THE DEFINITION OF THE BASIC DIRECTION AND STANDARDS OF THE CONTENTS IN A SUBJECT OF COMPUTER SCIENCE IN AZERBAIJAN SECONDARY SCHOOLS

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В рамках реформ образования создается такой концептуальный документ, который показывает стандар-ты содержания и оценивания, учебные планы и программы, уровень требований предъявляемый к ученику, конкрет-ные цели каждого урока, методическое обеспечение, модели оценивания знаний и конкретные пути решения задач стоящих перед школой и преподавателями.

Отметим что, важным и решающим этапом в процессе подготовки стандартов по предмету информати-ки является определение содержательных линии. Учитывая переход Азербайджана в информационное общество, целесообразным является выделение «информатизации общества» в отдельную линию. Так как это направление впервые выделено в отдельную линию возникает необходимость более основательного обоснования данного реше-ния.

Dynamically varying world, collaboration of Azerbaijan with the other states, necessity of wide use and constant development and complication of technologies demands fundamental information of education sphere. Any intensive development of educational sphere on the basis of the use of information and telecommunication technologies becomes the major national priority.

During the years appreciable progresses in the use of ICT in the education system are observed. The formation of an information society is characterized as one of the basic directions of the state policy of Azerbaijan. And this accordingly, causes realization of processes of a computerization, information and high quality education at the national level. As the result of this teaching of computer science at secondary schools at a high level became one of principal aims. And this intensifies by the desire of integration into the European education system and inclusion in Baloneys system as a result of reforms of education conducted in republic [1].

At the same time because of differences in education standards in Europe, Russia and CIS countries, it causes same difficulty to accept one of them as the basic one. So it is necessary to create and carry out the mechanism of a completely new approach in teaching the computer science, taking into account national peculiarities potentialities of our Republic, etc [2].

The national Curriculum document covers the results of training, standards of the contents, the subjects taught at all the levels of general education, the organization of pedagogical process, structure of a subject and the other priority areas of education. This document is one of the basic and important works in the sphere of the general education.

Within the framework of this project the reforms touch upon the quality and conformity of the general education to up to date demands, economic bases, management, planning and monitoring of education. At the same time these reforms also will touch upon the training of teachers and creation of necessary textbooks at a level corresponding to modern requirements.

The necessity of creation of a new curriculum can be explained by the fact the earlier existing document was not personally and actively oriented, it did not take into account the productivity of teaching and opportunities to apply the received knowledge.

This document shows the standards of the contents and estimation, curricula and programs, a level of requirements to pupil, specific goals of each lesson, methodical maintenance, models of knowledge estimation and concrete ways of the solution of problems put before the school and teachers[3].

It should be noted that, the important and decisive stage during preparation of curriculum in a subject of computer science is the definition of the basic direction and standards of the contents.

For the achievement of the tasks the following basic substantial lines are offered:

1. The information and information processes
2. Formalization, modelling, algorithmization and programming
3. Computer information technologies and systems
4. Information of a society.

Taking into account the transition of Azerbaijan to the an information society, it is expedient to choose the information of a society as a separate line. As this direction for the first time is allocated into a separate line there is a necessity of more thorough basis of this decision.

The primary goals of the creation of this curriculum in a subject of computer science are the creation of legal bases of the Information society, development of the human factor, the right of citizens on reception of the information, its distribution and use, formation of transparent machinery of state and the device of local self-

management, the electronic government, electronic trade, creation of economics, creation of the information market and the market of knowledge, creation of a modern information-communication infrastructure, formation of uniform national information space, maintenance of information safety, integration into global information space, manufacture of national products of ICT, elimination of backwardness of the country in areas of ICT and other necessary tasks. The information society with the help of Internet - environment creates irreplaceable opportunities for nationalization of individual knowledge, i.e. formations of individual knowledge from collective. At the same time the Information society forms the economics of a new kind based on knowledge and information, being the highest form of the goods.

It should be noted that the substantial line about the information society included in the subject of computer science is new, therefore teachers and pupils of schools have not experience on this direction.

The document substantial lines information of a society will consist of the following directions:

- Development of the information society
- Information revolutions;
- The electronic government and electronic management;
- Electronic trade;
- Digital break and ways of its reduction;
- Information safety;
- Main principles of remote training, electronic reception of students;
- Electronic school;
- Electronic library, electronic book;
- Distant education;
- Information culture;
- ICT economics;
- Knowledge and information economics;
- Service of the Internet;
- The Internet ethics;
- Influence of the Internet on mentality and the Internet dependence;
- Intellectually – training system and itc.

References:
[1] Philip C.Schlechty. Schools for the 21 st Century.- San Franscisco, 1990
[2] Е.С.Полад, М.Ю.Бухаркина, М.В.Моисеева, А.Е.Петров «Основные тенденции развития систем образования в мировой педогогической практике», Издательский Центр Академия, 2005
[3] Тихонов М.Ю. Информационное общество: «Философские проблемы управления наукой и образованием» 1998