

MAIN CONCEPTUAL APPROACHES TO THE CREATION OF A MODERN CURRICULUM IN COMPUTER SCIENCES

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“Methods of teaching computer science”

According to the encyclopedia, based on the Latin meaning of the word "conceptio" (understanding, system), this concept is a certain way of understanding and interpreting any phenomena, the main point of view, the leading idea of their development, lighting; can be interpreted as a guiding plan, a constructive principle. In modern pedagogy, the term "concept" can be viewed as a system of interrelated views on certain phenomena and processes; concept - the main idea of any theories; The general idea can also be considered as the main idea. "Educational concept" is considered as a generalized system of rules or views, tasks, principles, components, factors, as well as characteristics of the activities of teachers and students in the process of its implementation. All pedagogical concepts of education, regardless of content and direction, include the ultimate goal of learning and interpret it as the acquisition by students of a system of knowledge and practical exercises necessary for successful practical activity. A concept is a uniquely structured set of ideas and statements that summarize current practice and predict the future.

In accordance with these definitions, the modern concept of teaching computer science and information technology includes the implementation of the content of teaching computer science, the leading idea, purpose and methods of their reflection in the content of the educational process of computer science, understanding the purpose and role of computer science in the modern education system. To date, there are several concepts for developing informatics courses that have been developed and are currently being developed and maintained by a specific group of experts. The course of computer and information technologies is methodologically relevant in solving educational problems and is based on the following principles:

- the unity of the content of educational activities in a continuous course of informatics is ensured by the presence of cross-cutting directions of types of education (directions of the educational process) at all levels of education. These directions are organizational ideas in the educational process. They form stable units in setting goals and defining course content. The set of directions forms a general model of the content of educational activities of a continuous course in informatics.

The methodological system of computer-information education is also unique in terms of solving educational problems, the general principles of education at a university and the principles of humanistic (developmental) education. The general principles are:

- reflects modern achievements in science, teaching computer science, as well as in the field of education of children and youth;
- continuity is considered as a system of basic ideas that need to be implemented in the process of designing a system for teaching informatics at school;
- consistency - as the need to form a holistic view of the unity and conditionality of the surrounding phenomena; Pedagogically expedient combination of general, differentiated and individual education and upbringing of schoolchildren. The principles of humanistic (developing) education include;
- the principle of social activity; The purpose and methods of education are not the passive assimilation of certain norms and values, but social activity, the ability to act socially. The natural activity of the student should be directed to the social sphere, and only thanks to such an orientation will “independent activity” be realized. the principle of social creativity; The action performed by the child should be his free choice, free creative self-expression, not under pressure, including from the side of the team, but to do it “on his own”;
- the principle of interaction between the individual and the team; In pedagogy, the main principle is A.S. Makarenko about the unity of the team of students and teachers. The content of joint activities must be meaningful (personal and social), it must correspond to the real and unestablished values of children and adolescents, include a system of norms, rules of conduct, symbols, rituals, etc., that satisfy the basic communicative needs of a teenager;
- the principle of educational development; L. S. Vygotsky emphasizes that the “zone of proximal development” exists not only in education, but also in upbringing. Today, a student forms and expresses a thought, makes a decision, performs a socially significant action with the help of the team, advice and support of the teacher, tomorrow he will become a person capable of forming his own opinion, making his own decisions, and acting. responsibly - this is the goal. The personal development of a student involves participation in collective activities (not fulfilling the requirements of others, but thoughtlessly imitating the actions of others).

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