ORGANIZING MATHEMATICS LESSONS IN MODERN PEDADOTIC INTERPRETATION

Urazova Z. M.
Associate Professor, New Century University

Abstract
In this article, the use of modern pedagogical technologies in the teaching of mathematics in the processes of teacher training in the higher education system, the use of international evaluation systems by increasing critical thinking in independent education is highlighted.

Keywords: competence, education, stage, control, assessment.

At the stage of updating knowledge, teaching skills and qualifications, students are engaged in reproduction activities. Students perform tasks that require the acquisition of generalized skills and elements of transfer of knowledge and activity methods to new situations. At this stage, a differentiated group form of education is used. Next, it will be necessary to perform a creative task and at the end of the lesson - to work independently with multi-level tasks. The lesson design allows students to engage in a variety of time-consuming pair, group, and individual activities.

Mathematics classes have a great educational potential, which is realized not only by the effective use of the ideological content of the educational material, but also by the organization of rational communication and team work, which creates conditions for setting and solving a problem situation. The progress of educational dialogue makes the lesson lively and interesting, so that students care for each other, help and support each other during the lesson. Mutual control of opponents, carried out at the same time, helps to develop self-control, self-evaluation and reflection of acquired knowledge.

Taking into account the age and psychological characteristics of future elementary education teachers, that is, students, we use different forms of students' cognitive activity in mathematics lessons. [1]

We strive to raise a student who knows how to learn ?

We teach children to defend their opinion, ask questions, and be active in acquiring new knowledge. We solve this problem through differentiated education, which takes into account the speed of each student, his level of preparation, the formation of skills and competencies.

The ability to learn is related to the mastery of the form of educational cooperation when solving one cognitive task by a certain group of students of a higher education institution. Individual students are put in the position of a teacher who teaches each other. At the next stages of the lesson, everyone performs all actions independently. In addition, when working in a group, a state of success is created for each student.

In the process of solving problems, we use cognitive information about the subject being studied, interesting facts from history, geography, situations in the everyday life of the class and individual students to arouse interest in science, establish interdisciplinary connections and increase its practical significance. Such tasks evoke positive emotions in students, so students better remember not only the tasks, but also the ways to solve them. Theoretical material using such information not only provides mathematical knowledge, but also expands the general worldview, for many students it is an incentive to learn more about the world around them. The relevance of using natural history material is that any student should know the flora and fauna not only of his region, but also of other regions of the planet in order to harmoniously enter the information society.

Working on the topic "Solving motion problems", students find the key word for the lesson, change units of speed during the goal-setting and knowledge-updating stage. At the stage of preparation for problem-solving work, students working in a group make a description of the type of action according to the plan with a presentation to the whole audience. Independently in groups, by analyzing their experiences and understanding new information, they formulate and solve problems for the movement of animals in our region, as a result, to solve these types of problems independently and to be confident. they should be able to adapt the acquired knowledge to a new situation.

The priority direction of the activity of the educational institution is the computerization of the educational process (the teacher's workplace is equipped with a computer that displays the studied material on the screen), the network (the operation of the network within the single educational institution) and digital technologies, as well as the modern student which fundamentally changes the information environment and makes it an active participant in the educational process.

In order to maintain interest in mathematics and make the educational process of high quality, we actively use information technologies in classes. The use of computer software in mathematics lessons allows the teacher not only to diversify the traditional forms of education, but also to solve various problems: [2]

- ensuring differentiation of education,
- facilitating control of students' knowledge;
- diversification of training visualization tools,
- to increase the interest of schoolchildren in science, cognitive activity.

The use of information technologies allows the teacher to increase the role of the child as a subject of educational activity, expands the scope of application of search activity. Children become attentive and concentrated, their logical and abstract thinking improves. Students feel more free in communication situations, they gradually master the skills of advancing arguments and opinions.

In our opinion, the best way to implement value-semantic competence is to hold a science Olympiad, which includes non-standard tasks that require the student to use the logic of science, not the material of the school course.

Our long-term pedagogical experience shows that the introduction of a competency-based approach to the educational process requires making serious changes in the content of education, in the implementation of the educational process, and in the teacher's practice: [3]

First, the goal of learning is not the process, but the achievement of a certain result by students. The content of the material on the topic is selected by the teacher for the result. Approaches to assessment are also changing - the assessment process includes reflection, collecting portfolios of evidence and monitoring student performance.

Secondly, the forms and methods of organizing classes are changing - learning becomes more active, the main focus is on learning through practice, effective work of students in small groups, building individual learning trajectories, using interdisciplinary connections, students' independence and decision-making. focused on developing personal responsibility for acceptance. Therefore, the mechanisms of imparting knowledge from the teacher to the student are also changing: free access to information resources, self-learning, distance and online education are becoming a priority. And in the process of preparing future teachers, we must use international assessment systems such as Pisa, Pirls, Tims.

References

1. Aleksyutina N. Zachem rebenku oktanovoe chislo? Voprosy kompetentnostnogo obucheniya obsujdalis v Peterburge//Uchitelskaya gazeta. - 2002. - #51. - http://www,ug.ru/ 02.5 l/t5.him.

2. Domansky E.V. Reflection as a key element of formative competence//Internet magazine "Eidos". - 2003. - April 24. - http://www.eidos.ni/joumaP 2003/0424. him

3. Lobok A. Главная сложност «компентностного похода»//Pervoe septaryya. - 2005. - #18. - http://ps.lseptember.ru/article.php?ID=200501806.