

METHODOLOGICAL-MATHEMATICAL TRAINING OF PRIMARY SCHOOL TEACHERS AND DUTIES

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In modern education, the professional skills of future teachers, their modern knowledge of modern education and innovative technologies, modern knowledge of mastering advanced foreign experiences, are at the heart of systematic reforms aimed at ensuring the quality of teaching in educational institutions. Development of knowledge and skills is one of the urgent tasks. Due to the importance of modernizing the process of training pedagogues in our country, improving the content of education and the quality of teaching based on modern development trends in the field, advanced foreign experiences and innovative approaches, it has risen to the level of state policy.

The science of mathematics develops a person's intellect and attention, educates determination and will to achieve the intended goal, ensures algorithmic discipline and expands his thinking. Mathematics is the basis of knowledge of the universe, and it is important for the development of production, science and technology, revealing the specific laws of surrounding events and phenomena.

The mathematics curriculum of primary education was created based on the requirements of the State Education Standard aimed at the formation of competencies in students.

The main goal of teaching mathematics in primary education:

- formation and development of the system of mathematical knowledge and skills necessary for students to apply in daily activities, study subjects and continue their education; able to operate successfully in a rapidly developing society,
- formation of a person who can think clearly and clearly, critically and logically; appreciation of national, spiritual and cultural heritage, rational use and preservation of natural and material resources, education of mathematical culture as a component of universal culture.

The main tasks of teaching mathematics in primary education are: ensuring that students acquire knowledge and skills about mathematical concepts, properties, forms, methods and algorithms; understanding the importance of mathematics in human development and social development, socio-economic relations, teaching to successfully apply mathematical knowledge and skills in everyday life; development of individual characteristics of students, formation of independent learning skills, formation of national and universal human values, creativity in students, taking into account the integration of subjects, and directing them to consciously choose a profession.

Mathematics teaching methods

From the variety of styles, the following methods of teaching mathematics are often distinguished in pedagogical practice:

- oral: story, lecture, conversation;
- demonstrative: explanation in pictures, images, explanation in drawing, explanation in symbols, demonstration;
- working with a book;
- practical: observation, stochastic games, statistical research, experiment, laboratory work, practical work, exercises, modeling;
- interactive: discussion, business game, aquarium, project style, case style, brainstorming;
- control.

Mathematics teaching tools

In the generally accepted modern topology of teaching tools, the teaching-material base of teaching should include the following: publishing tools (programs, textbooks and training manuals, problem sets, study questions educational and methodological manuals, textbooks, handouts, etc.), display surface tools (posters, tables, etc.), display tools (stands, display models, etc.) , electronic educational equipment (multimedia textbooks, network educational equipment, etc.), broadcasting (audiovisual) means (slides, educational video films, educational films, educational films on digital carriers), educational tools (game cubes, roulettes, balls, etc.).

Publishing tools for teaching mathematics can form the educational-methodical complex of the school mathematics course. Publishing tools that are different in terms of their content and the same in terms of their functions can be used independently of each other, but there are also places where they are related to each other in terms of their functions. All of them appear as a whole, representing the system. The following are included in the publishing tools of teaching: program, textbook and study guide, set of problems, study survey and study-methodical manuals, chrestomathy, handouts.

In the practice of teaching mathematics, the use of visual aids is carried out together with the teacher's speech. With the help of words, the teacher directs the observations of the students, and the students get knowledge about the external appearance of the object and the real processes taking place from the observed object. Or, on the contrary, students get knowledge about the external appearance of things, the real processes taking place from the teacher's oral story, and visual aids allow to confirm or clarify oral information.

Visual teaching aids are used at different stages of teaching mathematics: when the teacher explains new material, when it is reinforced by students, when repeating the learned material and when the teacher checks the knowledge of students, as well as , in studying outside the classroom. They should correspond to the content of the

program and the textbook, the teaching method, the characteristics of the age of the students, as well as meet certain scientific, sanitary-hygienic, technical and economic requirements.

In order to improve the quality and efficiency of the mathematics teaching process, an educational methodological complex will be created. In addition to textbooks, this complex includes methodical manuals, flashcards, printed notebooks, exercise sets, etc., tailored for students and teachers.

Methodical manuals provide planning for each section of the course, requirements for students, materials for oral and written exercises, and methodical instructions for some lessons.