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METHODS OF RAPID TEACHING OF INFORMATICS

Annotation: This article provides information on methods for teaching Informatics quickly. This article was written using articles published in international prestigious magazines, from this article you can get the information you need.
Key words: computer , method , information, society

There seems to be no alternative to computer and communication technology in addressing the development of technical civilization. In an informed society, where information is the most important and invaluable resource, a country's level of development is measured by its level of informatization. It could be wrote down that nowadays information is appeared to be the main product of the driving force, and information technology is an important tool for the activation and efficient use of information resources in society. Therefore, the issue of rapid development and improvement ofinformation and communication technologies has become a crucial important problems in the country and around the world. In today's world, the ability of every society and its institutions to collect, process, analyze and systematize information using modern information and communication technologies is an important evidence of social and technological progress. As a result of active use of information technologies and means of communication, the concept of developing communicative and informative technology is used. [1]. The purpose of teaching methods of informatics and informative technology is to educate future teachers to solve problems that arise in the teaching of informatics, to form the skills of independent learning process, methodological creativity, to solve problems, goals, objectives and content of science. Generalization, explanation of the development of basic forms of classification, verification and consolidation of knowledge, explanation, verification and consideration of the effectiveness of the use of specific pedagogical methods depending on the age of students. As you know, the leading task of the science "Informatics technology" is to acquaint students with some general ideas of modern information technology, the practical application of information technology and the role of computers in modern life. However, in order to follow the didactic principles, it is vital to provide students with not only a thorough scientific explanation of the facts, but also a variety of engaging teaching methods. For example, it is natural for children to be interested in crossword puzzles, which are well-known and popular. The crossword puzzle is always a fun and engaging method forstudents. [2]. Interactive learning is a communicative learning technique that involves interaction between the teacher and the student. The idea of interactive teaching is to structure the learning process such that all students are participating in it and have the freedom to think freely, analyze, and reason logically. In the classroom, interactive activities entail the construction and growth of communicative communication, which leads to mutual understanding, collaboration, and common yet crucial control tasks for each participant. Students learn to think critically, solve complicated problems based on the study of conditions and relevant information, examine different ideas and make educated conclusions, participate in debates, and connect with others through the use of interactive methods. Individual, couple, and group work, research projects, role-playing games, creative work, and work with documents and diverse sources of knowledge are all used in the lessons to accomplish this. [3]. The goals and objectives of Informatics are: 1) to use the computer as an assistant in daily mental activity; 2) to provide knowledge about information culture and its importance; 3) formation of modern concepts of telecommunications, virtual reality, multimedia; 4) access to information technology; 5) Issues of information technology security, legal implications of

the usage of intellectual property and software, and so on. METHODS AND METHODOLOGIES The nature of these methods is determined not by their goals, strengths, or limits, but by four broad characteristics that are discussed in greater depth in the sections below: • Formal and non-formal teaching techniques; • Types of interactions in teaching methods; • Rank of teaching methods in the Learning Pyramid Ineducationalactivities,groupcommunicationisespeciallyimportant for a child's development. It aids in the formation of business, group, and interpersonal relationships. Individual interests and inclinations might be added to a common activity during the communication process. Working in groups, students are held accountable for each other's achievement and learn to assist one another. The engagement of students in corporate communication during informatics lectures gives a high level of cognitive activity, which unquestionably improves the effectiveness of the learning process. [4]. Diverse groups, which include kids with varied degrees of topic expertise, appear to be more effective in the early stages of work, notably in the 5th and 6th grades, according to the findings. Personal development in a social and creative sense, a sense of collectivism, responsibility and exactingness toward oneself and their group mates, mutual support, and a desire not to fail others are all more prevalent in such groups. The following parts make up a group activity in an informatics class: 1. Preliminary student preparation for group tasks, assignment of learning tasks, and brief instructions; 2. Discussion and creation of a strategy for a group's implementation of a training task, including responsibility distribution; 3. Work on putting educational tasks into action; 4. Observing and modifying the work of both the group and individual students; 5.In the group,mutual verification andmonitoring ofthe assignment; 6. The students' message on the teacher's call regarding the results, the general discussion in class under the teacher's leadership, addition and correction, the teacher's additional information, and the creation of final conclusions.

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