

# Methodology Analysis of Teaching Informatics to Students in Higher Educational Institutions

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## **Annotation:**

This article describes the relevance of teaching computer science in general, and the problems of teaching students of higher educational institutions, describes the process of selecting a teaching method in groups by a teacher, describes methods of teaching computer science, performs a comparative analysis of methods in terms of the effectiveness of the application.

**Keywords:** The era of advanced technologies, methods, perception, cooperation, forced activation, passive, active, interactive methods.

**Introduction:** In the current era of advanced technology, humanity is not given the a person's financial situation, today there is not a single person who would never have to work on a computer, smartphone, etc.

These technologies give humanity many new opportunities, simplifying human labor, minimizing time spent in many areas of life.

**Materials:** One of the important subjects already from the senior classes of the school is computer science, schoolchildren receive the first skills in working with a computer, some programs: the MS office package, photo editors, etc. but the process of teaching computer science and information technology in higher educational institutions is much more complicated. here we are already talking about difficult professional programs with advanced features, and the student's full attention to the information received from the teacher is very important. which, in turn, depends on the teacher, so the teacher in the first lessons in the group analyzes the composition of the students, the contingent of knowledge available to the students, recognizes active and passive students, and by the next lesson must choose a method of teaching computer science that suits this group of students individually.

When analyzing this process, the teacher must take into account many factors, such as raising the activity of passive students, attracting their attention, supporting an active audience, and many others.

### **Research and methods.**

Modern teaching methods include any methods, techniques, means of developing, conducting and improving the process of learning something that meets the following requirements;

cooperation between students and teachers in the planning and implementation of all stages of the educational process. active, creative, proactive participation of students in the process of obtaining the learning outcome they need;

Maximum proximity of learning outcomes to the field of practical activity.

Hence the specificity of modern teaching methods, which distinguishes them from traditional teaching methods;

Ensuring "forced" activation of the student's activity, even regardless of his subjective desire to participate in the learning process;

providing an increased degree of motivation and emotionality;

providing direct and feedback links in the interaction of the student with the teacher.

In the course of studying the methods, it became known that they can be divided into three groups:

1. Passive methods;
2. Active methods;
3. Interactive methods.

*The passive method* is a form of interaction between students and the teacher, in which the teacher is the main actor and manager of the lesson, and students act as passive listeners, subject to the teacher's directives.

The features of the passive model or extractive mode is the activity of the learning environment. this means that students learn material from the words of the teacher or from the text of the textbook, do not communicate with each other and do not perform any creative tasks. examples of such a model can be traditional forms of lessons, for example, in the form of a lecture. this model is the most traditional and quite often used, although the modern requirements for the structure of the lesson is the use of active methods that cause activity.

### **Results.**

*The active method* is a form of interaction between students and the teacher, in which the teacher and students interact with each other during the lesson and the students here are not passive listeners, but active participants in the lesson. If in a passive lesson the teacher was the main actor and manager of the lesson, then here the teacher and students are on an equal footing. Active or interactive methods involve stimulating the cognitive activity and independence of students. This model assumes the presence of creative (often homework) assignments and communication in the student-teacher system as mandatory.

This method is characterized by its one-sided orientation, namely, for technologies of independent activity, self-learning, self-education, self- development, and does not teach the ability to exchange experiences and interact in groups.

### ***Discussion.***

*The interactive method.* Interactive (–Inter|| is mutual, –act|| is to act) - means to interact, is in the mode of conversation, dialogue with someone.

In other words, unlike active methods, interactive methods are focused on a wider interaction of students not only with the teacher, but also with each other and on the dominance of student activity in the learning process. The place of the teacher in interactive lessons is reduced to the direction of students' activities to achieve the goals of the lesson.

**Conclusion:** Thus, with the passive method, only the teacher works, tells and explains everything, there is no feedback from the student. Everything will depend on how much the student perceives the information received.

In the active method, there is feedback from the student, and here everything no longer depends entirely on the perception of information; in this method, information is actively analyzed in parallel with its receipt.

In the interactive method, students begin to stand out, dominate, express their understanding of the information received, supplement the information received

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