METHODS OF TEACHING MATHEMATICS

Sattarov Muzaffarjon
Faculty of Pedagogy of Andijan State University
Methodology of primary education teacher of the Department.

ANNOTATION

The article contains some information about the directions, types, history of mathematics teaching methodology. There are also opinions about the history, methodology of the study of this area.

Keywords: mathematics, methodology, education, concept, educator, scientist, feature, issue

INTRODUCTION

The concept of the method of mathematics was first described in the work of the Swedish pedagogue - mathematician Gieestalotsi, which was written in 1803 year, "the number should be seen". Since the first half of the XVII century, the issues related to the methodology of teaching mathematics were discussed by academician S. Bilt fus.E.Gurev (I760-I8I3), from the first and second half of the XVIII century N.I.Lobachevsky (1792-1856), I.N.Ulyanov (I83I-I886). L.N.Tolstoy (I828-I9IO) and an outstanding Methodist-mathematician Sxshokhor-Trotsky {I853-I923),"A.N; Ostrogradsky and others were engaged, and they developed its progressive foundations, depending on the scientific point of view on the subject of matenlatics. For Example, A.N.Ostrogradsky wrote that "consciousness appears after observation, consciousness is real, based on the existing world."

Further with different directions of the methodology of teaching mathematics N.A.Izvolsky, V.M.Bradis, S.E.Lyapin, I.K.Andronov, N.A.Glagoleva, I.Eat it.Dempman, A.N.Barsukov, S.X Novoselov, A.Eat it. Xinchin, N.F.Chetverukhin, A.N.Kolmogorov, A.I.Markushevich, A.I.Fetisov and others were engaged.

Since 1970 year, the content of the school mathematics course has been changed on the basis of a new program, as a result of which the teaching methodology has also been developed. The school, which is currently being taught on the basis of the program, is one of the professors with the methodology of mathematics M.Gaulyegin, J.Igramav, R.S Cherkasov, P.M.Erdniev, N.Gaybullaev, T.To laganov, A.Abdukodirov and other Methodist scientists are engaged. Methods of teaching mathematics are passed in the III-IV course of pedagogical institutes. It is conditionally divided into three by the nature of its structure:

1. General methodology of teaching mathematics. In this section, ochlb is assigned on the basis of the purpose, content, form, methods of Mathematical Science and the methodological system of its tools, pedagogical, Psychological Laws and didactic principles.

2. Special methodology of teaching mathematics. In this section, general methodology of teaching mathematicsng the application or application of laws and regulations to specific topic materials is indicated.

3. Exact methodology of teaching mathematics.

This section consists of two parts:

1. Private issues of general methodology;

2. Private issues of special methodology.

For example, when it is said that the planning of mathematics lessons in the VI class and the methodology of its conduct, it is considered to be a private matter of general metodikanuig.

The purpose of teaching mathematics in secondary schools is determined by the following three factors:

1. The universal purpose of teaching mathematics.

2. The educational objective of teaching mathematics.

3. Practical purpose of teaching mathematics.

- The general purpose of teaching mathematics puts before itself the following tasks::

a) to provide students with mathematical knowledge based on a particular program. This knowledge system should provide enough information about the science of mathematics, his should prepare for the study of the higher sections of Mathematics Science. In addition, on the basis of the program1, students should learn to verify that the knowledge they receive in the process of reading is reliable in the work, that is, they should master the basic techniques of proof-of-stake and control.

b) to find the content of the students ' verbal and written mathematical knowledge.

The study of mathematics should help the students to master the skills of being able to express their thoughts clearly, clearly and concisely, without errors in their native languages. This means that the students will be able to correctly speak each mathematical rule in their native languages, as well as to comprehensively formulate their ability to correctly write the mathematical expression of this rule with the help of formulas.;

c) teacher students to know the real truth-lami based on mathematical regularities. Here, it is planned to provide students with a large amount of knowledge that will allow them to understand the spatial forms of all of them, from the simplest phenomena that occur in the real world to the most complex phenomena, and the quantitative connotation between them.

REFERENSE

1. Jumaev M.E Matematika o'qitish metodikasi. (OO'Yu uchun darslik.) Toshkent. "Turon iqbol" 2016 yil.

2. Tadjieva Z.G'. Boshlang'ich matematika darslarida tarixiy materiallardan foydalanish. Toshkent. "Uzkomsentr" 2005 yil

3. Jumaev M.E, Tadjieva Z.G'. Boshlang'ich sinflarda matematika o'qitish metodikasi. (OO'Yu uchun darslik.) Toshkent. "Fan va texnologiyai" 2005 yil.

4. Jumaev M.E Boshlang'ich sinflarda matematika o'qitish metodikasidan praktikum.(OTM uchun o'quv qo'llanma) Toshkent. "O'qituvchi" 2004 yil

5. Jumaev M.E Boshlang'ich sinflarda matematika o'qitishmetodikasidan laboratoriya mashg'ulotlari. (OO'Yu uchun o'quv qo'llanma) Toshkent. "Yangi asr avlodi" 2006 yil.