



Ways to Increase the Participation of Students In Information Technology Classes

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Abstract:

Objective. In this article, conclusions and suggestions formed as a result of deploying innovation technologies which are considered to be essential to use in every processes of education will be stated. Some factors stimulating the educational activity of students are analyzed, and examples are given. Questions and situations used in problem-based learning are applicable to the learning process of information technology.

Results. According to the results, the each lesson, topic, subject has its own technology. Pedagogical technology in the learning process is a holistic process in a specific sequence, which is a goal-oriented, well-designed and guaranteed pedagogical result based on the needs of the student. The realization of the pedagogical goal and the achievement of a guaranteed result depends on the joint activity of the teacher and the student, the goal they set, the chosen content, style, form, means, ie technology.

Conclusion. Based on our personal experience, it has been found that the following factors, which stimulate students' cognitive activity and which many do not pay much attention to, are more effective in the formation of basic knowledge.

Key words: cognitive activity, systematic approach, pedagogical technology, goal orientation, pedagogical process, problem situation, logical observation, creative activity.

Introduction. We all know that in the traditional approach to teaching, the model of “ready-made” knowledge transfer plays a key role. Knowledge is transmitted from person to person, as if pouring water from one container to another. In today's rapidly changing world, however, such an approach is not working. Man is radically different from other beings because of his independent thinking, behavior, speech, and conscious behavior. In the process of independent thinking, a person develops thoughts, opinions, ideas, goals, and so on. The process of independent thinking begins with the emergence of a problematic situation. As a result of the tendency in man to know, while searching for uncertainties of the problematic situation that are not as clear as the situation itself, he understands the internal, complex connections and mechanisms between things and events. Consequently, man develops an ability to anticipate the occurrence, development, and consequences of natural, social phenomena and events based on certain rules.

Each lesson, topic, subject has its own technology. Pedagogical technology in the learning process is a holistic process in a specific sequence, which is a goal-oriented, well-designed and guaranteed pedagogical result based on the needs of the student. The realization of the pedagogical



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goal and the achievement of a guaranteed result depends on the joint activity of the teacher and the student, the goal they set, the chosen content, style, form, means, ie technology. It is up to the teacher and the student to choose which technology to use to achieve the goal, as the main goal of both parties is to achieve a clear result, depending on the level of knowledge of students, the nature of the group, the technology used. For example, in order to achieve the result, you will need to work with a computer, but you will need film (or handouts, drawings and posters, information technology, various publications), but you will use a very carefully designed interactive method. It all depends on the teacher or the student.

Methods.

If we consider pedagogical processes as an interconnected integrated system, their organization and management should also have a systemic character. The content and essence of a systematic approach to the analysis of the peculiarities of pedagogical processes can be based on the following principles:

- purposefulness, consistency and interdependence of the subjects of the pedagogical process;
- Integrity - the fact that pedagogical processes are a set of interrelated and interrelated components;
- integration - the mutual unity of internal and external factors that serve the movement and development;
- interdependence - the existence of pedagogical processes as a separate system and as a component of a holistic pedagogical system of higher order;
- Communicativeness - the pedagogical system has the characteristics of interaction with the external environment and other systems.

Based on our personal experience, it has been found that the following factors, which stimulate students' cognitive activity and which many do not pay much attention to, are more effective in the formation of basic knowledge.

Asking questions to students during the presentation of the lecture material also gives much better results. This methodical method serves two purposes. First, the teacher will be able to know how they are mastering the material, depending on the nature of the students' responses, i.e. to make some 'feedback'. Second, students listen to it more carefully, without distracting themselves, knowing that the teacher will ask whenever they want. During the presentation, the teacher should ask students questions to try to determine how well they understand what is being said. At the same time, the teacher should ask students not only to repeat what they have said, but also to try to understand and apply the laws and conclusions. At the same time, students should be accustomed to asking questions to the teacher, which also contributes to the successful mastering of the learning material, increases the activity of students' thinking ability in the classroom. We must not forget Pestalozzi's wise words, "A question not asked in time is a lost treasure." V. A. Sukhomlinsky believed that students' questions to the teacher were a manifestation of their intellectual activity, a necessary element of "knowledge acquisition." If the students do not have questions for the teacher, what is the reason for the teacher to be alert, which makes him / her passive? it should make them wonder if they are not interested, understand, or have other reasons. It is necessary to activate



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students, to arouse their interest in the issues being studied. The student should be encouraged to ask a reasonable question.

Students should ask the question after the whole material or parts of it have been described. Otherwise, the questions may distract the teacher from the main idea. This methodical method does harm instead of benefit. In this regard, it should be noted that students are asked "Do you understand?" or "Exactly?" It is not recommended to teach them to ask questions by asking traditional questions. To such questions, students usually say "Understood!" they reply, although this is not always the case. The so-called logical questions, that is, the questions that encourage the student to think creatively, help to keep the students' attention at a high level. This methodical approach diversifies the narrative and also prepares the students to answer the questions, which has a positive effect on the students listening attentively to the lesson.

As a result of student fatigue, often their attention and activity decreases, which should be taken into account when describing the learning material. Prolonged attention is tiring, the student can not hear the teacher's words attentively, begins to be distracted. Educators who do not know this law try in vain to "create" attention in tired students.

The work should be organized in such a way that students do not get tired throughout the lesson and focus on the lesson. One of the ways to prevent student fatigue is to use a variety of forms and methods of teaching the lesson, the most productive part of the lesson to master the learning material being studied. Experienced teachers describe material that students find difficult to master in the first half of the lesson, and repeat, question, and refine knowledge in the second half of the lesson.

In order to come to these conclusions, during the study, lessons were observed in many groups, innovative technologies were used in the lessons. In particular, experiments conducted in certain groups of lessons showed that students easily mastered new concepts of modern information technology. The reason for this was the control work carried out at two different time intervals and the results of inspections in them. As a result, the quality index increased from 46% to 70%. In student groups, however, activity increased significantly.

It is known that any basis of teaching is based on certain laws of human activity, personality development and the principles and rules of pedagogical science formed on their basis. The objective laws of solving the logical conflict of cognition in the process of human cognitive activity are based on the didactic principle - problem-solving. An analysis of the current process of teaching shows that the conclusions of psychologists and educators that thinking begins with a problematic situation, unexpected amazement and delusion are close to reality. In the context of learning, that mental, emotional, and emotional state of a person serves as a specific stimulus for him to think and think intellectually.

Results.

It is very useful in teaching information technology, that is, to create problem situations in every cognitive process and encourage efforts to solve them. In particular, "Is it possible to completely prevent the negative aspects of the use of a computer device?", "What needs to be addressed in order to fully meet future technical needs?"

These include Concept Analysis, Assessments, SWOT Analysis, Networks, Brainstorming, Labyrinth, Scarab, Elpigich, Communication, and Written Debates. method, "Relationship", "Propaganda team" method, "Projects" method, "Scenario" method, "IMAK" (persuasion school)



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method, “Boomerang”, “SAN” method (trinity-effective, ethical, polite) method and Step-by-step methods. Each of these methods performs specific tasks, and they are used at different stages of the lesson.

Discussion.

Areas of application of the obtained results. Thus, the judicious use of the above factors in the revitalization of students' learning activities leads to the following effectiveness in the educational process:

- lead to better mastery of teaching content.
- Ensuring timely communication.
- creating conditions for the practical application of concepts.
- Offering different views of teaching methods.
- high level of motivation.
- Good memory of the material covered.
- Improving communication skills.
- growth of self-esteem.
- The formation of a positive attitude of students to the content of the subject and the teaching process.
- Increase the number of students who can think independently and focus on creative research.
- not only help to master the content, but also develop critical and logical thinking.
- Development of problem-solving and independent decision-making skills.

This means that the methods and techniques recommended above can be applied at any stage of the learning process and the expected results can be achieved, depending on the nature of the lesson.

Conclusion.

Thus, a properly applied teaching method achieves the above results and leads to a significant increase in lesson effectiveness. It should also be noted that only if we can teach students to work actively and independently can we nurture enterprising people. After all, each lesson should be as unique as a new work of art, "captivating" the student with its own peculiarities. It requires hard work and entrepreneurship from the teacher.

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