GALAXY INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (GIIRJ)
ISSN (E): 2347-6915
Vol. 10, Issue 11, Nov. (2022)

ORGANIZATIONAL FORMS OF COMPUTER SCIENCE EDUCATION

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ABSTRACT

Student activity is part of the interaction between the participants of the educational process. There are also forms that provide for the individual activity of students. Organizational forms of teaching occupy one of the central places in computer science didactics and teaching methodology. This article describes organizational forms of computer science education.

Keywords: computer, student, frontal, audio, individual, group, internet, lecture, practical training, laboratory training

Organizational forms of teaching occupy one of the central places in computer science didactics and teaching methodology.

Organizational forms of teaching are understood as ways of organizing mutual relations between the teacher and the student.

Organizational forms of education are classified according to a number of criteria: number of students, place of study, etc. Let's consider the classification according to the first criterion.

Student activity is part of the interaction between the participants of the educational process. There are also forms that provide for the individual activity of students. Other forms, for example, practical training, require group work. Most organizational forms of education are frontal.

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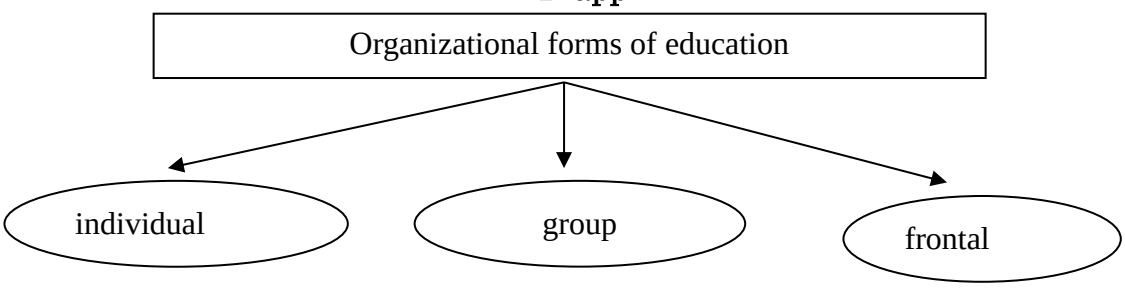

Depending on the place of study, it is divided into in-school and out-of-school forms. The first includes forms of work in the workshop, laboratory, and the second includes home, excursions, etc.

Group form of Teaching

Educational instructors in the US recommend group work. Modern research shows that this form of teaching is an effective tactic for preventing hostile relations between students. The experience of working in a group changes the way of thinking from "us and them" to "we". When working in a group, first of all, you should pay attention to the learning space of the class. Working in small groups requires face-to-face work. Therefore, it is not appropriate to place the seats in a traditional way, i.e. in a position where students can see the back of the head of the student in front of them and the face of the teacher. It will be necessary to change the location of the seats, to organize small zones that allow group interaction. It is necessary to take into account small groups and the number of students in each group (three, four, seven, etc.). Depending on the way of working with the group, there are the following options for placing the seats:

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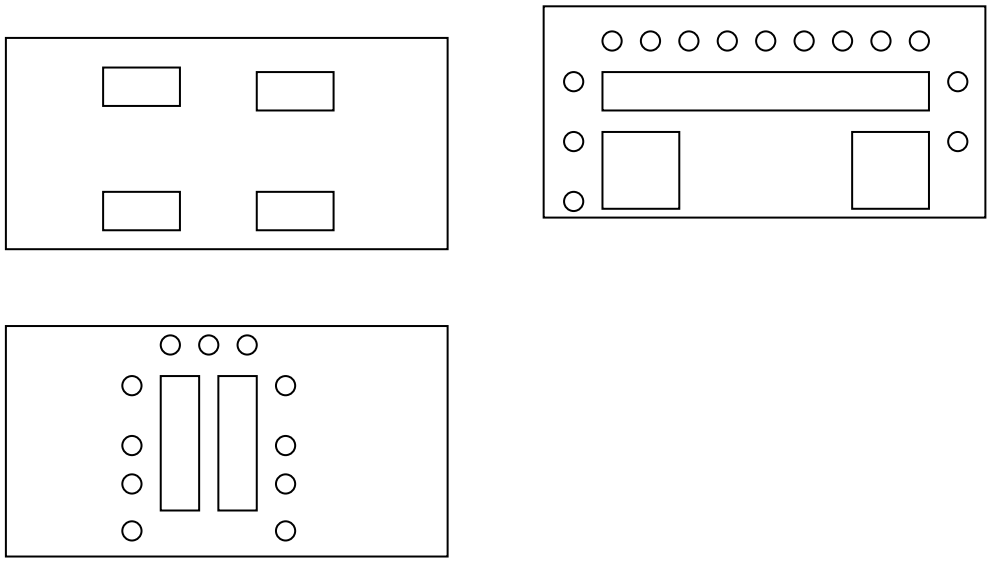
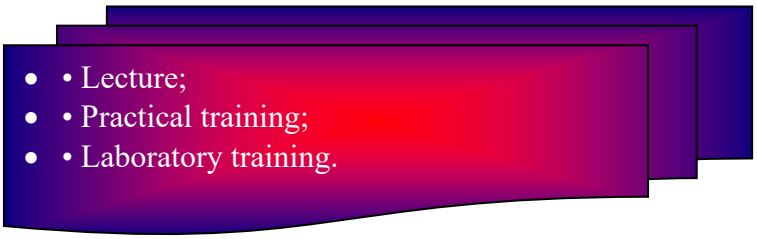


The next issue that should be paid attention to is the thorough study of the process of formation of small groups. It should be remembered that students should not only solve educational problems in groups, but also demonstrate and strengthen communication skills. Therefore, it is necessary to take care of the emotional climate of the group, which reflects the desire and readiness to support each other's work. When joining small groups, you can look at the wishes of the students. The positive side of this approach is taking into account the mutual personal goodwill of students. But there are also negative aspects. As a result, groups unequal to each other in terms of strength may be formed, and the results of cooperative activities may differ dramatically. In addition, a friendly, but individualistic atmosphere can be created in the group, which can suppress the interest in mutual communication and the process of solving the educational problem.

When forming groups, it is necessary to take into account the content of the problem to be solved. For example, the teacher can include in each group students who have opposite views on the issue. As a result, the discussion in the process of solving the problem turns out to be lively and interesting. Or, on the contrary, it is possible to form homogeneous groups whose members are interested in the same field.

In the teaching of "Informatics and information technologies" the following main forms of study are used:



The teacher gives basic theoretical knowledge to the students during lectures on "Informatics". Theoretical knowledge will be strengthened in practical training. Laboratory classes in "Informatics" are conducted individually.

Teaching Methods

Teaching methods (method) (from the Greek metodos - the way to something) is the relationship between the teacher and the student, aimed at achieving the educational goals as a means of education and training are the ordered methods of the activity of the.

The problem of teaching methods can be summarized as "how to teach?" can be expressed using the question But it should be recognized that to get an answer to this question, "Why is it necessary to teach?" "What should be taught?" and "Who should be trained?" it is necessary to have enough information on such questions. Only then can the issue of choosing teaching methods that fully meet the purpose and content of teaching and the level of students' thinking activity be resolved.

The goals and tasks of teaching do not uniquely determine the teaching method. A certain content can be studied by several methods. In this case, the teaching goals will be achieved with the help of each method.

Teaching methods are versatile. Therefore, there are many classifications of Ham. In these classifications, the methods are grouped by one or more characters.

Traditional classification - a source of knowledge is taken as a common sign.

Practical methods - experience, exercises, independent work, laboratory work, etc.

Demonstration methods - illustration, observation of practice, etc.

Oral method - explanation, storytelling, conversation, lecture, etc.

Methods of working with the book - reading, quick review, description, retelling, writing a synopsis, etc.

Currently, the classification recommended by academician Yu K. Babansky is widely used:

- Methods of organizing and implementing educational activities;
- Methods of control and self-control of educational activities;
- Methods of stimulating and motivating learning activities;

- It is known that teaching methods perform the following functions in the educational process;
- Teacher (the goal of teaching is achieved using the method);
- Developmental (with the help of the method, one or another speed (tempo) and level of student development is achieved);
- Educational (results of education are predetermined using the method);
- Desire-generating or motivational (for the teacher, the method serves as a tool that creates a desire to study in the student and stimulates cognitive activity);
- Control-correction (using the method, the teacher analyzes the progress and results of the educational process).

Interesting Methods of Teaching

It is known that the main task of the subject of informatics is to introduce students to some general ideas of the modern "Informatics" science, to reveal the practical application of informatics and the importance of computers in modern life. However, taking into account the didactic principles, it is necessary not only to give students a strict scientific statement of facts, but also to use various interesting methods of teaching.

For example, it is natural for children to be interested in the well-known and popular crossword game. Question form in the form of a crossword is always an interesting and attractive method for students. Pupils get into this game to such an extent that they can even create crossword puzzles on various subjects of computer science. Such a form of independent creative activity is useful, but it covers not only strong students, but also weak ones.

Pupils who learn less in other educational subjects often become good and hardworking pupils in the computer science class. Crosswords, rebuses and puzzles are simple, but also an effective means of drawing attention to the names of famous scientists, scholars, and special terms.

A playful situation, overcoming the difficulties of solving crosswords and rebuses attracts students in such a way that it involuntarily encourages them to complete their knowledge in the field of informatics.

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