

Practical Training as A Basis for The Organization of Training in Mathematics

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Resume: In this article, practical training is one of the forms of teaching aimed at expanding the knowledge gained in the lectures, as well as improving the scientific materials and skills in the subject being taught. It has been scientifically revealed that the effective organization of practical lessons in mathematics depends on the skills of the teacher.

Keywords: Training, practical training, scientific materials, lectures, theoretical materials.

Application of the concept of “practical training “ in higher education , depending on the purpose of the lesson, they can be divided into two types:

Practical, aimed at deepening and expanding the knowledge gained from the report, as well as mastering the method of working with scientific materials

Classes:

1) Specific practical skills of mathematics.

2) Occupational activities.

3) Practice training is , first of all, one of the forms of training aimed at expanding the knowledge acquired in the lectures, as well as scientific materials and skills acquired in the subject being taught [2;P.234] Therefore, the effective organization of practical classes in mathematics in higher education depends on the skills of the teacher.

There are two types of practical exercises , which can be called “Round 1” and “Round 2”. “Round 1 practical exercises include active independent study of theoretical materials on the topic by students in the classroom and the strengthening of knowledge. “ The main purpose of Round 2 practical exercises is to use theoretical knowledge in practice and problem solving.

The above types of practical training correspond to certain topics of the training course. One of the main reasons for classifying the topics of practical training , that is, to divide them into several types, is to show the main materials of this subject. Research has shown that in the process of training highly qualified personnel, it is necessary to increase their knowledge of mathematics, to establish clear boundaries, that is, what should be the basis of teaching mathematics, and what is the quality of apparatus? Topics related to “practical type 1 “ make up 60% of all topics in the course. The main difference between these topics and other topics is that they are of particular importance in the learning process. The topic of “ checking a straight equation “ includes the concept of “ straight line equations “, which is most important in the science of analytic geometry, allows you to convert the method of construction of the equation to a straight line equation in

space and a flat plane equation.

In the management of the learning process can be considered as a certain type of management of the learning process through the implementation of the following system:

- a) specify the specific purpose of management;
- b) setting the initial state of the process
- d) definition of the program
- e) providing systematic feedback
- f) provision of correction

We will consider each of the above requirements separately

The specific purpose of management is to teach” Round 1 practical training”

Teaching students in the concept of the initial state of the learning process readiness for training of external objective purposes and conditions.

The control program should take into account the main conditions of the learning process condition. The most important issue in the learning process is the transition from one state to another. One of the problems is that it is currently in the psychological and pedagogical direction is one of the least studied issues in the literature.

Feedback should provide detailed information on the progress of the process. The content and essence of all monitored indicators are determined, on the one hand, by the goals of teaching and , on the other hand, by the psychological theory of teaching, which is the basis for the preparation of the curriculum. Today, in pedagogical and psychological science there is no single system of independent indicators that “ fully define the mental activity and its individual elements” . Based on the principles problem-based learning theory and arising from the learning objectives described above, we consider the occurrence of problem situations as one of the main indicators of the process.

These indicators are achieved by the teacher asking the problematic questions included in the teaching management program. Even the most seemingly problematic situations can be managed by the teacher , as he or she will be exposed to a specific goal set by the teacher. An example of this is the desire of students to acquire certain new knowledge or methods of finding solutions. The system of challenging assignments covers the entire learning process as well as all the knowledge that students acquire.

The emergence of problematic situations allows both the teacher and the student to correct mistakes in the learning process and find the right solutions. Depending on the situation and the efforts of the teacher to solve the problem, the teacher may judge the process of mastering or the stages and level of this process.

In order for each student to develop and express himself . it is necessary to create a learning environment that includes : the preparation and use of educational materials of different content, form and type ; giving the student the opportunity to choose the methods of homework; use of non-traditional, individual and group forms of work in order to activate them creatively; creating conditions for independent and creative activity; organizing small group work; development and use of individual programs; the learning process using the design method formation.

Technology of humanistic approach to the individual. This technology, in turn, encourages coercion and, on the contrary, promotes the student's full respect for, love for, and confidence in his or her creative potential. In this technology, the attitude to the individual is primary, and the individual approach and human views take precedence over other areas.

Collaboration technology. Collaborative technology promotes equality, democracy, and collaboration between teacher and student. The teacher works with the student as a collaborator and creator identifies and evaluates content, purpose. Free education technology. The emphasis in this technology is on the students independent thinking and freedom of choice throughout his or her life is focused.

Critical thinking. It is based on the student's ability to express his or her views on a given issue or problem, to re-evaluate the opinions of others, and to justify his or her point of view. Usually, such a need arises when solving problems. For example, do schools need a single school uniform? Is it necessary for a student to travel for free on public transport? This allows the teacher to develop student's listening and communication skills, comprehension skills, problem-solving, analytical observation and thinking skills, and the ability to shape their own thinking.

It should be noted that today there are so many technologies that our teachers face various difficulties in using them and create confusion. In fact, it is time to solve the problem on the basis of all available technologies. Problem-based learning technologies are important in developing the qualities of independence, creativity, initiative and, most importantly, entrepreneurship that are required of today's graduates. Therefore, it is advisable to use them effectively.

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