

Informatics as a Science and Subject in School Teaching

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Received 01-05-2022	Abstract: Citing the basics, history and future of computer science passed. Informatics as a science has emerged relatively recently in the school curriculum. But questions about why computer science is being studied and how to do it precisely are still a matter of debate.	Keywords: Informatics, algorithm, computer, programming
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INTRODUCTION

Information technology is entering more and more people's lives every day. Today, even the most ancient professions require computer programs and various IT technologies. In this regard, computer science courses have been introduced in schools, because children learn much easier and faster than adults.

In addition, almost all modern school students have a computer at home and are happy to improve their knowledge after school.

Studying at a university requires a student to have a minimum knowledge of computer technology. Increasingly, computer science teachers are demanding that tests, coursework, and theses and appendices to them be submitted in print only. Therefore, a prospective student cannot do without learning text editors and some other useful programs.

It should also be noted that the computer skills acquired during computer science classes will be useful both in the study of the humanities and in the study of the exact sciences. Informatics is a leader in such connections of various topics and sciences.

Some experts believe that computer knowledge from a computer science course at school may not be useful to all high school students in the future, and so they doubt the appropriateness of teaching this subject in high school. But if we graduate to the profession.

Given this direction, then this topic of the school curriculum will remain very necessary and necessary for reading. It is much easier for young

people who have tried their hand at computer technology to choose a future career.

Informatics is understood as a natural result of the historical development of the information sphere of society. Information processing technologies have existed for more than a century, and their evolution has gone through several stages due to scientific and technological progress. The first step is to invent records and apply this knowledge from generation to generation. The second phase began in the mid-16th century with the invention of the printing press, which radically changed the culture. The third stage (late 19th century) was the invention of electricity, which led to the advent of the telegraph, telephone, radio, and telecommunications, which enabled the rapid transmission of any amount of data.

The fourth stage (70s of the 20th century) was the invention of microprocessor technology, the creation of the personal computer. Each time, information technology has radically changed the depth and scope of knowledge, the level of culture. However, the first three steps only changed the way data was recorded, reproduced, and distributed. At the present stage, the technologicalization of intellectual activity is underway. Computer-based information technology is capable of performing intelligent procedures: computer-aided design, computer modeling, financial and economic activities, multilingual translation, various types of diagnostics, training systems, data retrieval, sorting, etc. This is the fourth stage, and many new directions of theory and practice have emerged related to the study and production of technical means, methods, technologies that enable the growth of new knowledge. , as well as human

activities related to information change processes. Late 60s - early 70s. Twentieth-Century French Scholars Explain Two French Words - "informationne" (information) and "avtomatique" (automation) introduced the term "informatique" (informatique), which was formed as a product of.

The same "Informatics Formation" collection describes: "Informatics is a complex scientific and engineering discipline that studies all aspects of the development, design, creation, evaluation, operation of computerized (computer-based) information processing systems. 'Impact on various areas of education and social practice'. The definition is only the emergence of computer science and clearly emphasizes the connection between the development of computer technology, but informatics is the result of the development of computers. Informatics studies the commonalities of many types of information processes (technologies). These information processes and technologies are informatics object.

Informatics is a science that studies the processes and methods of obtaining, modifying, transmitting, storing and using information processes, forming a systematic and information approach to the analysis of the world around us. Informatics is not only a science, but also its most widely used field.

However, since the late 1980s, computer science has been the subject of instruction has undergone significant changes at all levels of education: the number of hours spent studying programming has decreased; more and more attention is being paid to the study of new information technologies. In recent years, the country has been actively experimenting with improving the structure and content of general education, which affects all levels of education.

According to the "Basic General Education Standard for Informatics and ICT", a graduate of a secondary school must have a sufficient set of competencies for self-study and self-development and apply the knowledge and skills acquired in practice and in daily life. School education provides students with general learning skills and abilities, universal modes of activity, and basic skills development. In this direction, the priorities of the subject "Computer Science and ICT" at the basic general education level are: identification of adequate ways to solve the problem of education on the basis of the given algorithms; which does

not provide for the standard application of one of them a combination of well-known operating algorithms in situations; use a variety of information sources, including encyclopedias, dictionaries, Internet resources, and databases to solve cognitive and communicative problems; have collaborative skills (other participants) coordination and coordination of activities with; objective assessment of their contribution to the solution of general tasks of the team; taking into account the specifics of the different roles).

In our time, computer science is an integral part of our lives and a compulsory science in school. Programs and courses for teaching computer science in schools are highly developed, and students get acquainted with the study of information technology very early. Most importantly, on the child's computer monitor judiciously dosing the time spent and, of course, filtering out the information needed for the overall development of the children according to their age criteria.

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