THE PROJECT METHOD AND ITS IMPORTANCE IN TEACHING INFORMATION TECHNOLOGY IN EDUCATION

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ABSTRACT

The article reveals the importance of studying foreign experience in the field of education, as well as teaching interactive methods in developed countries.
KEYWORDS: *International experience, computer science and information technology, Project interactive method.*

DISCUSSION

Now we are talking about modern pedagogical and information technologies that are used in the international experience of teaching information technology in education. Extending the use of international experience in teaching information technology in education, we can make the learning process more interesting, integrate the results of international scientific research into our national methodology and use advanced teaching methods abroad. During the observation, I studied several systems for teaching advanced skills and learned about various teaching methods. For example, studies in the German education system have shown that they use the following 20 types of instruction in their studies[2].

Table 1
20 different types of teaching methods used in the computer science lesson

Deutsch	English
Problemorientierter Unterricht	Problem-oriented teaching
Lernen entdecken	Discovering learning
Computersimulation	Computer simulation
Projekt methode	Project method
Modellmethode	Model method
Lernen durch Lehren	Learning by teaching
Fallstudie	Case study
Planungsspiel	Planning game
Verwaltungsprogramm	Management program
SWOT	SWOT
Direkte Anweisung	Direct instruction
Lernaufgaben	Learning tasks
Vorstellung	Presentation
Gruppenrätsel	Group puzzle
Versuchsmethode	Experiment method
Führende Textmethode	Leading text method
Konzept-Mapping	Concept Mapping
WebQuest	WebQuest
Gegenseitige Lehren	Reciprocal teachings
Portions methode	Portion method

The above methods will not only improve the quality of the course, but will also help students gain

a deeper interest in science. That is why German professors use these methods in computer science lessons.

It is believed that the use of the above methods in teaching theoretical and practical knowledge of foreign countries when teaching a computer science course is the most effective, and we have chosen the following methods for teaching the subject "Information Technologies in Education".

We have chosen a project method from the above methods. Because this method helps students to independently think and develop their creative abilities.

The project method is a means of achieving educational goals in one way or another through the detailed development of technology that gives a real, tangible result. This is a set of primes that solve this problem in a specific sequence. The main goal of the project methodology is to provide students with the opportunity to learn and solve problems or problems on their own in order to adapt their knowledge in various disciplines. If the project method is considered pedagogical technology, this technology is a combination of research, problematic and creative methods. Within the project, the teacher will be assigned the role of a developer, coordinator, expert and consultant. Thus, the projection method includes the development of cognitive skills and abilities of students, the independent design of their knowledge, the orientation of information and the development of critical and creative thinking. The project method developed in the first half of the twentieth century on the basis of the pragmatic pedagogy of John Virgo is especially relevant in the modern information society. The project methodology is not something new in world pedagogy: it began to be used in pedagogical practice long before the famous article by the American teacher W. Killatrick, "Project Methods (1918)." In this article, he interpreted this concept as a "heartbreaking idea." This method was known in Russia in 1905. At that time, a group of Russian teachers headed by S.T. Shatsky was working on introducing this method into a regular school.

In the project process, the following skills are formed:

1. Reflexive knowledge;
2. Research skills;
3. Skills and cooperation;
4. Management skills and qualifications;
5. Communication skills;
6. Presentation skills.

Project creation methods can be started as follows:

1. Analysis of data from additional literature (encyclopedia, Internet)
2. Synthesis

As an example, we will present the topic "Webpage, Website, Web Design" using the "Project" method.

First of all, the teacher explains to students the basic concepts of the topic. He then presents datasets that work within a topic. During practice, students begin to create a new project using the "project" method. Students can use a variety of patterns. An example of this is the Turbosite website and the software used to create various projects. The project method is presented to students by the teacher.

Instructions on the organization of individual work of students, the distribution of educational tasks.
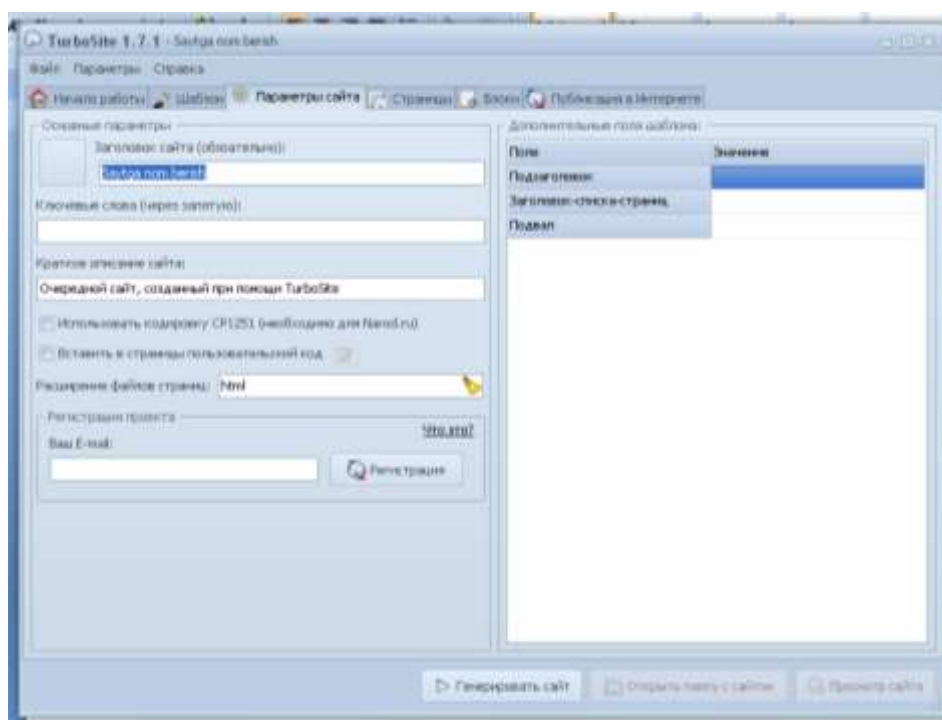
1. Go into Turbosite and create a new project (think about what small project you want to create).

Picture 1. Sequence of project creation in turbosite program.
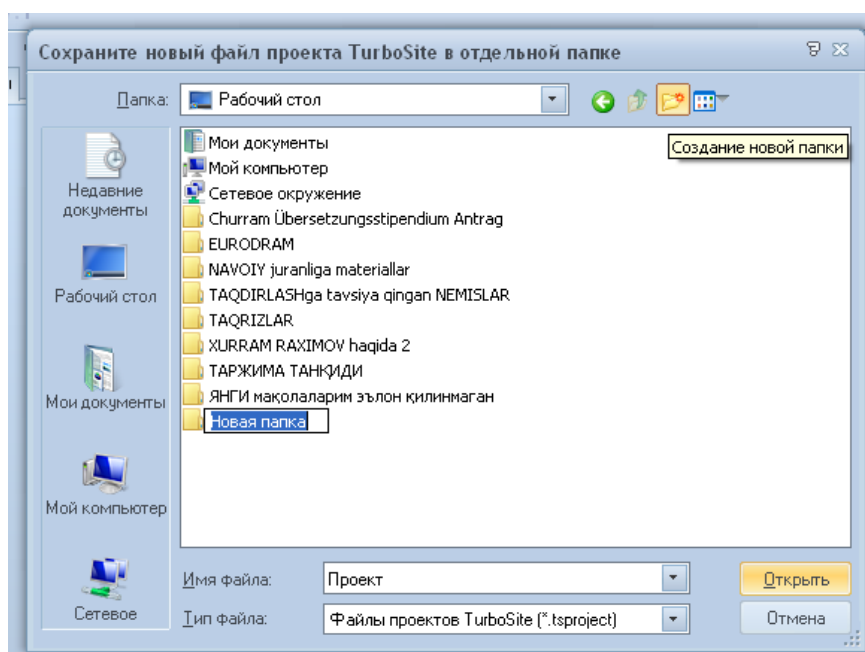
Picture 2. Create a new folder when creating a project.

Picture 3. Turbosite program working window.

2. In the "Template" section, select a template suitable for your project.

3. Save the sequence of your actions using the "Generate Site" command, otherwise your actions will not be performed.

4. Go to the "Options" section and give a name to your site. This is the name of your project.

5. After saving, go to the Pages section and name the main section of your project.

6. Use the "Add" command to give your site a name, save your work after each action.

7. Save using the generate site command and click on view site. This will give you a preview of your first small project.

It is known that it is not possible to cover the results of all regional and international research on one topic in one article. For this reason, in our article, we have tried to study only one of the interactive

methods used internationally, the Project method. In our next articles, we plan to discuss other interactive methods used in education, as well as to provide more information about such interactive methods of assessment.

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