TECHNICAL TOOLS OF NETWORKS AND ITS ROLE IN COMPUTER EDUCATION

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Abstract: *This qualification work is dedicated to "the use of blended learning in teaching the topic of technical means of networks".*

Information on the concept of technical means of networks, the possibilities of technical means of networks, software and technical support, the importance of using technical means of networks in education, the use of technical means of networks in teaching computer science, virtual laboratories, etc. is presented. Networks technical tools and him informatics in education place according to conclusion and Suggestions given _

Key words and expressions : *innovative technologies , innovative of technologies methods and forms , informatics science in teaching innovative from technologies use efficiency .*

Modern methods of teaching computer science

One of the main places in computer science didactics and teaching methods is occupied by teaching methods. The teaching method is derived from the Greek word metodos - the way to something, and as a means of education, it is the interconnected activities of the teacher and the student aimed at achieving the goals of education. sorted methods.

The problem of teaching methods can be summarized as "how to teach?" can be expressed using the question But it should be recognized that in order 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, the issue of choosing teaching methods that fully meet the purpose and content of teaching, and the level of students' thinking activity can be solved.

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 educational goals will be achieved with the help of each method. Teaching methods are versatile. For this reason, there are many classifications of them. In these classifications, methods are grouped by one or more characters.

1. Traditional classification . General sign as knowledge source is taken .

Practical	Demonstrative	Oral	Book with work	Video method
Experience Exercises to do Independent the work Laboratory work _	Illustration Follow up	Explanation The story to do Conversation Lecture	Reading Quick seeing exit Quote get Statement reach Again speaking to give Synopsis	Seeing exit Exercise work

2. Current in the day academic Yu.K.Babansky recommendation reached classification wide spread .

Three large groups of teaching methods are distinguished in it:

–methods of organizing and implementing educational activities;

–methods of control and self-control of educational activities;

–methods of stimulation and motivation of educational 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 rate (tempo) and level of student development is achieved).

–educational (results of education are predetermined using the method)

–a desire-generating or motivational method for the teacher is a tool that creates a desire for learning in the student and stimulates cognitive activity)

–control-correction (with the help of the method, the teacher diagnoses 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 familiarize students with some general ideas of modern informatics, to reveal the practical application of informatics and the role of computers in modern life. But, 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, the well-known and popular crossword game naturally arouses interest in children. Question form in the form of a crossword puzzle is always an interesting and attractive method for students. Students will get into this game to such an extent that they can even create crossword puzzles on various computer science topics. This form of independent

creative activity, while useful, covers not only strong students, but also weak ones.

Students who learn poorly in other subjects often become good and diligent students in computer science. Crosswords, rebuses and puzzles, while being simple, are also an effective means of drawing attention to the names of famous scientists, scholars, and special terms.

The elements of playfulness, crossword and rebus solving challenges attract students in such a way that they unwittingly encourage them to improve their knowledge in the field of computer science.

Interactive methods of teaching. The task of educating the growing generation to be independent thinkers is set in the "National Personnel Training Program". The solution to this problem largely depends on the use of interactive teaching methods.

First of all, let's clarify the concept of "interactive". The word "interactive" comes from the English word "interact". "Inter" means mutual, "act" means to work. So, interactive means to be in a state of dialogue (communication) with someone (with a person) through interaction, activity or conversation. Thus, interactive teaching is, first of all, communicative teaching, in the course of which there is interaction between the teacher and the student.

The essence of interactive teaching is to organize the learning process in such a way that all students are involved in the learning process and have opportunities for free thinking, analysis and logical reasoning.

Joint activity of students in the process of learning is understood as individual contribution of each of them in their own communication, exchange of mutual knowledge, ideas and methods of activity. At the same time, all this is done in an atmosphere of mutual goodwill and support. This, in turn, not only provides an opportunity to acquire new knowledge, but also develops the cognitive activity itself, bringing it to higher levels of cooperation and cooperation.

Interactive activity in the lessons envisages the organization and development of dialogic communication, which leads to mutual understanding, working in cooperation, solving common, but important issues for each participant. The interactive method excludes the dominance of one speaker and one opinion over other opinions.

In the process of dialogic teaching, students learn to think critically, to solve complex problems based on the analysis of conditions and relevant information, to evaluate alternative opinions, to make logical and logical decisions, to participate in discussions, to communicate with others. . For this, individual, pair and group work is organized in the lessons, research projects,

role-playing games are used, work is carried out with various sources of documents and information, and creative works are used.

"Insert" technology. This technology is designed to work with new text and includes:

1. Reading the text by hand with a pencil.
2. Putting special characters in the text during reading:

+ I know that;

- I didn't know that;

? I wanted to know it perfectly;

3. After a full reading of the text, the following table is filled in:

I knew that.	I didn't know that.	It's perfect I want to know .
+	–	?

" **Big circle" technology.** The first stage. The group sits on the seats in a large circle. The teacher presents the problem.

The second stage. During the specified time (for example, 10 minutes), each student individually writes down the ways to solve the problem.

The third stage. In a circle, each student presents his suggestions. The rest of the group listens silently, without commenting or criticizing his opinion, and votes on whether or not to include the proposal in the general decision on each item. Proposals included in the general decision are written on the board.

Brainstorming technology. "Brainstorming" is an effective method of group discussion. In it, finding a solution to a problem is done by freely expressing the opinion of all participants.

The principle of "brainstorming" is very simple. the teacher puts a problem in front of the class and asks the students to give their opinion on how to solve this problem. At this stage, no one has the right to express their opinion or evaluate the ideas of other participants.

With the help of "brainstorming", you can get dozens of ideas in a few minutes. The number of ideas is not the main goal. Ideas are the basis for developing the right solution.

The rules of "Brainstorming" are as follows:

- proposed ideas are not evaluated or criticized;
- the number of work ideas should be large;
- you can try to expand and develop any idea;
- each idea is written down (at least with key words or phrases);
- brainstorming time is strictly set and adhered to.

After the brainstorming, the proposals are analyzed and the most valuable ones are selected for further work with them . When analyzing, first of all, it is necessary to pay attention to the useful aspects of the proposal.

"Tangled logic circuits" technology. The teacher writes down five or six separate incidents. These events can be chronological or causal chains. Each event is written on a separate sheet and they are mixed up. The group is given the task of restoring the logical order of these sheets. For this purpose, successive students are called and each of them is given the task of putting one event in its place in the chain. After chaining the events, read the text about the event and students check whether their guesses are correct or incorrect.

"Role-playing" method. The essence of the role-playing method is that students take on the role of another person and act in it. in the game, students are given mostly unfinished situations. They will have to make decisions, resolve conflicting situations or bring the proposed situations to an end.

Role-playing games develop students' skills to understand and be kind to others. By playing the role of others, it is easy to understand his point of view, even what he is thinking and feeling. Role playing can provide students with models of how to behave in different situations.

" Five minute " essay " **method . Written** of the task this type lesson At the end of is used . His purpose to the students being studied topic according to knowledge conclusion to make if so , the teacher for students in his mind what are happened that he is giving from knowing consists of from the students the following two task perform is asked :

- this topic according to what knowing that they received and themselves answer could not get something the question writing to give

The teacher collects the written works immediately, and later, he can analyze them and use the results to plan the next lesson.

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