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The Role of Internet Technologies in Science and Education

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ABSTRACT: In this article, we provide information on the role and importance of Internet Technologies in education and science. In particular, we demonstrated the advantages of Internet Technology in the field of education and some useful features.

KEYWORD: Internet Technologies, communication, ICT, individualization, community,software, information driven education, commercialization, privatization

Since the emergence of the net, it's become a very important medium of communication moreover as a search and leisure tool. the explanation is that it provides many opportunities to several people round the world in many various ways. s. Not only the net, but the opposite new digital technologies also took their places within the everyday life. The wide access to those technologies improves people's lives and provides great opportunities. People have began to access any kind of information easily on the net and also use it for social, educational and entertainment purposes. Basically, the net offers two main benefits which are communication and data (Warren et. al., 1998).

With the event of data technologies we observe more and more possibilities for their use in education. There's a brand new direction of activity of the teacher - the event of data technology training, software and methodical training complexes.

Programmed educational material could be a series of relatively small portions of coaching information (frames files steps) supplied to some logical sequence. Relatively unaccustomed the education system is that the use of case-technology, understood as a type of distance learning technology supported the utilization of sets (cases), text, audiovisual and multimedia teaching materials and listing for self-study by students within the organization of standard consultations in-tutors teachers traditional or remotely.

When using computer and telecommunication networks actively used technology case for group and individual consultations, conferences, correspondence and supply trainees learning information from electronic libraries, databases and electronic management systems. The introduction of technology within the learning process creates conditions for the intensification of the academic process. Using technology makes changes to the objectives and content of coaching, new methods and organizational types of training.

New information technologies in education generally and in education, the teacher will be applied in many stages of the academic process. Teacher can change and expand this list in accordance with its business. during this paper we'll discuss the most information technology, they'll be shown the

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benefits of using them within the learning process [S. L. Lobachyov of «Basis of development of electronic educational resources» of INTUIT 2013].

This active and application of acquired knowledge for the broader goals - the first task for the teacher and for the student. to this must be universally implement technology in educational institutions, but also to integrate ICT with a true educational process.

In some ways, it's difficult to debate any aspect of up to date society without considering the net. Many people's lives are saturated so thoroughly with digital technology that the once obvious distinction between either being online or offline now fails to try and do justice to a situation where the net is implicitly always on. Indeed, it's often observed that younger generations are unable to speak about the net as a discrete entity. Instead, online practices are a part of young people's lives since birth and, very similar to oxygen, water, or electricity, are assumed to be a basic condition of recent life. As Donald Tapscott (2009, 20) put it, "to them, technology is just like the air." Thus, in some ways, talking about the net and education simply means talking about contemporary education. the net is already an integral element of education in (over)developed nations, and that we may be certain that its worldwide educational significance will still increase throughout this decade.

That said, the tutorial impact of the net isn't straightforward. At a rudimentary level, it's important to recollect that run over half the world's population has no direct experience of using the net in any respect. While this can be likely to vary with the worldwide expansion of mobile telephony, the difficulty of unequal access to the foremost enabling and empowering types of Internet use remains a significant concern. Moreover because the continued dominance of traditional types of classroom instruction and paper-and-pencil examinations suggest the tutorial changes being experienced within the Internet age are complex and infrequently compromised. In addressing the subject of "the Internet and education" we therefore have to proceed with caution.

The Internet prompts a variety of ideological questions (rather than purely technical answers) about the character of education within the near future.

1.The Internet and also the increased individualization of education.

First, is that the way during which Internet-based education promotes an implicit individualization of practice and action. The net is well known by many educationalists as increasing the responsibility of people in terms of constructing choices with regards to education, also as managing the implications of their choice. All the types of Internet education outlined during this chapter demand increased levels of self-dependence on the a part of the individual, with educational success dependent totally on the individual's ability to self-direct their ongoing engagement with learning through various preferred means. Of course, this can be usually assumed to figure in favor of the individual and to the detriment of formal institutions. Yet, the concept of the self-responsibilized, self-determining learner is predicated upon an unrealistic assumption that each one individuals have a capacity to act in an agentic, empowered fashion throughout the course of their day-to-day lives. In Bauman's (2001) terms, the successful online learner is someone able to act as an empowered individual de facto instead of a private de jure (i.e., someone who simply has individualism done to them). Of course, only a privileged minority of individuals are able to act during a largely empowered fashion. per se this individualization of action ends up in education becoming a section of increased risk also as opportunity. These issues raise variety of important questions. for example, just how equal are individuals in having the ability to create the tutorial choices that the net actually offers? How are the apparent educational freedoms of the net leading to enhanced unfreedoms (such because the intensification and extension of educational work into domestic settings)? To what extent are personalized types of Internet education simply facilitating the mass customization of homogenous

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educational services and content? What's the character of the collective types of Internet-based education?

2. The net and also the growth of information driven education

Another significant issue associated with the increased educational significance of the net is that the ways within which online data and knowledge are now defining, further as describing, social life. The net has certainly extended the importance of databases, data processing, analytics, and algorithms, with organizations and institutions functioning increasingly through the continuing collection, aggregation, and (re)analysis of information. Crucially, the net allows this data work to require place on a mass, aggregated scale. We are now seen to be living in an era of huge Data where computerized systems are making available "massive quantities of knowledge produced by and about people, things, and their interactions" (Boyd and Crawford 2012, 662).

The collection and analysis of online data is now a key aspect of how actions are structured and decisions are made in many areas of education. Now, for instance, masses of online data are being generated, collected, and collated as a results of the Internet-based activities that occur within educational institutions starting from in-house monitoring of system conditions to the general public collection of information at local, state, and federal levels. These data are used for a range of purposes including internal course administration, target setting, performance management, and student tracking. Similar processes and practices exist in terms of use of information across educational systems from student databases to performance league tables. There are, of course, many potential advantages to the heightened significance of online data. There has been much recent enthusiasm for the potential of learning analytics i.e., "the measurement, collection, analysis and reporting of information about learners and their contexts, for purposes of understanding and optimizing learning and also the environments within which it occurs" (Siemens et al. 2011, 4). Similarly, there's growing discussion of educational data processing and academic analytics. All of those uses of digital data are seen to guide to more efficient and transparent educational processes, further as supporting individuals to self-monitor and self-diagnose their learning (Eynon 2013).

Yet, there's a transparent need for caution amidst these potential advantages—not least how the increased prevalence of online data in education is implicated within the shaping of what people can and can't do. for instance, how are individuals and their learning being represented by data collected online? How does the net support the connection, aggregation, and use of those data in ways not before possible?

3. *The net and also the increased commercialization and privatization of education*

Thirdly, is that the must recognize the role of economic and personal actors within the growth of Internet-based education. Indeed, the role of the private sector is integral to several of the varieties of Internet-based education described during this chapter. for instance, it's estimated that the world education/technology market is worth upwards of $7 trillion, with burgeoning levels of personal capital investment in online education. a spread of multinational commercial interests like Pearson, Cengage, and McGraw-Hill are now involved heavily within the business of e-learning and online provision of teaching and training competing with countless smaller commercial concerns and a spread of nonprofit organizations. Clearly Internet-based education marks a definite move far from a planned economy model where education provision is basically the preserve of state-run, public-sector institutions (see Picciano and Spring 2013).

Of course, the increased involvement of economic interests in online education can be seen to own many potential benefits. The private sector is ready to focus considerable technological resources and

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expertise on educational issues. It's often assumed that commercially provided education is more attentive to the strain of its customers be it the immediate preferences of learners or the longer-term workforce requirements of business and industry. Moreover, as Chubb and Moe (2012) reason, improvement can arise from market competition between private and public education providers: "in time, [for-profit institutions] may do amazing things with computerized instruction imagine equivalents of Apple or Microsoft, with the correct incentives to figure in teaching and that they may give elite nonprofits some healthy competition in providing innovative, high-quality content." Indeed, the appeal of the many of the varieties of Internet-based education described during this chapter relies upon bringing the innovation of the private sector in-tuned on the inefficiencies of public education. As Sebastian Thrun (the scientist credited with the popularization of the MOOC concept) argued recently: "Education is broken. Face it. it's so broken at numerous ends, it requires a touch little bit of geographic area magic" (Wolfson 2013).

4. The Internet and the changing values of education

Finally and maybe less tangibly there's also a way that the web could be altering the psychological, emotional, and spiritual bases of education. as an example, many of the varieties of online education discussed during this chapter imply an increased expansion of education into unfamiliar areas of society and social life resulting in an always-on state of potential educational engagement. Indeed, the anytime, anyplace nature of online education clearly involves the expansion of education and learning into domestic, work, and community settings where education and learning might previously haven't been prominent. There are clear parallels here with what Basil Bernstein (2001) identified because the "total pedagogization of society" i.e., a contemporary society that ensures that pedagogy is integrated into all possible spheres of life. This raises questions of what's perhaps lost when one is in a position to interact with education in the least times of the day and all told contexts? Is there something to be said for having the ability to disconnect from the pressures of education? Is learning best suited to some contexts and circumstances than others?

Many of the varieties of online education described during this chapter could even be said to border learning (often inadvertently) as a competitive endeavor. Thus in contrast to allowing individuals to be told harmoniously alongside others, the web may well be seen as placing individuals in "personal formative cycles, occupied in unison within individual feedback-action loops. They learn to become industrious self-improvers, accepting and implementing external goals" (Allen 2011, 378). Thus while a way of feat at the expense of others might not be immediately apparent, the web may well be seen as a method of humanizing, disguising, and intensifying the competitive connotations of learning. Continuing this line of thinking, the partial, segmented, task-orientated, fragmented, and discontinuous nature of online education could maybe even be seen as a kind of spiritual alienation i.e., alienation at the extent of meaning, where conditions of excellent work become detached from the conditions of excellent character (Sennett 2012).

All these points also relate to the correspondences between the web and also the altered emotional aspects of educational engagement. Particularly, many of the varieties of Internet-based education described earlier during this chapter (such because the virtual school or the MOOC) may well be said to involve learning being experienced on less immediate, less intimate, and maybe more instrumental grounds. These points were explored in Jonathan Wolff's (2013) recent reflections on what could be lost when a lecture takes place online as opposition in a very face-to-face lecture theater. While these diminishments are often difficult to pinpoint, Wolff suggested qualities like the immediacy, the serendipity, and also the real-ness of the live experience of learning alongside others. Certainly, the remote, virtual sense of learning online is qualitatively different to the embodied sense of face-to-face learning both in advantageous and disadvantageous ways.

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