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TARMOQ TEXNOLOGIYALARI FANINI NOAN'ANAVIY TA'LIM

METODLAR ORQALI O'QITISH

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Annotatsiya:

Ushbu maqolada tarmoq texnologiyalari fanini noan'anaviy ta'lim metodlar orqali o'qitishda, axborot texnologiyalari ta'limining maqsadlariga erishish bo'yicha o'qituvchi va talabalarning birgalikdagi ish faoliyatini tashkil qilish bo'yicha atroflicha fikr va mulohazalar keltirilganligi bilan asoslanadi.

Kalit so'zlar: Axborot texnologiya, ta'lim, ma'rifat, ta'lim oluvchi, ta'lim beruvchi, innovation, pedagogik, didaktik, an'anaviy, noan'anaviy, interaktiv.

ПРЕПОДАВАНИЕ НАУКИ О СЕТЕВЫХ ТЕХНОЛОГИЯХ С ПОМОЩЬЮ НЕТРАДИЦИОННЫХ МЕТОДОВ ОБУЧЕНИЯ

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Аннотация:

данная статья обоснована тем, что в преподавании дисциплины сетевые технологии нетрадиционными методами обучения представлены



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развернутые размышления и размышления об организации совместной работы учителя и учащихся по достижению целей обучения информационным технологиям.

Ключевые слова: информационные технологии, образование, просвещение, образовательный, образовательный, инновационный, педагогический, дидактический, традиционный, нетрадиционный, интерактивный.

TEACHING THE SCIENCE OF NETWORK TECHNOLOGIES USING NON-TRADITIONAL TEACHING METHODS

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Annotation:

This article is justified by the fact that in teaching the discipline of network technologies, non-traditional teaching methods present detailed reflections and reflections on the organization of joint work between teachers and students to achieve the goals of teaching information technology.

Keywords: information technology, education, enlightenment, educational, educational, innovative, pedagogical, didactic, traditional, non-traditional, interactive.

President Of The Republic Of Uzbekistan Sh.M.In Mirziyoyev's "strategy of New Uzbekistan", the greatest wealth is intelligence and science, the greatest



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inheritance is good upbringing, the greatest poverty is ignorance! Therefore, for all of us, mastering advanced knowledge, becoming truly enlightened and the owner of a high culture should become a continuous vital need¹- it is important that they think. The main goal is to transform the youth into a person of wide-ranging content thinking and intellectual potential in the views expressed by our president.

Methods of Information Technology Education are divided into groups on the following signs of the organization of joint work activities of teachers and students on the achievement of the goals of Information Technology Education. The method is the sum of regulated methods of organizing the joint activities of educational and educational people aimed at a specific goal.

Method-organizes the joint activities of the educator and educator.

The system of IT methods, based on modern pedagogy and information technology, is traditional, unconventional, interactive.

In the process of education, the student personality, the quality system of the individual, the acquisition of knowledge in the process of study, qualification and skill dressing, the innovation activity system and the innovation activity of pedagogy covered². We have already given a description of modern technologies. The process of passing lessons is created by communication between the teacher and the student, the traditional lesson - in most cases, education is using one-to-one models of the process.

1. A traditional lesson is a passive teaching method, and the effectiveness of the lesson will depend on its planning. It is known that in a traditional lesson, a teacher stands at the center of the educational process.

¹ Mirziyoyev Sh.M. Yangi O'zbekiston strategiyasi. – T., 2021. – B. 237.

² Azizxo'jaeva N.N. Pedagogik texnologiyalar va pedagogik mahorat. T.: 2003-yil.



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In the traditional tutoring model, techniques such as more lecture, savoljavob, practical exercise are used. For this reason, in these cases, the effectiveness of the traditional lesson is much lower, and students become passive participants in the educational process. The main trends in the development of the lesson find their clear expression in the requirements for the lesson.

Traditional methods. A source of knowledge is obtained as a common sign. It is a method that aims to deliver the necessary content within the time period that dan, who uses the teaching method, determines in any case.

2. Unconventional methods. Currently, the academic Yu.K. The classification recommended by Babansky may have been widespread. In it, three large groups of teaching methods are separated:

- methods of organization and implementation of educational-cognitive activities;
- methods of control and self – control of educational-cognitive activities;
- methods of stimulation and motivation of educational-cognitive activity³.

These techniques use unconventional methods of organizing classes are methods aimed at increasing the effectiveness of the lesson and increasing students ' knowledge, uz self-control and interest in science.

3. The main conditions for the introduction of interactive methods into the educational process are such as directing the educational process to a clearly defined goal, establishing regular interaction between the teacher and the student, organizing training on the basis of the student's behavior and their content, recognized as the philosophical basis of new pedagogical technologies⁴.

³ Бабанский Ю.К. Методы обучения в совр. общеобразоват. школе, М., 1985.

⁴ Begimkulov U.Sh. Pedagogik ta'limda zamonaviy axborot texnologiyalarini joriy etishning ilmiy-nazariy asoslari. Monografiya. – Toshkent: Fan, 2007-yil.



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The main criteria of interactive methods are the management of educational and cognitive activities of students, pre – blurring the educational process, planning, the use of invariant tests in the educational process.

Modern classes should be able to meet the following requirements:

advanced achievements of Science, the use of pedagogical technologies, the organization of the lesson on the basis of the laws of the educational process;

ensuring optimal proportions of all didactic principles and rules in the lesson;

creating the necessary conditions for the thorough assimilation of knowledge by students based on taking into account their interests, abilities and requirements;

establishing interdisciplinary links that students will realize;

previously studied knowledge and qualifications, as well as reliance on the level of development of students;

motivation and activation of the comprehensive development of the individual;

logic and emotionality of all stages of educational activity;

effective use of pedagogical tools;

formation of rational methods of knowledge, skills and qualifications, thinking and activity necessary;

to bring the extirpation of constantly enriching existing knowledge;

carefully design, plan, diagnose and guess each lesson.

Most often, students perceive non-traditional lessons from a positive point of view, most of the interest is included in the educational process and actively works in the lessons. The main tasks of the non-traditional lesson are to have a personal development of general cultural development. It is necessary to develop cognitive motives, initiatives and interests of students. The formation of the ability to learn consists in the development of communicative competence.



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The creative search principles of non-traditional lessons consist of the following:

maximum participation of the training class is ensured;

as the basis of the lesson of excitement and passion, emotional tone, and not Entertainment - the alternative of many thoughts is supported.

When choosing the forms of non-traditional lessons, the teacher should take into account the features of his character and temperament, in general, as individual students, preparation and specifics. As a result of this, the main methods of mastering knowledge are manifested in the traditional way of communication, discussion, negotiation, debate, discussion, reasoning, analysis, observation, reading, non-traditional way of communication, reading, observation, discussion, negotiation, debate, discussion, reasoning, analysis.

While in an unconventional lesson, the time requirement is determined by the fact that most of the lesson time is spent on the independent tasks of students, exchanging ideas, observing, outlining and defending their conclusions, in traditional, most of the lesson time is spent on the teacher explaining a new topic, analyzing, explaining assignments, controlling mastering. Non-traditional lesson types increase the effectiveness of the lesson and help to develop a stable interest in academic work and maintain the best achievement of software materials.

The method serves to create conditions for new ideas to be thrown into the middle by students. Groups, each containing 5 or 6 students, are given a variety of assignments or creative tasks that must be positively treated within 15 minutes.

When the task and creative tasks are positively treated within the allotted time, this is reported by one of the members of the group⁵.

⁵ Tolipov O‘., Usmonboeva M. Pedagogik texnologiyalarning tatbiqiy asoslari. – Toshkent: “Fan” nashriyoti, 2006-yil.



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The information given by the group (the solution to the creative task) is given and evaluated by the student and members of other groups.

Announces the answers that are considered the best and unique among the solutions to the task or creative tasks given at the end of the training. During the training process, the activities of the group members are evaluated according to the level of participants.

These methods are: Boomerang, mental attack, elpigging methods. When using the mental attack method, all students take 1 piece of white paper and write their group, last name and first name on it.

Students are given 15 minutes and write their own understanding of the subject to be passed. Then the sheets are collected. In order to determine to what extent students have mastered the topic, another innovative method is the elpigich method, although this method uses a board (board), a general conclusion is drawn from the mentioned topic. At this time-using the Boomerang method, whichever students have mastered the most when we explain the topic, the more those students will be able to express an opposing opinion.

By being active in training in students, in contrast to traditional training, indifference is replaced by alertness, inner aspiration, search for a solution, they themselves strive to massively add to personally participating in finding solutions to problems. Taking classes in this method is important in that it increases activity in students, teaches them to think independently, freely, exchange ideas, and develops a desire to improve their knowledge and skills.

The cluster (Bud, link) method is a certain form of pedagogical, didactic strategy that helps students create conditions for free, open thinking and leisurely articulation of personal thoughts in the subject of a volitional problem (subject).



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This method requires the identification of a structure that allows you to think between links between different ideas. This method is considered a form of thinking that is not directed to a specific object. Its use is carried out in connection with the principle of operation of human brain activity. This method serves to ensure the unambiguous functioning of thinking until the deep and thorough assimilation of a particular topic by readers.

Designed according to the idea of style and style - the cluster method is a well-thought-out strategy, which can be used in the process of training with students, organized individually or on a group basis.

The method is manifested in the form of a set of ideas expressed by students in Group-based activities. This makes it possible to generalize the ideas put forward and find connections between them. When using the cluster method, it is required to adhere to the following conditions: whatever is thought out, this is what is put on paper.

Not thinking about the quality of thoughts, they are simply written down; orthography or other aspects of writing are ignored; one should not stop writing until the specified time has come to an end. If for a certain period a certain idea is not thought out, then a picture of something is drawn on paper. This action is continued until the idea is born. Within the framework of a certain concept, an attempt is made to promote as many new ideas as possible, as well as to show the interaction, connection between these ideas⁶.

It is darcor not to limit the quality of the sum of ideas and the display of connections between them. The cluster method helps students to master any subject in depth, teaching them to freely and openly divide a concept or specific

⁶ Saidaxmedov N. Yangi pedagogik texnologiyalar. Toshkent "Moliya"- 2003-yil.



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thought relating to the subject into Halda tobacco, which is inextricably linked in sequence.

This method can serve to expand the concentration of students' thinking activity before deep mastering any topic. As well as the elaboration of the mentioned topic, the generalization of good appropriation in ham encourages students to express their imagination on this topic in a drawing form.

"Bliss-game" - this method also gives a good result, as computer science and information technology lead to work on an algorithm. Because in it, work is carried out to sort the data, put it in place in the sequence t scheme method. In this method, students are focused on logical response. Students are required to put the desired character in the yes or no column. This can also be used to assess student knowledge.

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