

DEVELOPING STRATEGIC MANAGEMENT GUIDELINES FOR THE APPLICATIONS OF MODERN INFORMATION TECHNOLOGY FOR SECONDARY VOCATIONAL SCHOOLS OF CHANGDE TECHNICIAN COLLEGE, CHINA

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Abstract

The objectives of this research were: 1) To investigate problems and needs of the applications of modern information technology for secondary vocational schools of Changde Technician College, China. 2) To develop strategic management guidelines for the applications of modern information technology for secondary vocational schools of Changde Technician College, China. The respondents of this study were 269 students and 32 teachers, who were randomly sampled at Changde Technician College. The research tool used in this study is questionnaire, including 23 questions for teachers and 24 questions for students, with a total of 47 questions. The five-point rating scale was used to assess the problem and needs of the respondents in the application of modern information technology. The collected data and information are analyzed, interpreted, and presented in the form of frequency, percentage, mean, and standard deviation. The finding indicated that: 1) The existing problems and needs of the applications of modern information technology for secondary vocational schools are at the "highest" level; 2) strategic management guidelines for the applications of modern information technology for secondary vocational schools: 2.1) Student Proficiency and Access: Limited proficiency with office software hinders students' academic and professional work. There's a need for improved information technology training to adapt technology. 2.2) Resource and Equipment Requirements: Students require advanced IT equipment for practical application in research. Technology plays a crucial role in enhancing students' understanding of course content. 2.3) Teacher Training and Support: Teachers face challenges in creating multimedia resources. Comprehensive training and support are essential for effective technology integration in teaching. 2.4) Professional Development and Financial Support: Continuous participation in IT workshops is crucial for teachers to stay updated. Financial support ensures the sustainability of high-quality IT education and a positive learning experience.

Keywords: Strategic management guideline, Information technology, Technician College

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Introduction

With the popularity of computers, information technology has entered the classroom. The application of information technology can build a bridge between abstract knowledge and students' thinking so that knowledge can be displayed in front of students in a multi-level, multi-angle, intuitive image, significantly improving learning efficiency. According to Kurbonov & Istamova (2021, pp. 817-822), information systems make courses more dynamic and engaging without requiring too much effort. Information technology now makes it easy to learn and teach in small groups or clusters (Rodinadze & Zarbazoia, 2012, pp.271-275). The pervasive impact of information technology has redefined the way industries operate, communicate, and innovate. Information technology has become a critical driver of economic growth and social transformation, from streamlining business processes to enabling global connectivity. As a result, the skills required to succeed in today's job market have shifted to proficient and effective use and management of information technology. Students in secondary vocational schools generally have poor foundations, and their mastery of essential knowledge and basic skills is typically poor. Due to the differences between schools and regions, the foundation of information technology was weak in the first 9 years of study. As Mansurjonovich (2022, pp. 327-331) pointed out, there are many problems in the application of modern information technology in vocational education. The common problems are 1) Weak basic knowledge: Some secondary vocational students are deficient in basic knowledge of information technology and do not have a deep understanding of basic concepts such as computer operating systems, network principles, and programming languages, which affects their ability in the application of information technology. 2) Lack of practical experience: secondary vocational students lack practical experience in the application of information technology, cannot skillfully operate various software tools and hardware equipment, and cannot flexibly use the knowledge they have learned to solve practical problems. 3) Lack of innovation ability: Secondary vocational students lack innovation ability in the application of information technology. They can only operate according to the guidance of teachers or textbooks and lack the ability to think independently and solve problems creatively. 4) Lack of connection with the industry: Secondary vocational students lack opportunities to connect with the industry in the application of information technology and cannot keep abreast of the latest developments and technological trends in the industry, resulting in insufficient employability. Advances in information technology have affected every aspect of our lives. It is also particularly evident in the education industry. Ghory & Ghafory (2021, pp. 168-173) mentioned, "The introduction of computers into education has made it simpler for instructors to transfer information and for pupils to retrieve it. The integration of technology into the education ecosystem has made the and learning processes more entertaining." Computer technology has made the teaching process more flexible, and teachers can use multimedia and interactive content to transfer knowledge, stimulating students' interest and participation. Technology integration has also brought more fun and challenges to the learning process. With the continuous development of technology, educators need to learn to constantly adapt to new tools and

platforms. At the same time, they also need to deal with the possible problems brought about by the introduction of technology. Furthermore, while technology can bring many advantages to education, it is not the only solution to all problems. The role of educators is still crucial, and they need to guide students to understand and apply what they have learned, supported by technology. Therefore, developing modern information technology application guidelines responds to market demand and emphasizes current information technology applications. It marks our active commitment to developing adaptable, skilled professionals who can thrive in a rapidly changing world. A carefully designed curriculum that combines theoretical knowledge with practical experience aims to bridge the gap between education and industry needs. By focusing on the practical application of information technology concepts, Strategic Management aims to equip students to become active problem solvers and innovators well prepared to meet the challenges posed by the digital age. The case studies in developing such Strategic Management exemplify the commitment to remain at the cutting edge of vocational education, constantly adapting to the changing needs of students and industry.

Research Objectives

1. To investigate problems and needs of the applications of modern information technology for secondary vocational schools of Changde Technician College, China.

2. To develop strategic management guidelines for the applications of modern information technology for secondary vocational schools of Changde Technician College, China.

Research Method

Population and Samples

To formulate the strategic management policy of applying modern information technology in secondary vocational schools, it is necessary to fully understand the thought of modern information technology and the theory of quality management. In this paper, the challenges faced by Changde Technician College in the field of education quality management are studied, the root causes of the problems are deeply discussed, and effective countermeasures are put forward. Through the assessment of management subjects, management means, and management processes, the overall management level is improved. The proposed strategy emphasizes cooperative efforts by the Government, society, and secondary vocational institutions. The researchers put forward various concrete measures to improve the efficiency and effect of education quality management under the background of modern information technology applications.

This research mainly adopts literature, inductive analysis, and other research methods. Literature research method: Consult domestic and foreign literature on the application of modern information technology and the strategic management of secondary vocational education. The ways to obtain literature materials include the university library electronic database, the Ministry of Education website, How Net, etc. Through the research and analysis of the literature, the author summarizes many viewpoints with practical significance, providing theoretical support for this paper and opening up a new perspective. Inductive analysis method: By summarizing and

summarizing the relevant data collected from academic monographs, papers, journals, etc., and classifying these data, the appropriate core research content is extracted from different research perspectives.

Population

In this research, Changde Technician College will be used as a case study. The population in this research project will be divided into 2 groups, namely, 1) 822 students participated in the applications of modern information technology, and 2) 32 teachers participated in the applications of modern information technology.

Sample

In this research project, the sample groups will be divided into 2 groups, namely, 1) 269 students who participated in the application of modern information technology for secondary vocational schools. The sample groups will be derived from the Taro Yamane formula (Yamane, 1967. p.887). The respondents were collected through the random sampling technique. 2) 32 teachers who participated in the application of modern information technology for secondary vocational schools.

Area of Study

This research project will use Changde Technician College as a case study. The main reasons I selected this school as the case study are: 1) the researcher has worked there for five years. Therefore, the researcher is concerned about the college's quality of education. 2) It will be helpful to get permission from the college director to collect data and information from people in the college.

Research Instrument

In this research project, a questionnaire was employed for the data collection. The questionnaire was divided into 2 sets, namely, 1) the students set and 2) the teachers set. The questionnaire was divided into 3 sections: 1) screening question, 2) demographic question and 3) the current situation of the applications of modern information technology in Changde Technician College. The questionnaire was evaluated for validity through the Index of congruence (IOC) by the 3 specialists. Each question in the questionnaire was in the range of IOC 0.67 to 1.00. The reliability of the questionnaire was evaluated in terms of Cronbach's alpha coefficient at 0.80 (Cronbach, 1951, pp. 297-334).

Data Collection

For this research project, the researcher collected the data and information from the sample groups. The sample groups were informed of the purposes of the data collection and made an appointment. The researcher submitted a letter of permission to the school director to ask permission to collect the data and information from the sample group at Changde Technician College.

Data Analysis

The Data and information collected will be analyzed, interpreted and then presented in terms of frequency court, percentage, mean, standard deviation (S.D.). TA five-point Likert scale was used to assess the respondents' needs and problems regarding the mental health of left-behind children. The criteria and define at the range of the mean scores as the following: The ideas and comments from the 5 specialists obtained from the focus group discussion meeting were analyzed by using Quantitative Research Method and then used to correct and improve the contents of the management guideline . Rating reference table: (Srisa-ard, 2002, p. 103)

Conclusions

General information of students, there are 125 Males (46.47%) and 144 Females (53.53%) in the students sample group. There are slightly more girls than boys. There are 53 students aged 13-15, accounting for 19.70%; 163 students aged 16-18, accounting for 60.60%; and 53 students aged 19 or above, accounting for 19.70%. Students aged 16-18 are the most numerous. In terms of studying years, the proportion of 3-4 is the highest, accounting for 47.58%, followed by 1-2, accounting for 32.71%, and finally, 5 or above, accounting for 19.71%.

General information of teachers, there are 16 Males (50.00%) and 16 Females (50.00%) in the teachers sample group. There are equal numbers of male and female teachers. There are 16 teachers aged 23-35, accounting for 50.00%; 13 teachers aged 36-50, accounting for 40.63%; 3 teachers aged 51 or above, accounting for 9.37%. Most teachers are under 50 years old. In terms of working years, the proportion of 11-20 is the highest, accounting for 62.5%, followed by 1-10 and 21 or above, with the same proportion, accounting for 18.75%.

The knowledge and skills of students, question 1: mean (what is) =3.73, mean(what should be) =4.54, gap=0.81; question 2: mean (what is) =3.67, mean(what should be) =4.60, gap=0.94; question 3: mean (what is) =3.71, mean(what should be) =4.54, gap=0.83; question 4: mean (what is) =3.64, mean(what should be) =4.56, gap=0.92; question 5: mean (what is) =3.64, mean(what should be) =4.58, gap=0.94; question 6: mean (what is) =3.72, mean(what should be) =4.59, gap=0.87.

Question 2: I am able to use common office software such as Microsoft Office for document processing and editing, and question 5: I have some programming knowledge, understand algorithms and master at least one programming language (such as Python), have the highest score(gap=0.94) and require essential consideration.

Application of information technology in learning of students, question 7: mean (what is) =3.64, mean(what should be) =4.52, gap=0.88; question 8: mean (what is) =3.61, mean(what should be) =4.51, gap=0.90; question 9: mean (what is) =3.68, mean(what should be) =4.51, gap=0.83; question 10: mean (what is) =3.77, mean(what should be) =4.55, gap=0.79; question 11: mean (what is) =3.70, mean(what should be) =4.52, gap=0.81; question 12: mean (what is) =3.70, mean(what should be) =4.68, gap=0.99.

Question 12: I think schools should provide more information technology training so that students can better apply these tools in their studies, which has the highest score (gap=0.99).

Question 8: I think teachers use information technology tools to make classes livelier and more interesting. It also has a high score (gap=0.90) and requires essential consideration.

Support and encourages students of students, question 13: mean (what is) =3.61, mean(what should be) =4.50, gap=0.89; question 14: mean (what is) =3.65, mean(what should be) =4.51, gap=0.87; question 15: mean (what is) =3.66, mean(what should be) =4.52, gap=0.86; question 16: mean (what is) =3.61, mean(what should be) =4.55, gap=0.94; question 17: mean (what is) =3.64, mean(what should be) =4.49, gap=0.86; question 18: mean (what is) =3.70, mean(what should be) =4.50, gap=0.80.

Question 16: The school provides additional information technology training courses to students in need, and has the highest score (gap=0.94). Question 13: Schools should provide more advanced information technology equipment so that students can better apply it in their studies; it also has a high score (gap=0.89) and requires essential consideration.

Learning outcomes and student engagement of students, question 19: mean (what is) =3.63, mean(what should be) =4.53, gap=0.90; question 20: mean (what is) =3.65, mean(what should be) =4.50, gap=0.85; question 21: mean (what is) =3.67, mean(what should be) =4.64, gap=0.98; question 22: mean (what is) =3.70, mean(what should be) =4.57, gap=0.87; question 23: mean (what is) =3.59, mean(what should be) =4.58, gap=0.99; question 24: mean (what is) =3.69, mean(what should be) =4.57, gap=0.89.

Question 23: I feel that the teacher's use of information technology tools has improved my understanding and mastery of the course content, has the highest score (gap=0.99). Question 21: In classes where the teacher uses information technology tools, I am more willing to collaborate with my classmates and participate in discussions. It also has a high score (gap=0.98) and requires essential consideration.

The knowledge and skills of teachers, question 1: mean (what is) =3.59, mean(what should be) =4.44, gap=0.84; question 2: mean (what is) =3.69, mean(what should be) =4.63, gap=0.94; question 3: mean (what is) =3.56, mean(what should be) =4.69, gap=1.13; question 4: mean (what is) =3.81, mean(what should be) =4.83, gap=1.02; question 5: mean (what is) =3.56, mean(what should be) =4.50, gap=0.94.

Question 3: I have participated in relevant training or course, has the highest score (gap=1.13). Question 4: I can produce primary multimedia teaching resources, has a high score (gap=1.02), and requires important consideration.

Application of information technology in teaching of teachers, question 6: mean (what is) =3.41, mean(what should be) =4.50, gap=1.09; question 7: mean (what is) =3.63, mean(what should be) =4.84, gap=1.22; question 8: mean (what is) =3.69, mean(what should be) =4.81, gap=1.13; question 9: mean (what is) =3.84, mean(what should be) =4.56, gap=0.72; question 10: mean (what is) =3.56, mean(what should be) =4.78, gap=1.22, question 11: mean (what is) =3.31, mean(what should be) =4.44, gap=1.13.

Question 7: The application of information technology has enriched my teaching content and made the class livelier and more interesting; question 10: The application of information

technology has improved my teaching efficiency and I can better manage students' learning progress and performance, have the highest score (gap=1.22) and require important consideration.

Support and encourages teachers of teachers, question 12: mean (what is) =3.44, mean(what should be) =4.63, gap=1.19; question 13: mean (what is) =3.81, mean(what should be) =4.75, gap=0.94; question 14: mean (what is) =3.66, mean(what should be) =4.56, gap=0.91; question 15: mean (what is) =3.59, mean(what should be) =4.69, gap=1.09; question 16: mean (what is) =3.72, mean(what should be) =4.63, gap=0.91, question 17: mean (what is) =3.66, mean(what should be) =4.75, gap=1.09.

Question 12: The school provides a lot of technology training to improve my ability to apply new technologies in teaching, which has the highest score (gap=1.19). Question 15: The school encourages teachers to attend industry information technology seminars and training courses to stay abreast of the latest teaching technology trends, and Question 17: The school provides financial support to encourage teachers to develop and share excellent information technology teaching resources, also have a high score (gap=1.09) and require important consideration.

Teaching effectiveness and student engagement of teachers, question 18: mean (what is) =3.38, mean(what should be) =4.69, gap=1.31, question 19: mean (what is) =3.91, mean(what should be) =4.41, gap=0.50; question 20: mean (what is) =3.56, mean(what should be) =4.72, gap=1.16; question 21: mean (what is) =3.59, mean(what should be) =4.59, gap=1.00; question 22: mean (what is) =3.47, mean(what should be) =4.69, gap=1.22; question 23: mean (what is) =3.72, mean(what should be) =4.78, gap=1.06.

Question 18: In my classroom where I use information technology, students are significantly more interested in learning and more motivated, which has the highest score (gap=1.31). Question 22: I have observed that students understand abstract concepts and complex knowledge more easily when they use information technology to participate in courses, it also has a high score (gap=1.22) and requires important consideration.

Formulate strategic guidelines for improving the application of modern information technology for secondary vocational schools; namely, 1) The problem of students being able to use office software proficiently. 2) The problem of students being able to master programming languages. 3) Addressing the issue of students' access to IT training. 4) Students' need for more advanced IT equipment so that they can better apply it in their studies. 5) Improvement of students' understanding and mastery of course content through the use of IT tools. 6) Addressing the problem of teachers being able to produce basic multimedia teaching resources. 7) Teachers need to use IT tools to improve the interesting nature of the classroom. 8) Teachers need to manage students' learning progress and performance through IT. 9) Teachers need to participate in industry IT seminars and training programs. 10) Teachers need financial support to develop and share good IT teaching resources. According to the table above, the correctness and applicability (consistency index) of the content of the 3 experts (1 Thai professor 2 Chinese professors) and the 10 units proposed by the IOC is 0.901. This means that the strategic guide is acceptable and

can be used to improve the application of modern information technology for secondary vocational schools.

Discussion

The survey results of students and teachers at Changde Technician College provide valuable insights into the current state of information technology application in education. The findings highlight the perceptions and needs of two key stakeholders and reveal areas for improvement.

From a student perspective, there is a demand for information technology training. Surveys show that students feel the need for more information technology training. This is consistent with the evolving nature of education, in which technology plays a key role. The demand for enhanced IT training shows that students know the importance of being tech-savvy in their academic pursuits. This is consistent with the expectation that modern education should equip students with digital skills.

The impact of teachers' use of information technology. When teachers use information technology tools, students feel that they positively impact their understanding and mastery of course content. This finding underscores the potential of IT to enhance the learning experience. The study shows that teachers' strategic and effective use of technology can significantly boost students' academic success.

Comprehensive guidance is needed. The highest scoring issue among students was the lack of complete instruction on the application of modern information technology. This indicates an institutional gap in providing clear instructions on how to integrate technology into teaching practice. Student demand for guidelines underscores the importance of a structured approach to IT implementation for optimal learning outcomes.

From a teacher's point of view, it is important to raise students' interest and motivation. Teachers believe that the use of information technology in the classroom can significantly increase students' interest and motivation. This is consistent with the expectations of modern pedagogy, where an engaging and interactive approach is essential to capturing students' attention and fostering a positive learning environment.

Improve teaching efficiency. Teachers report that the application of information technology has improved their teaching efficiency. This finding highlights the potential of technology to streamline the educational process and increase the efficiency and impact of teaching. The positive correlation between information technology use and teaching efficiency shows that investing in technology can benefit educators.

Promote understanding of complex concepts. Teachers have observed that students are more likely to understand abstract concepts and complex knowledge when taking information technology courses. This finding highlights the role of technology as a learning facilitator, especially when dealing with challenging topics. It emphasizes the potential of information technology to enhance understanding and knowledge retention. One surprising finding was that teachers agreed that students' interest and motivation for learning increased significantly when IT

was used in the classroom. This unanimous agreement demonstrates a strong consensus among educators on the positive impact of technology on student engagement. This kind of consistency isn't common in education research, which makes this finding notable. The results strongly support the hypothesis that the strategic integration of information technology in educational practice positively impacts student engagement and teaching efficiency. Both students and teachers acknowledged the benefits of technology, emphasizing its role in improving the overall educational experience. There were no significant differences between the findings and the study hypothesis. However, potential areas for improvement could be explored based on identified gaps and needs, such as the need for more comprehensive guidelines and tailored IT training programs.

In conclusion, the survey results highlight the importance of information technology in modern education. Both students and teachers recognize its positive impact on learning outcomes and teaching efficiency. The identified gaps and needs, particularly for comprehensive guidelines and increased IT training, provide actionable insights for secondary vocational schools such as Changde Technician College to enhance IT integration strategies and ensure a more technologically skilled and engaged learning community.

Gallivan et al. (2005, pp. 153-192) researched whether information technology training matters. Gallivan's research on the impact of colleagues' use of IT in the workplace provides a valuable framework for contextualizing and interpreting research findings related to students' IT training needs. A comparison between Gallivan's workplace-centric research and the educational background explored in the current study can reveal consistency or divergence in the results. Both studies recognize the impact of social information processing on individual IT-related behaviors. Gallivan's findings in the workplace and current research in educational settings highlight the influence of peers (colleagues and teachers in educational Settings) on individual attitudes and usage patterns. Gallivan established the importance of colleagues in shaping IT usage. Current research shows that students' demand for IT training is more than a personal level consideration, consistent with this view. The perceptions and behaviors of peers and educators influence potential differences and explanations. Differences in educational Settings (characterized by teacher-student relationships and peer interactions) may introduce unique factors that influence IT training needs. The hierarchical nature of the teacher-student relationship can play a role in shaping students' perceptions of the need for information technology training. The role of educational goals. Education as a sector has different goals than the workplace. The study may reveal the nuances of IT training needs driven by educational goals and requirements. In summary, while Gallivan's research lays the foundation for understanding colleagues' impact on IT usage, this study extends the discussion to educational Settings, revealing potential conformance and differences. The unique dynamics of the education environment provide avenues for further exploration and contribute to a comprehensive understanding of IT training needs.

Han (2020, p. 022126) proposed using information technology to improve the efficiency of

ideological and political education and student management in colleges and universities. The main focus of the study is on university student management, especially in the context of romantic and Political education (IPE). The research aims to improve the efficiency of IPE and student management by integrating information technology to address people's dissatisfaction with the results of IPE. This research focuses on the impact of information technology on teaching efficiency. The findings highlight that teachers believe there is a positive correlation between the use of information technology and the improvement of teaching efficiency. Both studies focus on the topic of improving efficiency through the strategic use of information technology. Respectively, the efficiency of ideological and political education, student management, and the teaching process. Both studies show that information technology is positively correlated with improved efficiency. First, information technology has improved the efficiency of ideological and political education and student management. Second, information technology improves teaching efficiency. There are also differences between the two studies, the key difference being the context in which they are applied. Han's research focuses on ideological and political education and student management, while this study extends the scope to teaching efficiency. Han's research suggests integrating information technology into ideological and political education to improve efficiency, while this study Outlines the positive impact on the teaching process. The differences in findings can be attributed to the different educational backgrounds involved in the studies. Ideological and political education may present unique challenges and benefits compared to the broader teaching process. In contrast to Han's focused intervention in ideological and political education, this study will discover the effectiveness of teaching that generalizes to various fields, potentially resulting in a broader but perhaps less nuanced perspective. The insights from combining the two studies suggest that strategic information technology can enhance different aspects of education across the board - from specific disciplines, such as ideological and political education, to the broader teaching process. Education practitioners can consider tailoring information technology interventions to the particular needs of different areas of education. The nuances of each context should guide the integration of techniques to get the best results.

In conclusion, while both studies affirm the positive impact of information technology on the educational process, differences in the focus and specificity of interventions help to draw nuanced insights. Understanding the different contexts in which technology is applied can guide customized approaches to enhance education more effectively.

Suggestion

Education Reform Suggestions

Based on the research, to promote the more effective application of modern information technology in education, the following educational reform proposals are put forward:

1. Comprehensive update of curriculum design: In response to students' needs for information technology training, educational institutions should review existing curricula to ensure

they are in step with today's technological developments. Integrate information technology training courses to enable students to master the latest digital skills and enhance their academic competitiveness.

2. Innovation in teaching methods: Encourage teachers to adopt more innovative teaching methods, including interactive course design, online learning platforms, and effective use of multimedia resources. To train teachers to use information technology to improve teaching effect and stimulate students' interest in learning.

3. Establish an information technology support system: Schools need a sound information technology support system to ensure that students and teachers can obtain timely technical support and training. This will help to solve the problems encountered by students in the use of information technology while increasing the confidence and efficiency of teachers.

4. Develop clear IT integration guidelines: In response to students' concerns about the lack of clear guidance on the application of modern information technology, schools should develop detailed IT integration guidelines. This includes effectively integrating technology into their teaching to enhance student academic achievement.

5. Strengthen interdisciplinary cooperation: Promote cooperation between different subject areas to integrate the application of information technology in multiple disciplines. Interdisciplinary collaboration helps create a more comprehensive and diverse IT learning environment that allows students to apply digital skills across different disciplines flexibly.

6. Expand student and teacher training programs: Design and implement comprehensive student and teacher training programs to bridge gaps in their knowledge and skills in information technology. This can be done by providing short-term training, seminars, and online training resources.

7. Encourage innovative education research: Support creative research projects in education, focusing on best practices in information technology in education. By encouraging research and experimentation, schools can gain a better understanding of the effective ways in which information technology can enhance student academic achievement.

These reform proposals aim to better adapt the education system to the technological needs of modern society, ensure that students and teachers can make full use of information technology, and improve the quality and effectiveness of education.

Recommendations for Implementation

1. Develop personalized information technology training plans: Schools can develop personalized information technology training plans for students and teachers to provide targeted training according to their level and needs. This can be achieved through regular training workshops, online educational resources, and personalized guidance.

2. Establish a technical support center: The school can set up a special technical support center to provide timely technical support for students and teachers. The center can solve technical problems, provide training and guidance, and serve as an advisory body to promote technology integration.

3. Encourage teacher community interaction: Schools can create online platforms or social media groups to facilitate teacher experience sharing and interaction. Such communities can be a platform for teachers to exchange information technology best practices, solve problems together, and spark innovation.

4. Provide practice cases and resource libraries: Schools can establish practice cases and resource libraries to demonstrate the successful application of information technology in teaching. These cases and resources can help educators better understand how to integrate technology and provide practical guidance and inspiration.

5. Regular evaluation and adjustment: The school shall regularly evaluate the application effect of information technology and make adjustments according to the feedback and evaluation results. This helps identify problems promptly and optimizes technology integration strategies, ensuring they align with the school's teaching objectives and student needs.

6. Establish an inter-school cooperation mechanism: The school may establish a cooperation mechanism with other educational institutions to share information technology training resources and experience. Such inter-school collaboration can accelerate the dissemination of information technology best practices and promote the development of the entire education field.

7. Pay attention to emerging technology trends: Educators and administrators should pay close attention to emerging technology trends, such as artificial intelligence, virtual reality, etc., and explore how these new technologies can be integrated to improve teaching outcomes. Seminars and training events are held regularly to maintain sensitivity to technological developments.

By adopting these practical suggestions, schools can better promote the practical application of information technology in education and provide more support and guidance for educators to improve the overall quality of education.

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