
PEDAGOGICAL TECHNOLOGIES IN TEACHING MATHEMATICS

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Abstract:

The sciences of pedagogy and psychology work a lot in teaching mathematics. Management of modern pedagogical methods to conduct the educational process, to stop the work of lessons.

Key words: education system, intellectual potential, training, harmoniously developed generation, mathematics course, logical thinking.

Introduction

Socio-economic changes in the field of science and technology, the complexity of the external environment and interpersonal relations in our country require a high level of activity and adaptability of the human psyche. An active, purposeful attitude to oneself and the life around oneself, associated with a high spiritual culture and morality, forms the basis of the formation and development of the individual.

The main goal of the National Program of Personnel Training is to radically reform the education system, to completely rid it of the ideological views of the past, to create a system of training highly qualified personnel that meets the highest moral and ethical standards at the level of developed democracies. 'yilgan. The state policy in the field of training expresses the expediency of the system of continuing education to rely on the opportunities of intellectual and spiritual-moral education of a person, and provides for the formation of a comprehensively developed person - a citizen.

The purpose of the mathematics course is to help the school to solve such tasks as "the use of new pedagogical technologies in teaching students the basics of science, to provide them with modern socio-economic knowledge, life, and conscious choice of professions." Thus, like any other subject, the purpose of teaching mathematics in an elementary course in mathematics is determined by three factors:

1. The general educational purpose of teaching mathematics.
2. Educational purpose of teaching mathematics.
3. The practical purpose of teaching mathematics.

The general purpose of teaching mathematics is to:

a) to provide students with a system of mathematical knowledge based on a specific program. This system of knowledge should provide students with sufficient information about mathematics as a science, preparing them to study the higher branches of mathematics.

In addition, on the basis of the program, students should learn to check the reliability of the knowledge acquired during the study, to master the basic methods of control.

b) To develop students' oral and written mathematical knowledge. should help.

c) To teach students to know real facts based on mathematical laws.

By imparting such knowledge, students develop spatial imagination and logical thinking.

The educational purpose of teaching mathematics is to:

a) Formation of scientific outlook in students.

b) Fostering students' interest in learning mathematics. The task of the primary school teacher is to develop students' independent logical thinking skills as well as their interest in learning the laws of mathematics.

c) Formation of mathematical thinking and mathematical culture in students. Phrases, action signs, concepts, and the laws between them are taught in mathematics to teach students to think in detail.

The practical purpose of teaching mathematics is to:

a) To teach students to apply the knowledge acquired in mathematics to solve elementary problems of everyday life, to teach students to solve practical problems designed specifically to form and strengthen the skills of arithmetic operations,

b) To develop the skills of using technical means and visual aids in teaching mathematics. Emphasis is placed on developing students' skills in using spreadsheets and calculators.

c) To teach students to acquire mathematical knowledge independently.

Students should learn to open legal relationships as independently as possible, to make generalizations to the best of their ability, and to draw oral and written conclusions.

A necessary and important condition for effective teaching is the control over the students' mastery of the studied material. In didactics, various forms of its implementation have been developed: these are oral questioning of students; supervisory and independent work; homework check, tests, testing using technical means. In didactics, the type of lesson, the age characteristics of the students, etc. the issues of expediency of using one or another form of control, as well as the methodology of control are sufficiently developed.

The school has created independent and control work in the methodology of teaching mathematics, effective means of conducting individual written surveys of students. Some didactic materials are designed to monitor the mastery of a limited range of program problems in a rating system, while others are designed to monitor all major topics in an elementary school math course. Some didactic materials (especially for low-income schools) contain more teaching materials, while others contain more control materials.

In practice, teachers often say that one method of an assignment is simpler or more complex than the other. Moreover, no matter how artistically structured the didactic materials are, no matter how productive and in-depth ideas are implemented in their content and structure,

they are still not able to solve all methodological tasks quickly because even no teaching machine teacher cannot replace intuition.

Thus, didactic materials should be considered as one of the ways to control the level of students' mastery of the material. However, a particular method may not be the best method for this class, this teacher. Therefore, didactic materials cannot save the teacher from composing the text of the works for individual examination, which allows to determine the level of knowledge and skills of students. This is one of the main tasks of the general methodology.

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