

THE DEVELOPMENT OF TEACHING MATHEMATICS IN HUMANITARIAN FACULTIES

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Abstract:

The relevance of this study is determined by the modern requirements associated with the structure of Education Culture and natidzhes of the younger generation in the conditions of globalisation and information of the rapidly changing society. The new state educational standard aims to promote the awareness of lakes with humanities and classes among students studying mathematics at the main level.

Keywords: self-esteem, cognitive activity, cognitionists, pedagogical conditions, approaches.

Introduction

The goal is to determine the pedagogical conditions that help develop the independence of knowledge of students in the humanities in the study of Mathematics at the basic level. The authors present a logical-didactic analysis of the existing basic level of Mathematics textbooks and describe the characteristics of pupils in the humanitarian classes. The authors substantiate the pedagogical conditions necessary to narrate the cognitive self-esteem among these students: enrich the content of the humanities with the OMC-metodologicheskiiy leks, which aims at narrating the cognitive self-esteem; enrich the content of the humanities in the humanitarian classes students self-awareness, provided that the accent on education is used in the correspondent. It is said that these conditions contribute to the functioning of them, the self-development of knowledge in the study of mathematics. The authors describe pedagogical approaches (activity-oriented, personality-oriented, info-communicative and competency-based approaches) that facilitate the narration of the cognitive self-esteem of the students. The authors follow the methods of the study (evaluation of the motivations of the teacher's activity, tasks, observation of the manifestation of the willpower of the teacher, the quality of knowledge in mathematics). The authors conducted studies on the implementation of the pedagogical conditions of natids described in this lake. It is expected that the proposed pedagogical conditions will contribute to the effective development of the knowledge base among the students studying mathematics with the humanities educational background. "it is necessary to create its own educational process, which is suitable for each student, according to his path of development, the growth of educational achievements with his own assumptions" (Avanesov, 2017).The e. The A. According to Sedova (2015), the actual content of school mathematics over the last decades has become more saturated due to the introduction of new sections and at the same time abstract. The problem of developing the cognitive independence

of students in the study of Mathematics at the basic level requires special attention, since at this level more students of mathematics (future philologists, lawyers, historians, artists, athletes, among others..) when dealing with students in the field of Natural Sciences. V. What? Eat it. Klepikov (2017) states that at present the most modern schoolchildren have a way of thinking, and when studying mathematics, he suggests a method of plastic modeling and interpretation of texts. Students of the humanities class should approach the study of mathematics in different ways due to its physiological characteristics. They are ksavfli for visual thinking, their visual perception of the mind. their perception prevails over Yakshi narrated, imaginative memory, generalization is poorly narrated, self-remembering Koli badly narrated, and their personal qualities include them-adherents, visionaries, agile, kizikvchan and sociable people others. At the present stage, in the process of teaching mathematics, it becomes necessary to develop the parallelism of the independence of students' knowledge. At the same time, the limiting factor in the analysis of Mathematics textbooks today, questionnaires and interviews with drummers and students, the formation of knowledge independence in mathematical education, does not take into account the characteristics of teachers in the humanitarian classes; the material of the assignment does not fit into the topic in textbooks and does not deceive the requirements, and opportunisms you know what?; it consists of the student's self-awareness and self-organization and the teacher's effort in organizing the students. In the study of Mathematics at the basic level of motivation, the first of the students develops the independence of the Department in the humanities. The authors present a logical and didactic analysis of the existing basic level of Mathematics textbooks and describe the characteristics of pupils in the I humanitarian classes. The authors substantiate the pedagogical conditions necessary to narrate the knowledge individuality among these students: enrich the content of the humanities with the methodological principles that aim to narrate the knowledge individuality; enrich the readers with the humanities principles that aim to narrate the knowledge individuality of the individual, provided that the reader uses the oqvv information correspondent to narrate the It is said that these conditions contribute to the functioning of akly, the self-development of knowledge in the study of mathematics. Autoreferat pedagogical approaches (activity-oriented, personality-oriented, aksboro-communicative and kompetent-based approaches) help to narrate the self-esteem of the students' knowledge. Avtori predstavlyayut method issledovaniya (assessment of the motivation of educational activities, observation of the manifestation of the strength of students during tasks, quality of knowledge in mathematics). The authors conducted an anexperiment on the implementation of healthy pedagogical conditions of natids described in this lake. The proposed pedagogical conditions for the educational process are of practical importance and are expected to contribute to the effective development of cognitive independence among students studying mathematics through humanitarian classes.

At the present stage, in the process of teaching mathematics, it is necessary to develop the parallelism of the independence of the students B and C remain. At the same time, the limiting factor in the analysis of textbooks on mathematics, questionnaires and interviews with passers-by and passers-by and passers-by, in the formation of the cognitive self-esteem of mathematical education, does not account for the characteristics of passers-by in humanitarian classes; assignment material does not arouse interest in the topic in textbooks and does not respond to the demands and opportunities of students in the I humanitarian classes. The process of developing B Class independence in secondary school students is entirely Ham to the student, Ham to the actions of the teacher is bolotok; it consists in the fact that the teacher understands O business person and O business person and the teacher's actions in organizing the students

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