



LEARNING EFFECTIVE WAYS TO TEACH PROGRAMMING LANGUAGES TO STUDENTS

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Abstract

In this article, the relevance of the importance of teaching in depth to the requirements of various practices, Bachelor's orientation and application in order to make programming languages widely available to the public, along with teaching in world countries. On the basis of modern technologies, methods of teaching students are interesting methods in unusual ways, rather than the usual ones, were considered when taking classes.

Keywords: mobile applications, methods and ways, modern technologies.

Introduction

Various practices are carried out in order to teach programming languages in world countries and make it widely available to the public. It is becoming a major issue to teach usullu deeper into the requirements of undergraduate orientation based on their application to practice. It is important that the program is fully operational and well-maintained, no matter what way of studying it.

With the development of modern technologies, the need to teach students in unusual ways or one interesting method is rather than the usual ones when taking classes is increasing. Learning from video games on the internet, from internet materials, may not be complicated or very understandable to them. For this reason, various methods and methods are being developed in countries around the world and are being improved as much as possible. As an example, let's get acquainted with the methods of programming languages by the example of Etyyosh Lorand University.

The programming methodology is one of the oldest areas of information education, according to the "Department of Informatics methodology" of Etyyosh Lorand University, one of the Universities of Budapest, and therefore various methods have been developed for its teaching. While some of them can be effectively applied in primary or secondary education, others are more suitable for higher education students. The methods themselves define the structure and training plans of courses such as programming methodology, data types and algorithms, programming





technology. A list of the most common methods of teaching wannig programming is as follows:

- methodical, an algorithm directed;
- information directed;
- specification oriented;
- problem type is directed;
- to the instruction is directed;
- mathematics into directed;
- apparatus is directed;
- the model is directed.
- language oriented;

In the process of teaching programming languages, most teachers prefer to use multiple methods at the same time rather than relying on the same method.

Methodical, algorithmically oriented method. This method, like many other methods, covers the entire process of programming: problem detection, specification, algorithm and Data Structure Planning, understanding algorithm correctness coding, testing, error detection, correction, efficiency control, quality control, and documentation. Each activity should be considered separately. The development of the algorithm is of fundamental importance in this method, therefore, in the process of training, the main focus is on the algorithm.

Data-oriented method. This method is similar to the previous one, which considers the improvement of the structure and type of data to be fundamental. Its basic principle is that issue identification is viewed as a type specification, and it combines type clarification with algorithmic structures: Descartes product – sequence, union, alternative data structures-branching, plurality (set, sequence, hierarchical and network structures) – repetition, recursively defined sequence (data recursion or recursive type)-recursion. The exact variety of the method depends on the user.

Specification-oriented method. This concept has a lot in common with the previous two. However, he considers the formal specification to be the most important part of the program's development. In the process, the algorithm is automatically obtained from the specification, then the code can also be seen as an improvement in creation using strict coding instructions.

Method focused on the type of problem. This method is fundamentally different from the previous three methods. Programming here is seen as a global activity, it cannot be divided into individual parts, and compared to the previous method, it has one important feature.





Language orientation method. This is one of the most ancient methods, and the goal, as in the previous case, is to create an effective program.

Instruction-oriented method. This method is similar to the language-oriented method, in addition, it is based on a common language type instead of one language. This is the most important difference between the two methods, which means that problems arising from the use of only one special language are solved, while those related to generalization still exist.

Mathematics-oriented method. This concept is based on concepts about another science (this is mathematics in our example, but it can also be another).

Model based method. In this method, models (algorithms, program codes) are introduced to students and learn about programming by studying them. They can develop new applications by modifying existing ones.

The Etyosh Lorand University of Budapest has stated that within the disciplines of programming methodology and data structures and algorithms, it will be very convenient for undergraduate orientation requirements through the above methods. But by applying these methods one at a time, the learner can save more time to understand programming. Therefore, it is necessary to improve the teaching of programming languages to students by developing mobile applications combining these methods.

In conclusion, we must say that the development of new methods and ways in teaching programming languages to students, relying on changes and additions to all educational systems in the informed today and in the world community, should become a top priority issue. The proliferation of programmers also requires research and many changes in order for quality applications to be developed. The reason is that young programmers who have improved in the future and have knowledge in every one are sure to be the basis for the prosperity and future of the land. In addition to the increase in programmers, research and experiments must be carried out in order to develop quality programs.

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