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METHODOLOGICAL ASPECTS, CONTENT AND ORGANIZATIONAL FORMS OF TEACHING A COMPUTER SCIENCE COURSE AT HUMANITARIAN FACULTIES OF PEDAGOGICAL UNIVERSITIES

Abstract: The article presents the main directions of improving the methodological training of future teachers of computer science in the modern information and educational environment of pedagogical higher education institutions.

Key words: IT, methodological aspects, computer science.

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Introduction

The education of teaching staff for various educational systems is today a process that significantly affects the nature of the dynamics of changes in various educational institutions as a social institution of society. On the other hand, according to his condition, one can judge the ongoing trends in the development of education.

In the context of society reform, the problem of reforming the system of humanitarian education is a national task. The significance of the problem is the formation of a new citizen in the context of the transition to the information society and the internationalization of education. The internationalization of education is one of the most characteristic features of the development of education in the world in the last decade of the 20th century and the beginning of the 21st century, which is facilitated by the deepening of the processes of political and economic integration, the reduction of military confrontation, the development of global telecommunication systems and other factors. In connection with the transition to the information society, the issue of informatization of education has become urgent, both for the country and for foreign countries.

Any vocational educational system includes a hierarchy of various interrelated elements. Firstly, an ideology, which is mediated by a number of social variables and the level of development of science and society as a whole. The second element is the content of education. It can be considered: in the form of disciplines of the curriculum or educational programs, in the information aspect - focusing on a set of didactic units contained in standards or other documents, in textbooks and in various information sources. The third element of the system is the methods, forms and technologies of instruction. The indicated components may be in certain relationships with the basic paradigm of education, i.e., be ahead of it, correspond or fall behind. These relationships have both theoretical and practical significance for pedagogy. Moreover, the very nature of these relationships, due to the inertness of education, is characterized by contradictions, which often lead to processes that inhibit the dynamics of its development.

The use of information technology (IT) in economic management systems and everyday activities has led to a significant increase in the volume of information flows and their role in the functioning of complex economic and technical systems. The tension in the functioning conditions of such systems makes special demands on the level of

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informational training of specialists and the strength of their skills.

On the other hand, an analysis of the reviews of applicants to humanitarian universities allows us to conclude that humanitarian students, as a rule, do not have a high level of pre-university information training and the objective reasons for this phenomenon are the lack of a holistic system of school information training in humanitarian disciplines, poor computerization of schools.

Humanitarian universities have to deal with students who have a significant spread in the quality of information English and Russian-language training, in the level of development of cognitive abilities and the level of psychophysical resistance to environmental influences. A limited period of study, a small number of hours for studying computer science in the presence of a large number of special subjects, poor knowledge of the Russian language, and as a result, large psychological and physical stress during training lead to a real reduction in students' time for informational training compared to the time laid down in training programs. There is a decrease in motivational, cognitive, and as a result, informational readiness for professional activity.

There is a mismatch between the traditional form of organization of the educational process and the requirements of personality-oriented learning to provide the student with time, place and methodological support for organizing active independent work in mastering systematic knowledge and skills in applying information technologies in the process of solving humanitarian problems, restoring missing knowledge.

In the conditions of the information society, there is a need to organize level differentiation of information training for students of humanitarian faculties in the field of using means and methods of computer science in the process of solving humanitarian problems, strengthening interdisciplinary connections between computer science and humanitarian disciplines, taking into account the pre-university level of information training formed in the linguistic environment of the student. The methodological system for organizing such training for students of humanitarian universities is not sufficiently developed. To scientifically substantiate, develop and experimentally test the methodological system of teaching computer science for students of humanitarian universities, focused on the organization of level differentiated education, in which for each level of education an appropriate information linguistic educational environment is created that allows students to organize independent work on educational material: during the formation abilities and skills to apply computer and communication tools in the process of solving human tasks container profile in a communicative incompetence; taking into account the need, on the

one hand, for a student to achieve the assimilation of the minimum content of information training in conditions of low pre-university information training. On the other hand, differentiation and in-depth study of computer science, information technology due to the development of intersubject communications of humanitarian disciplines with computer science; during the restoration, assimilation of lost knowledge as a result of linguistic incompetence, poor knowledge of the English and Russian language.

Thus, we can conclude that humanitarian technologies arise from the synthesis of philosophical knowledge and various private sciences, including pedagogy. As a result of this, various areas of research, philosophical and scientific views appear, the results of which are translated into the construction of practices in education. New educational practices are considered not only in terms of solving specific educational problems, but also in terms of the interpretation of education itself, understanding of education as a fair, democratic and civil process of socialization and personal development.

As an analysis of international documents on education problems shows, the creation of more equitable educational institutions for the introduction of new humanitarian technologies into education is becoming an urgent social task and a broad search for the pedagogical community. These trends give rise to new forms of preparation for professional teaching and teaching activities - training is carried out by means of special training courses at universities, with the development of new models of education in international associations, consortia, associations, network communities, etc.

Education in computer science for students of humanitarian universities with a low level of pre-university information training will be effective, will ensure the activation of cognitive activity, increase the motivation of student learning, the quality of the use of information technology in solving humanitarian problems, if we propose a methodological system for organizing level differentiation of computer science training, based on the formation of individual learning paths students taking into account the initial level of pre-university information Preparing students and corresponding to this level of linguistic environment, and the study of the content of a course of the differentiation level is focused on the use of hypertext kativnyh lingvokommuni-learning technologies and computer science interdisciplinary connections humanities with science.

CONCLUSION

The study is presented in the form of a holistic system that does not contradict the modern concept of new information technologies for training. The objectives of the study are confirmed by experimental data. Theoretical analysis and practical implementation of research results are in logical unity.

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The proposed research scheme allows you to go through the technological cycle of the development of pedagogical technology from setting the problem to implementing the results in practical activities aimed at training a specialist.

In the course of a theoretical and experimental study of the content, conditions of information training of students of humanitarian universities, the following results were obtained:

1. Structural elements of the basic informational training of students at a humanitarian university, important for future professional activities and the conditions for the formation of basic informational training of students at a humanitarian university, oriented to the levels of pre-university information training, modeled in a linguistic learning environment and which affect the pedagogical process, ensure the organization of the system level differentiation of computer science education through the formation of individual student learning paths.

2. The methodological system of level differentiation of teaching computer science for students of humanitarian universities, based on the

formation of individual learning paths, using the problematic teaching method in the implementation of technology of independent information training on the educational material of the discipline "Informatics" in the formed linguistic-communication environment, under conditions of modeling various levels of teaching informatics on the basis of problem situations and intersubject communications of humanitarian disciplines with computer science, providing It enhances cognitive activity, enhances learning motivation, continuously monitors students' knowledge and skills in the process of studying computer science and manages this didactic process based on hypertext technologies.

3. The results of the experiment, proving the effectiveness of the methodological system of level differentiation of teaching computer science for students of humanitarian universities and the developed linguistic-communicative hypertext technology of information training in the conditions of level differentiation of teaching computer science based on intersubject communications of humanitarian disciplines with computer science.

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