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METHODOLOGY OF TEACHING INFORMATICS

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ABSTRACT

Global analysis of the Australian national and state computing curriculum in a comprehensive study of the digital technology curriculum. The results of the calculations were presented in 1960 as a separate science, focusing on how this technology worked, because at that time the effectiveness of any technology was studied. The concept of nature (programming, information, network and communication systems) began to be used for the study of software applications, eventuaily for simple computer literacy, as these programs help students to learn independently.

KEYWORDS: *Computer Science, Continuing Education System, Traditional Education, Modern Education, Factors Of Interactive Education..*

INTRODUCTION

The continuous development and introduction of information and communication technologies in various fields will undoubtedly lead to the development of society. Methodology of teaching computer science is a science that studies computer science as a subject and the laws of the process of teaching computer science to students of different ages.

The methodology of teaching computer science as a science was formed in the second half of the twentieth century, and in Uzbekistan since 1985. The main factor was the introduction of the subject "Fundamentals of Computer Science and Engineering" in secondary schools.

In teaching such subjects, educational institutions require professors to study, research and work on themselves. In addition, the effectiveness of any lesson is measured by its outcome, ie the level of knowledge, skills and abilities formed in students, but this result also depends in many respects on the training of the teacher and the technology he uses. In this article, we review the analysis on the example of Australia.

A comprehensive analysis of the Australian national and state computing curriculum on a global scale will be helpful in the full study of the digital technology curriculum. This includes a review of 21st Century Digital Literacy and Skills. It is a social study of the growth of intellectual computing concepts in the design and formulation of its plans in the current international market of the Australian computing curriculum. Irregularities and errors in expressions are discussed by teachers and program developers **[1].**

Introduction of digital technologies in the curriculum. The process of introducing digital technologies into the curriculum is one of the most important steps in the education system in Australia. The results of the calculations were presented in 1960 as a separate science, focusing

on how this technology worked, because at that time the effectiveness of any technology was studied. In the 1970s, some educators (e.g., Peypert, 1980) saw that this technology had the potential to shed light on a new way of looking at the world and a new way of thinking. However, in the 1980s, the benefits of computers began to shift from the introduction of wireless applications in several school disciplines, including text processing, data distribution, digital slide shows, and educational research such as WEB-page design with the advent of the Internet (Love, 2011). The concept of nature (programming, information, network and communication systems) began to be used for the study of software applications, eventuaily for simple computer literacy, as these programs help students to learn independently. led to a decline in interest (Grant, Malloy & Murphy, 2009), resulting in a decline in interest in IT research in the 1990s due to a loss of confidence in employment in information technology (Garrett, 2004).

In the 1990s, there was a renewed interest in the study of ICT (information and communication technology) and software applications, and the ICT curriculum began to deepen and receive serious attention. To achieve this goal, a number of industries and qualified specialists were involved. In Europe, these studies were first implemented in the systems of the International Society for Educational Technology (ICLI) (ECDL, 1997) and NETS (National Education Standards for Students) in the United States (Roblyer, 2000). Several states in Australia have developed their own education standards and norms, abandoned the traditional education and knowledge system, and worked to establish a higher order of thinking using “literacy” themed technologies. **[2]**

In 2008, all Australian states agreed on requirements for students. The Melbourne Declaration (Barr i dr Ài, 2008) identified the need for ICT in all areas of education, developed the level of knowledge required for creative and productive users, including 8 trainings with the LET system, including "information and communication technologies (ICT)" field is marked.

When the subjects in the field of ICT were not taken into account in primary schools, the process of studying the subject of computer technology in the primary grades of secondary school was introduced. Sometimes the main focus of the educational process was on typing, sometimes multimedia, WEB-sites, image editing and filmmaking, sometimes robotics and programming. In the main stages of education (K-10), the educational directions of teachers focused only on computational techniques.

These are mainly research and event-oriented, taught in the senior courses of students at relevant universities and vocational education institutions. However, due to the lack of a clear direction of the curriculum, there was not enough work to attract students to this field, only students who were interested in calculations were trained in the field of ICT (Wynne, 1980).

Another factor was the lack of use of ICT in the network as an educational science and among academics, such as mathematics and geography. Many fields of education have been used by practitioners and scholars, who have contributed to the professional development of teachers, developed curricula through higher education institutions, and introduced them into school education. There are several examples of ICT scholars and professionals actively opposing the introduction of computer education in schools. Although it is difficult to know the reason for the lack of support in the field of ICT (Tedre, 2011), research in computer science, digital creation, multimedia and business-oriented work in several humanities has been conducted (Shakelford i dr iskusstvennogo intellekta. 2006).

According to several scholars and experts, the demands due to the schoolbased will prevent further research. However, the lack of support and assistance to conduct research using computers at school can be cited as the main reason. With the exception of subjects that require knowledge at the school level in order to receive education in higher education institutions, it has been shown that there is a catatal difference in school science programs relative to the level at which ICT is used in practice. A number of changes have been made due to the fact that knowledge between Phase 2-3 requirements has been declining by the year 2000, but there is a growing need to increase the efficiency and productivity of the application of the ICT sector in the education system. **[3]**

CONCLUSION

In the organization of the modern educational process, the national program is given attention in many countries. It focuses on the discovery of new educational technologies and concepts in higher education. The development of our students and our society in the age of technology is largely dependent on computer teachers.

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