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# RESEARCH ARTICLE

## NEW GENERATION INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

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**ABSTRACT**

This paper examines information and communication technologies and the present media background. The characterizations of media culture are then explored from the insight of new generation, and the relations between them and ICT are investigated. The dominant educational logic with regard to ICT is outlined, and different forms of the digital divide are presented. Some global aspects of ICT use among new generation are reviewed, using both primary and secondary sources. New forms of modern generation socialization brought about by the coming out of ICT are examined, and the concluded with a set of recommendations.



## INTRODUCTION

### New Generation Information and & Communication Technologies (ICT)

The future of the ICT sector is promising. These are innovation and entirely new ways of working, interacting and learning that should appeal to young and all alike. The Institute for the Future identifies six drivers most likely to shape the future workforce: longer life spans; a rise in smart devices and systems; advances in computational systems such as sensors and processing power; new multimedia technology; the continuing evolution of social media; and a globally connected world. The ICT sector clearly underpins this future. New generation today lives in a world with vivid cultural, economic, social and educational differences. More than 2000 million still lack basic literacy skills; at the other end of the spectrum, the use of information and communication technologies (ICT) is skyrocketing. Regardless of the vast multiplicity in living environments, an exceptional and unifying global media culture has developed that challenges and often places of interest such traditional forms of socialization as family and school. This versatile cultural circumstances in which new generation are under pressure to find route in their lives or simply to survive, to improve their living conditions, and to develop their identities has been given various names. Some call it the information or informational age, while others prefer the term techno traditions or techno entrepreneurship, global media culture, or simply globalization, referring to the dialectic procedure in which the global and the local exist as "combined and mutually implicating principles". (Beck, 2002) Labels such as post-industrial, virtual and cyber society are also in use. (See Hand and Sandywell, 2002) The idea behind all these terms is that across the globe, ICT are playing a central role in young people's lives and in society at large. Two major assumptions underlie the role of ICT: the first is that the propagation of these technologies is causing rapid transformations in all areas of life; the second is that ICT function to unify and standardize culture. It is on the basis of these assumptions that the term "media culture", incorporating the phenomena of informational ism (Castells, 2001) and globalization, This is about bridging the digital divide, it is therefore important to recall that ICT carry a "cultural package" of Western values that are not straightly transferable to other cultures. The media culture of new generation comprises conventional modes such as print media, television and telephone, as well as newer ICT such as computers, Internet and cellular phones. All of these devices are mainly associated with Western popular cultural content; the advertising that goes with them robustly influences in the new generation in the formation of their identities. The debate about what ICT correspond to typically for the new generation moves between two polarities: utopia and dystopia.

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Technology enthusiasts who believe that ICT will transform every aspect of the world are challenged by those who perceive ICT as a source of cultural raid somewhere in between are those who collect statistics about the global transmission of ICT, with little weight on their interpretation (Castells, 2001).

**Uses of New Generation Information and & Communication Technologies (ICT)**

For, new generation the current media culture could perhaps be termed a television culture. During the 1990s television and satellite broadcasting spread throughout the world. Globally, the proliferation of television has been far greater than that of the Internet, though it too remains far from even. In developed countries, 894 of every 1,000 inhabitants have televisions; in developing countries the corresponding rate is 189 per 1,000.A survey conducted in 27 countries around the world explored the media access and media use of 15-year-olds. (Kartovaara and Sauli, 2000) The study showed that in 94 per cent of the countries surveyed, the inhabitants received at least one TV channel; the average range of channels per country was four to nine. In 37 per cent of the countries there were more than 36 channels offered. According to the same survey, 93 per cent of children had access to a television set primarily at home. The percentage was similar for radio and books. Less easily accessible media included newspapers (85%), cassette recorders (75 %), video recorders (47 %), video consoles (40 %), personal computers (23 %) and the Internet (9%). Internet use among the new generation in developed countries is continually increasing. The most elaborate and extensive surveys on the ICT behaviour of them are conducted by commercial entities. According to one such survey, Internet use among 15- to 20 -year-olds in the Iraq primarily involves e-mailing and instant messaging between friends. The next most common uses are online gaming, downloading digital music and retrieving educational resources. Young people also use the Internet to engage in online chatting and to follow sports and world events. In a survey conducted in Iraq, 5- to 10-year-olds reported using ICT primarily to access the Internet and play computer games, but also for information searches and drawing (Suoranta and Lehtimäki, 2003). One of the most striking features of children's involvement in computer activities is the surprisingly low level of school-related use. Without too much exaggeration, it can be argued that ICT and the media culture represent a world of entertainment for new generation. Scholars continue that not all media teachings are worth learning. The messages expected through both the traditional and newer media should be significantly negotiated at the national and local levels and between family members, and the meanings carried by them whether visible or invisible, explicit or implicit should be examined. It is often argued that children and youth are more familiar than their parents and teachers with the practices of the media culture and are contributing to the creation of a new media culture independent of formal pedagogy or curriculum. Without underestimating their capabilities, however, it is realistic to assert that children and young people are unable to manage their everyday lives totally on their own. They need to be loved, supported and understood by adults who will also supply them with limits and advice. It does not seem likely that a global insatiable media culture can cater to those needs.

**Bridging gap in Digital Divide**

The introduction of ICT is linked to a number of practical problems that are especially relevant in the poorest areas of the world. One primary concern is the lack of money and ICT resources. Most agree that a significant increase in development aid is needed. A second concern is that the newest ICT applications are far too expensive from the perspective of developing countries. One solution that has been suggested is to use freeware and to develop devices that are sufficient for the needs of users but do not represent the newest or fastest technologies. A third problem relates to the language used in ICT. English is currently the global lingua franca. According to estimates, there are some 3,000 to 4,000 languages in the world, but 80 per cent of all web sites provide content in English alone. The language barrier can be overcome with the help of skilled individuals who, like the scribes of old, assist others in the community by translating texts from the local language into English and vice versa (La Page, 2002). New generation learn languages more easily than adults do and can in many situations function as translators or interpreters.

**The evolving role of new information and communication technologies**

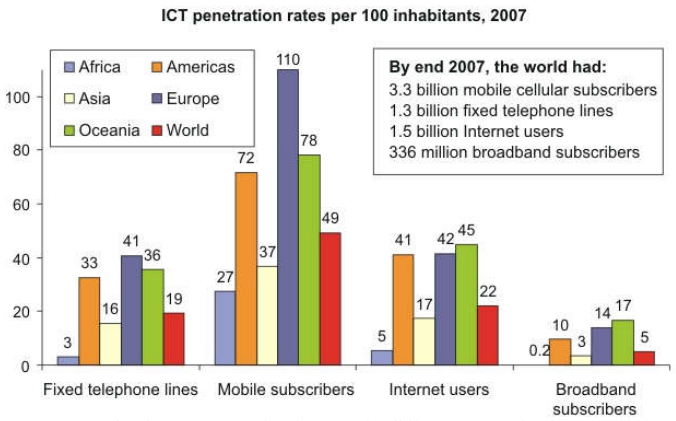
New ICT can be used in many different ways; some options are more relevant for and popular among youth than are others. ICT-based interaction between new generations is common. Communication between friends and strangers may occur using real names or pseudonyms or anonymously. ICT are also used to obtain information and assistance in subject areas ranging from music and sports to medical and psychological issues. New generations often use ICT for identity development; some, for example, establish, maintain or join fan clubs on the Internet. The constantly expanding field of online gaming is an important aspect of young people's use of ICT. Wider comparisons of young people's use of ICT are hindered by the fact that no relevant global statistics, let alone in-depth inquiries, are available. Compared with research on television and video viewing, statistics and studies on ICT use among children and teenagers are relatively scarce, even in countries with high levels of information technology development and use. In information-rich societies, the use of ICT by children and young people is largely uniform and appears to develop in very similar stages.

**The evolving role of new information and communication technologies**

New generation and Information and Communication Technologies (ICT) countries have been among the earliest owners and users of information and communication technologies and may therefore function as trendsetters for ICT development in the rest of the world. New generation in information societies are surrounded by more information and communication technology than any prior generation. In the developed countries, practically every child lives in a home equipped with the basic tools of the information age, including the radio, television, telephone and, to an only slightly lesser degree, the stereo and video cassette recorder.

**The effects of the new media culture on youth**

Globalization is powered in part by tremendous and rapid ICT advances, and new generations are often among the first to take advantage of new developments in this area. They are capable of using ICT in diverse and novel ways, as a result of which traditional forms of socialization such as the family and school are increasingly being challenged and overtaken. Many of the perceptions, experiences and interactions that young people have daily are "virtual", transmitted through various forms. According to reports, 2003Youth and Information and Communication Technologies (ICT) of information and entertainment technology, the foremost of which continues to be television rather than the Internet. These technologies offer a culture of information, pleasure and relative autonomy, all of which are particularly appealing to young people. New generations are at the forefront of the information revolution, but they face the challenge of reconciling the reality of their daily existence with the popular images presented in the media. Many young people are simultaneously experiencing life within the global and local spheres. They may develop a global consciousness yet still have to function and survive in their own locality and culture. At the same time, the new generations, particularly in developing countries, are excluded from the information revolution, leaving them on the wrong side of the digital divide. A fundamental question about how ICT and the digital divide relate to the process of global development is not about technology or politics; it is about reconciling global and local practices. The challenge is to give culturally valid meaning to the use of new technologies. While the importance of ICT use for development cannot be underestimated, it should not be seen as a universal remedy that will solve problems of unemployment or social elimination in the near future. This observation is of particular relevance to young people, because there is ample reason to question whether the adoption of technology-based development strategies will produce results of real benefit to all young people. It will take many years for all youth to gain access to the opportunities promised by ICT. Notwithstanding these caveats, there is reason to be warily hopeful and optimistic about the potential of ICT; especially in view of the relative advantage new generation have in embracing these technologies for their own benefit.




Source: Graph of ICT penetration in 1000 in different countries in 2007

The above graph depicts the tendency towards ICT in 2007. This has been multiplied in the new millennium among new generation in the world. Comparing to the other sources mobile subscribers higher.

**The future of the ICT job market**

- The demand for technology jobs has steadily increased. There are now more IT jobs in the United States than there were at the height of the dot-com boom.
- Social media and its participatory formats are as much about the technologies as they are about their applications – bringing the virtual and physical worlds closer together in dynamic ways across several platforms.
- The expansion of new goods and services is expected to drive demand from businesses, households and governments; with replacement ICT investments further boosting continuing demand. Much of the growth of the highly globalized ICT sector comes from the efficiencies gained from the global re-organization of research, development and production to provide new and improved ICT products and services to new and expanding markets. This includes the expanding use of software and extensive application of outsourcing.
- Their future is particularly promising in bioengineering, power grid informatics, digital media, and social and mobile apps; these are interesting, fun, creative and social mashed-up hybrid jobs that combine ICT with business of every imaginable field.

**Conclusion**

The paper prove that a range of initiatives are already underway to support new generation since governments have recognized the importance ICT and necessity of taking these deliberate steps. The most important determinant of a country's competitiveness is its human capital and talent - the skills, education and productivity of its workforce. Women account for one-half of the potential talent base throughout the world. Closing gender gaps is therefore not only a matter of human rights and equity; it is also one of efficiency and economic productivity. To exploit its competitiveness and development probable, skills need to be seen as a key part of an economy's infrastructure, and the more sound that infrastructure is the more robust and resilient the economy will be in response to opportunities and challenges. The choices made by policymakers, enterprises and individuals on investment in education and training must strive for gender equality that is, to give women the same rights, responsibilities and opportunities as men. Business leaders and policy-makers need to work together towards removing barriers to women's entry to the ICT workforce and putting in place practices and policies that will provide equal opportunities for rising to positions of leadership within the ICT sector. Such practices will ensure that all existing resources are used in the most efficient manner and that the right signals are sent regarding the future flow of talent. The dialogue between generations can occur in many ways: the use of ICT is one possibility if, at the same time, it is remembered that communication over distances can never replace personal interaction. The physical closeness necessary for and nurtured in interaction remains of crucial importance in relationships, not only between new generation and parents, but also between adults. In this pre figurative period, it is highly probable that, as Mead suggests, the competencies necessary in media cultures are best achieved through parent-adolescent, teacher-adolescent and parent-teacher dialogue, with young people given the

opportunity to be heard as experts and as teachers. In the present media culture, it is imperative for parents and teachers to perceive children's and young people's informal skills in the use of ICT not as threats but as opportunities for personal growth and social change and as gateways to mutual respect. The field is an interdisciplinary research area, quickly growing through a number of conferences, workshops and publications (La Page, 2002; University ICT4D, 2007; Swedish Programme for ICT in Developing Regions, 2007) but there is a need for scientifically validated benchmarks and results, to measure the effectiveness of current projects. (Sutinen, Erkki, 2010) This field has also produced an informal community of technical and social science researchers who rose out of the annual ICT4D conferences. (McNamara and Kerry, 2003) New generations are at the forefront of the information revolution, but they face the challenge of reconciling the reality of their daily existence with the popular images presented in the media. The new generations are concurrently experiencing life within the global and local spheres. They may develop a global consciousness yet still have to function and survive in their own locality and culture. At the same time, new generations, particularly in developing countries, are expelled from the information revolution, leaving them on the wrong side of the digital divide. A fundamental question about how ICT and the digital divide relate to the process of global development is not about technology or politics; it is about integration global and local practices. The challenge is to give culturally valid meaning to the use of new technologies. While the importance of ICT use for development cannot be underestimated, it should not be seen as a solution that will solve problems of unemployment or social exclusion in the near future. This observation is of particular relevance to new generation, because there is ample reason to question whether the adoption of technology-based development strategies will produce results of real benefit to all young people. It will take many years for all youth to gain access to the opportunities promised by ICT. Notwithstanding these caveat there is reason to be cautiously hopeful and hopeful about the potential of ICT, especially in view of the relative advantage new generations have in embracing these technologies for their own benefit.

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