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Modern Methods of Teaching Information Technologies at the Lesson of Computer Science

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Abstract: Each teacher in his pedagogical activity is faced with such a problem as the student's lack of interest in learning, apathy, laziness, and in some cases aggression. What to do? To resort to tough measures, that is, to force, coerce, convince that this is important and necessary for the profession and the future. But, unfortunately, such methods do not give positive results, and as my experience and the experience of many teachers shows, such methods lead to a backlash. But how can a teacher arouse interest in classes, how to motivate everyone in the lesson. It is not always easy for teachers and parents to turn learning into an interesting activity for a child. If traditional teaching methods don't work, get creative with your class. For the same reason, modern technologies and teaching methods, or so-called non-traditional teaching methods, have appeared. They really work and give positive results. Use personalized, imaginative, and technologically advanced teaching methods to engage students.

Keywords: Teaching Information, Computer Science.

Motivation is the main driving force in a child's development. It is she who helps him concentrate and get involved in the work as much as possible. Therefore, such methods are necessary for the teacher. They help to focus the student's interest, capture his attention and involve him in the work in the lesson. Consider the specific interests of students. This approach will allow you to captivate your students and interest in knowledge. Take the time to ask questions about the hobbies and hobbies of your wards. Try to include such hobbies in your lesson plans. Also allow students to suggest topics or bring materials like books, games, and apps that they want to share with others. Parents are encouraged to combine the interests of the child with educational materials. If kids are interested in trucks, find books and educational games about trucks. If your child likes music, learn about fractions in sheet music. Plan your learning time around student needs. It is irresponsible to assume that all children learn in the same way and at the same pace. Parents and educators should assess the needs of each child. It may be difficult for him to sit still. Determine the best way to learn - is it an auditory, visual or kinesthetic approach? Use this information to plan your classes and lessons more accurately. If your child finds it difficult to sit still, take frequent breaks.

When teaching visually, use a variety of visual materials. If you cannot determine the appropriate learning style, then take a test or a quick assessment of the child's inclinations. There are many free tests available on the internet. If you have resources and opportunities, you can contact a specialist.

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you have resources and opportunities, you can contact a specialist. Participate in the learning process. Join students or children when they are doing their homework. If you actively participate in the learning process, children will begin to repeat your habits and acquire problem-solving skills, as well as share your joy in learning new facts. If the child suspects that you are not interested, then he will consider that the activity is not worth his attention at all. Work individually. Most children enjoy receiving personal attention because it makes them feel important. If the child's desire for attention is satisfied, he will better perceive information. When children are busy reading, take the opportunity to read for yourself. Assign digital projects. Today's children are born in the digital age. They are crazy about technology and confidently use technology. Put these skills to good use through themed activities. Instead of a diary, invite your child to record their experiences on video. Let students search for information using computers and tablets. Encourage students to create websites, videos, and podcasts. Listen to audiobooks.

Two examples of conducting a non-standard lesson on ingenuity and logic in a computer science lesson

When studying programming, we offer a poem written in the 60s by the programmer Markov S.A., in which it is necessary to count the number of words related to the syntax of the programming language (reserved words, operator names, types of values, etc.)

The beginning of a bright spring

Forest green **massives**

Blossom. **And** lindens **and** aspens

And ate thoughts are clear.

I **assigned** this May

The rights to dress **branches** with foliage,

And a **whole** month in the soul **labels**

He randomly arranges…

And the line is written easily,

And brushes are torn on the sketchbook,

False disguised as **true**

And I tell her: **while**!

Classical problem: “tea - coffee” Given the values of two quantities a and b. To exchange their values. The solution “on the forehead” a = b, b = a will not give a result. How to be? And since there is an exchange of the contents of two cups, one of which contains coffee, and the other tea. Need a third cup! That is, a third auxiliary variable is required. Then: c=a, a=b, b=c. But it turns out that the third variable can not be used. Usually students say: “It can't be!”. It turns out that it can, and even in several ways, for example: a=a+b, b=a-b, a=a-b. Beautiful, is not it? There are at least 7 ways that I suggest students find on their own. And at the same time solve the following problem: given the values of three variables a, b, c. Compose a program after which the value b will have the value a, c=b, a=c. Additional variables do not apply. The development of students' creative abilities and the impact on the process of creative self-development should take place in an atmosphere of psychological comfort, trust in the teacher, with whom you can discuss your problems and difficulties, identify real opportunities for spiritual and intellectual growth. Showing a kind, respectful attitude towards students, I form in them the desire for self-education, self-education, self-determination through self-knowledge.

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