
USE OF INFORMATION TECHNOLOGIES IN SCHOOL INFORMATICS COURSE

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ANNOTATION

Consideration of the possibilities of developing a methodological system of teaching computer science through the teaching of modern technologies and the use of relevant textbooks should be before exploring historically advanced and modern approaches to teaching different information technologies to schoolchildren.

Key words: Computer science, information technology, independent learning, knowledge and skills.

Such an analysis will help to justify the expediency and expediency of the proposed improvement. In addition, the flow of information that modern professionals need to navigate is constantly growing, which encourages the development of new technologies to work with them. information technology. The main technical tool of modern information technology remains the computer, whose software and software allows to automate many information processes, including telecommunications.

One of the important directions of informatization of public life is informatization of education. The effectiveness of their teaching and the readiness of students for the life of modern society depends on the mastery of generalized methods of activity of students using information technology.

Compared to other school subjects, the general computer science course has a special feature - information technology not only plays the role of teaching aids, but also in the role of the object of study. It should be noted that in computer science classes, students learn information technology directly using IT tools for this purpose. In addition to information technology, computer technology plays a "two-way" role in computer science compared to the school course. This method works both as a learning tool (students use computers to read) and as a learning object (students learn the computer itself - its software and software).

Training in the field of information technology, its rational use in solving educational and practical problems in the process of preparation for continuous independent learning is an important component of the componentis of great importance for computer science courses in school subjects and school education in general [104, 90].

In the former USSR, training in information technology, in the initial conditions only programming technology, N. It began almost simultaneously with the emergence of Venus as a science when D.'s works were published abroad. Neumann, K. Shannon (mid-twentieth century) [42, 43]. A.P. experimental work on teaching programming to school students in the field. Ershova, S.I. Schvarzburd et al [63, 137] (late 1950s) demonstrated the feasibility and necessity of such an activity. After a while, V.S. Lednev [97] and A.A. Kuznetsov [99] (60s-70s of the XX century) argued the importance of students' computer science (cybernetics) skills in general education and worldview, and its inclusion in the structure of general secondary education as a separate subject. The same idea was expressed by Russian scientists E.P. Velixov, A.P. Ershov, V.A. Melnikov, N.N. Krasovskiy, B.N. Naumov. In addition, A.P. Ershov, G.A. Zvenigorodskiy, Yu.A. Pervin [64] (late 1970s) described basic learning skills that are of modern importance.

Among them is informatics, which emphasizes the ability to interact with computers to solve problems in various areas of activity of a member of modern society. This skill, which is directly related to the field of information technology, is necessary for everyone, and its formation should have been in the school informatics course.

At the same time, a new approach to the teaching of computer science has been adopted: instead of practical tasks to create computer literacy, students learn the basic principles of computer science and the formation of information culture [91]. In addition, the content and methodological directions of the general training course in computer science were highlighted, including the information and methodological line "Information Technology".

Almost simultaneously (1996), an approach to teaching computer science as a general science with an important fundamental component was proposed, and the structure of computer science, one of the components of which was information technology, was identified [24, 109].

A comprehensive computer science course is a key component of general education. It should be included in the content of education in two different ways: as a separate subject and as part of teaching in other disciplines as teaching in information technology.

The computer science course should focus on the acquisition of knowledge and skills in the field of information processing, approaches and activities to automate information processes. modern information and telecommunication technologies. However, skills developed in the field of interaction with such technologies are possible.

To increase the effectiveness of such teaching should be used in the teaching of other school subjects [86, 102]. The possibilities of considering the technology and means of augmented reality as an object of study and as a teaching tool are consistent with this approach in interpreting the specific features of computer science as a science [92].

The importance of the fundamentalization and immutability of information technology teaching has become clearer and clearer as generations of media outlets change so rapidly that knowledge and skills in applying individual versions of these technologies gained during the development of a school course in computer science are rapidly losing their relevance.

In the context of the constant emergence of information technology, the effectiveness of preparing members of society to use different means of information in their activities largely depends on the fact that people have developed generalized methods of information activity [70, 108].

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