadler, 2016).

There is a quiz for instance, and results of the quiz are out, a student is not satisfied with his results, cannot blame the educator, the reason computers check why these days quiz. In conclusion, this research underlines the potential use of technology for youth generation and children specifically in studying needs.

Technology focused on designing curricula for early children who is directed at improving children's foundational learning skills using advanced technology. For instance, the rules of using technology in elementary schools are made, for the implementation, different factors like affordable budget, and the willingness of faculty members to change, use and effectiveness of change play an important role. Therefore, different managing mechanism for technology abuse must be clear, perfect, and appropriate technology.

Nowadays, knowledge from the case study shows that it is set aside also broadcasted within thermionic configuration like attainable statistics memory board implements, besides like Net web based. There two types of knowledge, which is "Comprehensive" also "Structural". The observation shows the other side for structure found it at broadening to put down details, while it can sleet than inspecting textbook and paying attention to the educator. Structural fragment about instruction underrated of interest from a particular instruction.

Today's classes are the latest upgraded type, as referred which switches at each sphere and influence, surrounding about instruction also responses that possible to educate, besides that is switched. Education academies have to pay attention on details about young learners which is not similar to foregoing engendering, while training technique is differentiated escorted by current young learners can be collated accompanied by learners of were living with movable phones or processors including apps, immediate typing operating system, policies, while it is able to demonstrate about itself (Kim & Smith, 2017).

5.1 Discussion

Above we have talked about impact of technology in different countries. And effective methods in different countries, about how often or what type of technologies they use, in which age is more effective, which age need to use it

more, positive sides of it, negative sides of technology. Today's impact or role of technology plays the main role in the classrooms, in the universities, in the primary school, high or preschools.

Technology is developing day by day, and most children and parents agree or support ideas of technological classes or online lessons, but we can still face people, parents who do not support ideas about technology in the classroom. Some prefer traditional tuition, but as we know, innovation became our daily necessity. Therefore, our young generation must learn how to use technology to save time, it is better if they know how to educate themselves. In addition, get better information of knowledge from the innovative technology, and it is better if they learn from young age. It is limited hour's lessons; there are no negative sides of technological tuition for kids. While kids are interested and having enjoyable moment while studying, it is the best way to study and learn, while they can be social and share ideas.

They can perform and utilize easy; we face innovation everywhere and every day in our life. If some parents try to avoid technology and do not let their kids to utilize the kids, when they start using, they will not know, in what purpose and how to use it. While they have limit, they will be desperate to use it, when they do it, they cannot control themselves. Not be in touch with it, parents shall be supporting ideas of trying innovations, so far, they are in our daily life's necessity (Kurt, 2010).

Young learners of today, a way smarter than before, technological tuition changed generation away faster; children are very smart at their very young age. They are able to key in any type of smartphones; even if you have tried to give any type gadget to an infant, he will look for the button to turn it on. He will automatically stay pressing everywhere and stare at the screen if there is light if it is on yet. Furthermore, preschool students are able to do their homework through technical devices, such as mentioned above Razkids, kids who cannot read, listen to the audio version, and record your voice by explaining the story what have read or heard. Students are feeling motivated while we check their homework inside the classroom, it motivates them, they also can design their avatar, can add sunglasses or hat or mustache. Students can do their homework online, at the same time, they are taking robotic tech classes, today is all about

innovation, and most parents are supportive about technical education at least 96 percent out of 100 percent (Meyers, Nathan & Stepaniuk, 2017).

The reason why, it is important today for young learners, for educators and family members at the same time, gadgets will never replace. Trainers, or human, they were designed, created, to make our life easier, to have a comfortable, easy and smarter life. There are so many samples of that; there are online cameras, which connected to your smartphones.

Parents should not ask, about the day of their children in the school, while parents, easily can observe their kids, anywhere, at work, at home, even outside of the country, through their phone by downloading the app. This helps them to feel safe, to trust, in such case of situations, prove and attendance at the same time, about health condition, and including child's day.

While it is not necessary to talk on the phone for hours. Then later to complain, no I have said it on the phone, while we talked last week, there is system, for educators, timetable for parents meeting, for announcements and weekly report of the child and the programs of the school. Before parents were complaining that they could not have enough information cause of lack of the language or time, that they work and busy, now cause of innovative and creative facilities they cannot say it. Even though lessons, like, preschool kids, age of two years, cannot draw, so we print that they could color.

5.2 Future expectations of the technology in education

Expectation from future technology is having more benefits from technology in our daily life. Such as Drones for firefighters, to make their job faster, drone can fly and blow water from the up and all around, although with its camera, firefighters able to see where is still burning. Furthermore, expectation for medical assistance, to diagnose correct and fast, to show first aid by technology. So far as we mentioned above, researcher did not find much negative resources about having innovation in early age or in the classroom, or in their life. It is important because today technology is not what we have to learn but innovation is part of our life it is our necessity,

Use the innovation facility through your smart phone, grocery shopping, which is online, outfit shopping through e-buy, calls, being in touch with relatives abroad, doing your homework, educators do not need to write hundred pages of reports about their daily activities and programs.

They are using innovation to make their reports and daily, weekly plans, they do not need to call parents, while they can use the app to be in touch and make an announcement for all parents. Accounters do not need calculators and hours to make their calculations, there are programs made for calculations which calculates daily, weekly, monthly even yearly expenses or profits, guards do not need to keep walking around the building what they guard.

Innovation level permits us to do business around the world, buy and sell online. Wherever and whomever you want to, tourism, latest modern of airplanes, connected to technology, while you can observe your flying mode in the map. Everything is innovation today, why not to learn it from early age, we must start learning about it as early we can, so we could catch up the latest version, before it is late.

Researcher supports the idea of innovation in the classroom, and studying it from early age, researcher sees innovation as positive useful for kids and their life. Young learners get only useful tuition from innovation, indeed under controlled hours, depending on their age; in researcher opinion, all preschools around the world must start innovational education for their students. In the future expected more modern type of technologies; furthermore, in all type of jobs, there will be innovation, moreover in the elementary, in primary, in secondary, high school and university life. Everywhere you go, will request innovation knowledge, which is the reason to learn it in the early age.

Last type of virtual innovations, procedure continues to enlarge. It keeps gathering our physical lifestyle, teachers must have an innovation activities during their training lessons, does not matter what teacher, can be math, biology, chemistry, foreign language, technology have to be part of the program while teaching with procedure about using it, so learners would be always to understand and use it in their classroom themselves for their own presentation. So far, learning about new innovations and adopting them is not being that difficult for our new young generations.

So far, it is necessity of the lifestyle, and understanding it is becoming the normal daily need. Moreover, instructors must be prepared for lesson with innovation, their lessons plans always must include innovation activity such memory game, or flashcard game, etc (Saini, 2016).



REFERENCES

- Akkoyunlu, B.** (2002). Educational technology in Turkey: Past, present and future. *Educational Media International*, 39(2), 165-174
- Alhamad, A. & Alhammadi, R.** (2018). Students' perception of E-library system at Fujairah University. In *International Conference on Remote Engineering and Virtual Instrumentation* (pp. 659-670). Springer, Cham.
- Anderson, S. & Whitaker, R.** (2010). Household routines and obesity in US preschool-aged children. *Pediatrics*, 125(3), 420-428.
- Asan, A.** (2003). Computer technology awareness by elementary school teachers: A case study from Turkey. *Journal of Information Technology Education: Research*, 2, 153-164.
- Axford, C., Joosten, A. V. & Harris, C.** (2018). iPad applications that required a range of motor skills promoted motor coordination in children commencing primary school. *Australian Occupational Therapy Journal*, 65(2), 146-155.
- Bell, M. Castronova, E. & Wagner, G.** (2009). Surveying the Virtual World - A Large Scale Survey in Second Life Using the Virtual Data Collection Interface (VDCI).
- Brown, R., Geider, S., Primrose, A. & Jokinen, N. S.** (2011). Family life and the impact of previous and present residential and day care support for children with major cognitive and behavioural challenges: a dilemma for services and policy. *Journal of intellectual disability research*, 55(9), 904-917
- Campbell, M. L., & Mechling, L. C.** (2009). Small group computer-assisted instruction with SMART board technology: An investigation of observational and incidental learning of nontarget information. *Remedial and Special Education*, 30(1), 47-57.
- Deutschmann, M., Steinvall, A. & Lagerström, A.** (2011). Gender-bending in virtual space: Using voice-morphing in Second Life to raise sociolinguistic gender awareness. In *V-lang International Conference*, Warsaw, 17th November 2011 (pp. 54-61). Warsaw Academy of Computer Science, Management And Administration.
- Dipko, S., Billington, C. & Brick, P.** (2012). The Effect of Mode on Participant Responses to Qualitative Research in Virtual Worlds.
- Earle, R.** (2002). The integration of instructional technology into public education: Promises and challenges. *Educational Technology-Saddle Brook Then Englewood Cliffs Nj-*, 42(1), 5-13.
- Ernst, J. & Moye, J.** (2013). Social Adjustment of At-Risk Technology Education Students. *Journal of Technology Education*, 24(2), 2-13.
- Flanagan, S., Bouck, E. & Richardson, J.** (2013). Middle school special education teachers' perceptions and use of assistive technology in literacy instruction. *Assistive Technology*, 25(1), 24-30.

- Harris, A. & Rea, A.** (2019). Web 2.0 and virtual world technologies: A growing impact on IS education. *Journal of Information Systems Education*, 20(2), 3.
- Hasanova, D. & Shadieva, T.** (2008). Implementing communicative language teaching in Uzbekistan. *TESOL quarterly*, 42(1), 138-143.
- Akkoyunlu, B.** (2002). Educational technology in Turkey: Past, present and future. *Educational Media International*, 39(2), 165-174
- Alhamad, A. & Alhammadi, R.** (2018). Students' perception of E-library system at Fujairah University. In *International Conference on Remote Engineering and Virtual Instrumentation* (pp. 659-670). Springer, Cham.
- Anderson, S. & Whitaker, R.** (2010). Household routines and obesity in US preschool-aged children. *Pediatrics*, 125(3), 420-428.
- Asan, A.** (2003). Computer technology awareness by elementary school teachers: A case study from Turkey. *Journal of Information Technology Education: Research*, 2, 153-164.
- Axford, C., Joosten, A. V. & Harris, C.** (2018). iPad applications that required a range of motor skills promoted motor coordination in children commencing primary school. *Australian Occupational Therapy Journal*, 65(2), 146-155.
- Bell, M. Castronova, E. & Wagner, G.** (2009). Surveying the Virtual World - A Large Scale Survey in Second Life Using the Virtual Data Collection Interface (VDCI).
- Brown, R., Geider, S., Primrose, A. & Jokinen, N. S.** (2011). Family life and the impact of previous and present residential and day care support for children with major cognitive and behavioural challenges: a dilemma for services and policy. *Journal of intellectual disability research*, 55(9), 904-917
- Campbell, M. L., & Mechling, L. C.** (2009). Small group computer-assisted instruction with SMART board technology: An investigation of observational and incidental learning of nontarget information. *Remedial and Special Education*, 30(1), 47-57.
- Deutschmann, M., Steinvall, A. & Lagerström, A.** (2011). Gender-bending in virtual space: Using voice-morphing in Second Life to raise sociolinguistic gender awareness. In *V-lang International Conference*, Warsaw, 17th November 2011 (pp. 54-61). Warsaw Academy of Computer Science, Management And Administration.
- Dipko, S., Billington, C. & Brick, P.** (2012). The Effect of Mode on Participant Responses to Qualitative Research in Virtual Worlds.
- Earle, R.** (2002). The integration of instructional technology into public education: Promises and challenges. *Educational Technology-Saddle Brook Then Englewood Cliffs Nj-*, 42(1), 5-13.
- Ernst, J. & Moye, J.** (2013). Social Adjustment of At-Risk Technology Education Students. *Journal of Technology Education*, 24(2), 2-13.
- Flanagan, S., Bouck, E. & Richardson, J.** (2013). Middle school special education teachers' perceptions and use of assistive technology in literacy instruction. *Assistive Technology*, 25(1), 24-30.
- Harris, A. & Rea, A.** (2019). Web 2.0 and virtual world technologies: A growing impact on IS education. *Journal of Information Systems Education*, 20(2), 3.

- Hasanova, D. & Shadieva, T.** (2008). Implementing communicative language teaching in Uzbekistan. *TESOL quarterly*, 42(1), 138-143.
- Hativa, N., & Lesgold, A.** (1996). Situational effects in classroom technology implementations: Unfulfilled expectations and unexpected outcomes (pp. 131-171). *Technology and the Future of Schooling. Ninety-fifth Yearbook of the National Society for the Study of Education. Part II*, Chicago, IL: National Society for the Study of Education.
- Kemp, A., Preston, J., Page, C., Harper, R., Dillard, B., Flynn, J. & Yamaguchi, M.** (2014). Technology and teaching: A conversation among faculty regarding the pros and cons of technology. *Qualitative Report*, 19, 6.
- Kim, Y., & Smith, D.** (2017). Pedagogical and technological augmentation of mobile learning for young children interactive learning environments. *Interactive Learning Environments*, 25(1), 4-16.
- Kolko, B., Wei, C. & Spyridakis, J.** (2003). Internet use in Uzbekistan: Developing a methodology for tracking information technology implementation success. *Information Technologies & International Development*, 1(2), pp 1.
- Kurt, S.** (2010). Technology use in elementary education in Turkey: A case study. *New Horizons In Education*, 58(1), 65-76.
- Kutner, L. & Olson, C.** (2008). *Grand theft childhood: The surprising truth about violent video games and what parents can do.* Simon and Schuster.
- Kvavik, R.** (2005). Convenience, communications, and control: How students use technology. *Educating the next generation*, 1, 7-1.
- McCarrick, K., & Li, X.** (2007). The impact of computer use on young children's social, cognitive, language development and motivation. *AACE Journal*
- Meyers, E., Nathan, L. & Stepaniuk, C.** (2017). Children in the cloud: Literacy groupware and the practice of reading. *First Monday*, 22(2).
- Muller, A. A., & Perlmutter, M.** (1985). Preschool children's problem-solving interactions at computers and jigsaw puzzles. *Journal of Applied Developmental Psychology*, 6(2-3), 173-186.
- Mustafaoğlu, R., Zirek, E., Yasacı, Z. & Razak Özdiñçler, A.** (2018). The negative effects of digital technology usage on children's development and health. *Addicta: The Turkish Journal on Addictions*, 5(2), 13-21.
- Norris, D. & Lefrere, P.** (2011). Transformation through expeditionary change using online learning and competence-building technologies. *Research in Learning Technology*, 19(1), 61-72.
- Roschelle, J. M., Pea, R. D., Hoadley, C. M., Gordin, D. N., & Means, B. M.** (2000). Changing How and What Children Learn In School With Computer-Based Technologies. *The Future of Children*, 76-101.
- Saini, H.** (2016). Li-Fi (Light Fidelity)-The future technology In Wireless communication. *J. Comput. Appl*, 7(1), 13-15.
- Sapparovich, K.** (2019). Some Problems and their Solutions of Distance Learning in the Development of competence of teachers. *European. Journal of Research and Reflection in Educational Sciences Vol*, 7(4).
- Salmela-Aro, K., Upadyaya, K., Hakkarainen, K., Lonka, K., & Alho, K.** (2017). The dark side of internet use: Two longitudinal studies of excessive internet use, depressive symptoms, school burnout and engagement among Finnish early and late adolescents. *Journal of Youth and Adolescence*, 46(2), 343-357.
- Schacter, J.** (1999). *The Impact of Education Technology on Student Achievement.*

- Schmidt, D. A., Baran, E., Thompson, A. D., Mishra, P., Koehler, M. J., & Shin, T. S.,** (2009). Technological pedagogical content knowledge (TPACK) the development and validation of an assessment instrument for preservice teachers. *Journal of Research On Technology In Education*, 42(2), 123-149.
- Siddiqui, S. & Singh, T.** (2016). Social media its impact with positive and negative aspects. *International Journal Of Computer Applications Technology And Research*, 5(2), 71-75.
- Simonson, M.** (2009). *The process of education*. Harvard University Press.
- Bruner, J., Zvacek, S. M., & Smaldino, S. 2019. *Teaching and Learning at a Distance: Foundations of Distance Education 7th Edition*.
- Swinnerton, B. Morris, N. Hotchkiss, S. & Pickering, J.** (2017). The integration of an anatomy massive open online course (MOOC) into a medical anatomy curriculum. *Anatomical Sciences Education*, 10(1), 53-67.
- Tuncer, C. & Simsek, I.** (2015). The use of 3d virtual learning environments in training foreign language pre-service teachers. *Turkish Online Journal Of Distance Education*, 16(4), 114-124.
- ativa, N., & Lesgold, A.** (1996). Situational effects in classroom technology implementations: Unfulfilled expectations and unexpected outcomes (pp. 131-171). *Technology and the Future of Schooling. Ninety-fifth Yearbook of the National Society for the Study of Education. Part II, Chicago, IL: National Society for the Study of Education.*
- Kemp, A., Preston, J., Page, C., Harper, R., Dillard, B., Flynn, J. & Yamaguchi, M.** (2014). Technology and teaching: A conversation among faculty regarding the pros and cons of technology. *Qualitative Report*, 19, 6.
- Kim, Y., & Smith, D.** (2017). Pedagogical and technological augmentation of mobile learning for young children interactive learning environments. *Interactive Learning Environments*, 25(1), 4-16.
- Kolko, B., Wei, C. & Spyridakis, J.** (2003). Internet use in Uzbekistan: Developing a methodology for tracking information technology implementation success. *Information Technologies & International Development*, 1(2), pp 1.
- Kurt, S.** (2010). Technology use in elementary education in Turkey: A case study. *New Horizons In Education*, 58(1), 65-76.
- Kutner, L. & Olson, C.** (2008). *Grand theft childhood: The surprising truth about violent video games and what parents can do*. Simon and Schuster.
- Kvavik, R.** (2005). Convenience, communications, and control: How students use technology. *Educating the next generation*, 1, 7-1.
- McCarrick, K., & Li, X.** (2007). The impact of computer use on young children's social, cognitive, language development and motivation. *AACE Journal*
- Meyers, E., Nathan, L. & Stepaniuk, C.** (2017). Children in the cloud: Literacy groupware and the practice of reading. *First Monday*, 22(2).
- Muller, A. A., & Perlmutter, M.** (1985). Preschool children's problem-solving interactions at computers and jigsaw puzzles. *Journal of Applied Developmental Psychology*, 6(2-3), 173-186.
- Mustafaoğlu, R., Zirek, E., Yasacı, Z. & Razak Özdiñçler, A.** (2018). The negative effects of digital technology usage on children's development and health. *Addicta: The Turkish Journal on Addictions*, 5(2), 13-21.

- Norris, D. & Lefrere, P.** (2011). Transformation through expeditionary change using online learning and competence-building technologies. *Research in Learning Technology*, 19(1), 61-72.
- Roschelle, J. M., Pea, R. D., Hoadley, C. M., Gordin, D. N., & Means, B. M.** (2000). Changing How and What Children Learn In School With Computer-Based Technologies. *The Future of Children*, 76-101.
- Saini, H.** (2016). Li-Fi (Light Fidelity)-The future technology In *Wireless communication. J. Comput. Appl*, 7(1), 13-15.
- Sapparovich, K.** (2019). Some Problems and their Solutions of Distance Learning in the Development of competence of teachers. *European. Journal of Research and Reflection in Educational Sciences Vol*, 7(4).
- Salmela-Aro, K., Upadyaya, K., Hakkarainen, K., Lonka, K., & Alho, K.** (2017). The dark side of internet use: Two longitudinal studies of excessive internet use, depressive symptoms, school burnout and engagement among Finnish early and late adolescents. *Journal of Youth and Adolescence*, 46(2), 343-357.
- Schacter, J.** (1999). *The Impact of Education Technology on Student Achievement*.
- Schmidt, D. A., Baran, E., Thompson, A. D., Mishra, P., Koehler, M. J., & Shin, T. S.,** (2009). Technological pedagogical content knowledge (TPACK) the development and validation of an assessment instrument for preservice teachers. *Journal of Research On Technology In Education*, 42(2), 123-149.
- Siddiqui, S. & Singh, T.** (2016). Social media its impact with positive and negative aspects. *International Journal Of Computer Applications Technology And Research*, 5(2), 71-75.
- Simonson, M.** (2009). *The process of education*. Harvard University Press.
- Bruner, J., Zvacek, S. M., & Smaldino, S. 2019. *Teaching and Learning at a Distance: Foundations of Distance Education 7th Edition*.
- Swinnerton, B. Morris, N. Hotchkiss, S. & Pickering, J.** (2017). The integration of an anatomy massive open online course (MOOC) into a medical anatomy curriculum. *Anatomical Sciences Education*, 10(1), 53-67.
- Tuncer, C. & Simsek, I.** (2015). The use of 3d virtual learning environments in training foreign language pre-service teachers. *Turkish Online Journal Of Distance Education*, 16(4), 114-124.

RESUME

NIGINA FUZAYLOVA

Niginafuzaylova@gmail.com

Address: Yenidogan Mahalle, Mine sokak, No 29 Istanbul
Turkey

Personal data:

Nationality: Tadjik/Uzbek

Sex: Female

Marital status: Single

Date of birth: 15/11/1992

Place of birth: Bukhara. Uzbekistan

Educational Background:

(Masters) (degree) in Business Administration Management with Thesis in Istanbul Aydin University. Turkey Istanbul (2017 September- 2020 March)

(Bachelor) (hons) in Tourism Management (Degree) Limkokwing University of Creative Technology, (2012-2015) Malaysia Kuala Lumpur.

Hamza High School (2009-2011)Uzbekistan,Bukhara
Hamza17-high school (1998-2007) Uzbekistan,Bukhara

Certificates TESOL, THESIS, ARTICLE (Impact of technology in education in early age in Turkey and Uzbekistan.

Professional Background:

Worked as assistant manager in Fox Tailor,Company Putrajaya Malaysia (2012 Mar-Sep) (Job description: Administration office clerck, to key in customers details in electronic file in the computer and customer service.)

Worked as junior manager in Aldiuf Al-arabiya.(Nov 2013-Jul 2014) Malaysia Kuala Lumpur (Job description: Ticketing, booking, reserving, airline tickets, hotels, Organizing trips for tourists, visa application, administration and tourism operations)

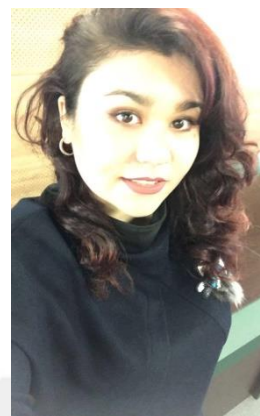
Worked as operation manager in advertising online, in AL-AQSA Group SDN.BHD (2014-2015) Malaysia Kuala Lumpur. (Job description Translating and online marketing operations, online customer service.)

Worked as sales manager in MAKAN LAH LIMKOKWING University Malaysia, Kuala Lumpur (Job description: Managing food and beverage, organizing goods, accounting, sale management.)

Worked as senior manager in KANOM HOLDINGS (2015) Malaysia,Kuala Lumpur (Job description, managing the company operations, like: daily income and expenses, organizing tours and packages, ticketing, accounting, managing.)

Worked in Summer Holiday as an English teacher, Level 1,2,3 (2015) Malaysia Kuala Lumpur (Job description: travel and learn, travel and teach program, age from 10 to 30 years, level of English is 1, 2, 3 Business English.)

Worked as marketing manager at Erurk Plastik 2016 Turkey, Istanbul (Job description: Sale executive manager, online customer service, information of the product, arrange meetings, attending exhibitions, 2016 Tuyab Istanbul Truck and Tool equipment exhibition Tuyap Beylikduzu, Istanbul, Turkey 2016 March 17.



Worked in Edora Group as an English teacher. Business English, 2016 Turkey, Istanbul. (Job description: Business english, Book FACE2FACE) CAMBRIDGE Level: A1, A2. Author Chris Redston and Gillie Cunningham.

Worked as an English teacher in Ayrılık Cesme, Acibadem, kosuyolu 2016-2017 Academic year. Turkey, Istanbul. (Job description, nursery songs, daily programs, circle time and puzzle games, age from 1 to 6 years. Sing and learn, play and learn program.)

Worked as an English Instructor in EKOKIDS preschool age 2 to age 5 groups, 2017-2018 Academic years. Bahcesehir, Istanbul, Turkey. (Job description: Teaching. Parents meeting, Books: SUPER SAFARI Activity Book, CAMBRIDGE, BRITISH ENGLISH, by Herbert Ouchta, Gunter Gengross, Peter Lewis-Jones, Book Mouse and ME OXFORD by Jennifer Dobson.

Worked in as an ELT Language consultant American International Kids Academy age 5, 6 preparation classes. (2018-2019) Academic year. Bahcesehir, Istanbul, Turkey. (Job description: Teaching, Training teachers, preparing lessons and weekly plans, monthly bulletins and yearly themes. Parents meeting, "First AID" in emergency situation, class decoration, preparing daily, weekly, monthly plan, preparing games, crafts and activities, preparing portfolio decoration, and portfolio questionnaire, managing celebrations such as: 100 day of the school, Mothers' Day, Graduation day, English morning, Talk shows, Parents meeting and etc. Book (Cheeky Monkey and flashcard of Cheeky Monkey) Online Books RazKIDS, Secondlife following the program themes made by school, such as: Planets, Internal organs, weekly, monthly, programs and activities.)

Worked as English Classroom Senior teacher in Brightkids International preschool in Feneryolu. (2019-2020) Academic years. Bagdat caddesi feneryolu Asian side (Job Description, responsible for class management, parents meeting, Children learning development, sensory and fine skills development observation. "First Aid" when needed. Responsible for programming the lessons and weekly, daily, yearly plans.

Knowledge of Language:

- | | |
|----------------------------------|------------------|
| 1)English- Fluent | 4)Tajik - Native |
| 2)Russian-Second mother language | 5)Uzbek- Native |
| 3)Turkish-Fluent | 6)Persian- Good |

Skills Areas of Expertise;

- | | |
|--------------------------------|------------------------------------|
| Leadership-excellent | Teaching skills –excellent |
| Communication Skills-excellent | Class management skills –Excellent |
| Consulting Skills-excellent | Managing skills –excellent |

Computer Programming skills:

Office package: Microsoft Word, Microsoft Excel, Microsoft Power Point, Outlook Express.

Operating system: Window XP. Software programs: Adobe Flash.

Hobbies: Travelling, teaching, linguistic interests, climbing, tennis, swimming.

References will be provided...