NEW APPROACHES TO TEACHING THE LESSON OF COMPUTER SCIENCE

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Annotation:

This article describes the new, innovative pedagogical methods for teaching informatics in all levels of education: in elementary, basic and senior school.

Key words:

Qualification, innovation in informatics, motivation, modern media, communication technologies.

Computer science is the most dynamic subject studied in modern general education school: the concept of a continuous computer science course is being formed, adjustments are made to the course content, hardware and software changes course. A computer science teacher must continuously improve his qualifications in the field organizational and legal, content-methodological and technical and technological aspects of teaching informatics at school. In connection with building a continuous course school informatics, the issues of training specialists,able to teach at all levels of education: in elementary, basic and senior school. Basic (or high school) is the common name for the second stage education, which corresponds to grades 5 - 9. It is clear that 10-year-old fifth graders and 15-year-old ninth graders are people of different psychological ages, and with them should build different learning relationships. Thus, the term "primary school" refers to two different age groups of students: to schoolchildren 10-12 years old and to schoolchildren 12-15 years old, who are usually called teenagers. In the learning process in grades 5 – 6 in fact, there is a transition from primary to basic school; in the 7th grade it is already possible to see clear differences in the educational activities of primary schoolchildren and adolescents.

Picture1. Diagram of informatics (https://www.alamy.com/diagram-of-informatics-image335659138.html)

And if the issues of providing pedagogical personnel for teaching informatics and ICT in primary school are somehow solved, the question of training (advanced training) of specialists for conducting classes on computer science and ICT with students in grades 5-7. Typically in these classes general education school, informatics and ICT lessons are taught by teachers working with older students. They are proficient in the subject, but not well versed in psychology of the child, do not know the methodological methods of teaching younger students.

Innovation in informatics and ICT is one key areas of innovation development of education in Uzbekistan and throughout the world. Innovation that seriously increases efficiency of education.

Global innovation is the Internet and Internet technologies with sites, servers, portals, online stores and distance learning, with electronic libraries and electronic encyclopedias and global domestic and international search engines.

Innovation in education is subdivided into :

- innovative ideas;
- innovative projects;
- innovative products;
- innovative technologies.

Formal Authority	Expert	Personal Model
Formal Authority teachers are in a position of power and authority because of their exemplary knowledge and status over their students. Classroom management styles are traditional and focus on rules and expectations.	Expert teachers are in possession of all knowledge and expertise within the classroom. Their primary role is to guide and direct learners through the learning process. Student are viewed solely as the receptors of knowledge and information ("empty vessels.")	Teachers who operate under the "Personal Model" style are those who lead by example, demonstrating to students how to access and comprehend information. In this teaching model, students learn through observing and copying the teacher's process.

Picture 2. Direct instruction for teachers.

It is very important to organize the process learning so that the student is active, with worked with interest and enthusiasm in the lesson, saw the fruits of his labor and could appreciate them.

And the most important thing is that the student sees and realized that the computer is a great helper in their .As we know, educational activity largely depends on the motivation for activities associated with meeting the needs of the subject.

Motivation that causes the subject's activity and determines the direction of this activity. Motives can be different: cognitive, narrowly practical, affecting self-affirmation, self-determination and self-development personality, etc. Among the various social motives of learning, the main place in the 5th grade takes the motive of getting high marks. Unwillingness to take the high bar of new demands threaten the emotional well-being of most students. When preparation for the lesson, the teacher should strive, taking into account the real possibilities and individual characteristics of students, use such a set of techniques motivation, which creates optimal conditions for the inclusion of each student in active cognitive activity. If cognitive motives dominate, then the teacher should introduce elements of novelty as often as possible, build his work with students in such a way that the level of complexity of the tasks presented is constantly rose. If the motive of the student's self-determination dominates, then the teacher must create situations for his self-determination, use the techniques of discussion, dispute, business and cognitive games, analysis of life situations in which life the position of the student, his best qualities. When presenting the material, it is advisable to do emphasis on entertaining, unusualness that arouses the interest of students. Follows on each lesson find opportunities to encourage students, thereby creating, atmosphere of success.

An important feature to consider when organizing a study computer science in the 5th grade, is that many students already have a certain computer experience; moreover, this experience is much greater for children who have computer at home. In a computer science lesson, it is necessary to create conditions for an individual development of every child. If students have to work at a computer for the first time, then the computer is of interest to them as something unfamiliar, revealing completely new opportunities. Along with interest, the guys have fear. To such students you need to give basic, very first computer skills .Students with basic user skills aim to demonstrate to your classmates what they can do; such students with interest

perform even tasks well familiar to them. In this situation, students need to be given to understand that the computer has many more possibilities unknown to them.

Students who are confident in using the computer should be given more complex and interesting tasks, pose problems to them, develop research and project activities. The guys will be able to show their creativity, bring to life own ideas, will have the opportunity to participate in competitions and olympiads.

Help the teacher solve this a difficult task can be a combination traditional teaching methods and modern information technologies, including computer. After all using a computer in class allows you to make the learning process mobile, highly differentiated and individual. Combining the capabilities of a TV,VCR , books, calculator, being a universal "toy" modern computer, at the same time, is equal for the student a partner capable of very subtle respond to his actions and requests, which he sometimes lacks. With another hand, this teaching method is very attractive to teachers: helps them better assess abilities and knowledge student, to understand him, encourages to seek new, unconventional forms and methods learning. The purpose of these lessons is to create conditions to develop creative and professional abilities, deepening professional knowledge, selective and critical attitude to a huge amount of information. Modern information and communication technologies have unique didactic opportunities and benefits.

Modern media and communication technologies give the possibility of increasing efficiency and quality of the educational process in the most different aspects of it, playing an essential role in shaping a new system education, goals and content pedagogical technologies.

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