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THE IMPORTANCE OF THE ISSUE APPROACH IN THE DEVELOPMENT OF STUDENT MATHEMATICAL COMPETENCE

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ANNOTATION

This article is about the importance of a problem approach in the development of mathematical competence of students. In particular, it is stated that the issue approach is a specially organized and systematically carried out training in the form of solving various educational problems.

Keywords: approach, matter, subject, object, problem state, assignment, competence, process.

The issue of striving to clarify the content and meaning of the concept is of fundamental importance for all natural sciences, theory, education and upbringing. Because this concept is viewed from the peculiarities of this or that field of Science and is viewed with different points of view. In general terms, the concept of" matter " is interpreted as a goal that is based on knowledge of a certain meaning, on the conclusions of logical thinking and should be solved. For Example, S.I.In ojegov's"Dictionary of the Russian language"," masala "is defined as:" an exercise that requires execution and solution to be found "or"an exercise performed through computation, logical reasoning". This comment is in fact fully consistent with the results of surveys conducted between different social groups, with the fact that the thought concepts of different groups in society are related to each other.

From a philosophical point of view, an issue is the confrontation that occurs between the subject and the object, in other words, that is, the arousal of activity between the subject and the object as a result of mutual or external influence, or the elimination of the problem. Various opinions that the term is related to the degree of subject activity are abundant in the literature on philosophy. A.N.Leontev writes: "a matter is a"purpose"given under certain conditions". The "issue" and the" problem situation " will be similar in many ways. But it is not complicated in the research of many researchers who have done research in this regard. For example, researcher L.M.Friedman considers the problem situation to be elementary, and explains that the issue arises on this basis. Another notable researcher is A.N.Leontev, on the other hand, does not believe that the specific problem situation is in relation to the issue, but, nevertheless, does not openly deny that the problem situation is resolved by the subject.

The problem situation is a broad methodological phenomenon, which also gives itself assignments,

the subject who is completing the assignments – also covers those who are educated. The learner involved in the problem situation is actively thinking, independently uses the knowledge, experience contained in him, independently reaches the solution. A learning problem is considered a problem only for an educated person who understands it, understands it. In order to turn the educational problem into a problematic state for the subject, two or more tasks are brought in its composition. If the learner does not understand any of the assignments given to understand the problem (e.g., the flying position of one goose ahead, two later), the second position (e.g., the flying position of one goose behind, two geese ahead) is shifted. Moving from

one of the training States to another provides an understanding of the underlying problem posed. Although the transition from assignment to assignment takes a lot of time, defects in education are somewhat reduced. This is a kind of effectiveness of problematic education. R.In Ibragimov's research work, a problematic issue, types of assignments and technologies for their use are expressed. Author such an issue-assignments

a) issue - assignments on questions of a problematic nature;
b) issues that can be solved in different ways;
c) issues that are identical in content but have different solutions;
(g) non-conditional issues;
d) issues with excess information;
j) completely misinformed issues;
z) tasks that are solved in order to generalize various activities; i) assigned to the types of issues of inter-subject related content.

The main sign of the issue is that there are no temporary solution tools in it, that is, there will be no possibility to directly apply the processes marked in the sequence, a certain content (answers in the general mold). This makes the matter relative; the problematic question is made a matter before someone who is not yet aware of its solution. In addition, the issue differs from the problem situation. In the first case, the question will be clearly developed, and in the second case it will be not yet developed. The problem situation passes the question of the basis in the construction of mathematical problems. In the process of teaching mathematics, the issues of mastering mathematical concepts, development of logical mathematical thinking, problem education, modular teaching, problem approach are of great importance in the development of mathematical competence in students. The issues of personality-oriented, humane content of education and the possibility of demonstrating the educational activity of students in changing socio-cultural conditions form the basis for the development of specific mechanisms of activity of teachers and students in lectures and practical classes in mathematics.Special technologies for improving the teaching methodology of the development of mathematical competence in students of mathematics technological, systematic, operational to the process of Higher Education, it assumes an approach based on competency and innovative approaches. Based on the role of mathematics in human life and its specificity in teaching in the world economy, through the teaching of mathematics in order to increase the professional training of students in higher education institutions, in order to develop mathematical competence in students, it is necessary that the teacher himself is primarily focused on professional reflection, self-activation, non-standard pedagogical solutions, innovative technologies, The versatility of issues leads to the need to classify them according to certain selected grounds. Such bases can be didactic goals, acting tasks, structures, methods of solving, etc. In the process of teaching mathematics, issues serve the following didactic purposes:

- gains interest in studying mathematics.
- creates propaedeutics of learner concepts as well as modes of action.
- helps to study theoretical materials.
- forms the skills of solving issues of the main type.
- helps to develop intelligence, worldview, spiritual qualities.

The implementation of the above didactic goals makes it possible to achieve the goal of the entire education. In particular, issues of a certain type help to achieve individual goals of Education. The implementation of the above didactic goals makes it possible to achieve the goal of the entire education. In particular, issues of a certain type help to achieve individual goals of Education. At the methodological level, systematization of issues according to their acting tasks is adopted.

About the functions of issues in teaching N.K.Ruzin distinguishes the following:

1.	Educational	Issues affect the worldview of students by introducing them to advanced mathematical ideas and applying them in practice.
2.	Know	In the process of solving problems, students can master mathematical data and master mathematical techniques.
3.	Developer	Allows you to apply and formulate methods of mathematical logic.
4.	Practical	The content of the issue reflects the relationship, actions for the concrete production process.
5.	Didactic	The search for a solution will lead to the study of the quest.

Teachers have long come to the conclusion that the "transfer of knowledge" in a modern lesson is not the main goal. In addition, such an organization of the lesson, in which children are given ready-made identified knowledge, harms cognitive activity. The student must be placed in conditions of search, delusion, joyful discoveries and grief over temporary failures. Thinking begins where there is something unknown, where there is difficulty, misunderstanding, error. And therefore, the teacher thinks of the lesson in such a way that the set educational goals are divided into a number of educational tasks that students solve together or independently.

This was emphasized by Socrates the great: "the teacher is not the one who gives, but from whom they receive."

The thematic approach almost exclusively develops the intellectual sphere of consciousness and its part, which is associated only with memory, does not affect the voluntary, emotional-sensory and motivational spheres of the consciousness of the audience at all. The very name of this approach speaks of the principles of systemativeness and activity on which it is based. The first of them consists in the integrity, completeness, complexity, consistency of the information received by the student. Tools for its implementation include: an interdisciplinary, practical way of directing acquired knowledge; systematization of the data obtained is possible using diagrams, tables, graphs, drawing up diagrams, mathematical symbols.

The principle of activity is to create conditions for students not only to receive ready - made information, but also to use various sources themselves, to extract it and apply it in practice. The question arises about the successful implementation of the systematic-activity approach in

the teaching of mathematics and the types of activities that ensure the achievement of these results.

setting tasks that lead to new concepts and facts for the student;

- design methods, schemes and algorithms to solve them;
- application of methods and methods aimed at increasing the cognitive activity of students in the process of solving tasks;
- application of methods and methods aimed at increasing the cognitive activity of students in the process of solving tasks;
- Organization of cooperation between students and the individual work of each of them (formation of communication skills);
- conclusions, hypotheses, generalization and reflection of activity: self-assessment of the results of students ' own work, generalization of its results;
- interdisciplinary and practical orientation of knowledge and skills, this is achieved by putting practical tasks from real life, tasks at the intersection of topics. The listed activities can be combined under the category of" issue approach".

An issue approach is an exercise that is specially organized and systematically conducted in the form of solving various educational problems. We form the rules of the most important issue approach to us:

– the result of the decision is the "exit" to the field of application of new knowledge, both in the science of" mathematics " itself and in related sciences, and in practical activities;

- the solved problem brings a number of new problems (we call this result the "snowball principle"), which helps to expand and deepen the formed knowledge, strengthen the motivation of mathematical activity, form the ability to generalize and generalize. systematization of results.

The issue approach is an alternative to the traditional knowledge approach, in which the necessary amount of knowledge is transmitted in the finished form, so that the student only needs to understand and remember the amount of information received; here the "unit of learning" is a certain unit of information. At the same time, the result of an issue approach is measured in units of learning, such as intellectual ability, answering relevant questions, applying the methods of learned activities in New conditions.

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