PREPARING STUDENTS TO TEACH MATHEMATICS IN MODERN EDUCATION

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ANNOTATION
In modern education, the situation of organizing the educational process of mathematics for students is serious, and educational activities are carried out step by step. Because during this period, the student's ability to accept educational concepts is at a high level, and it is necessary to regularly monitor them. This article talks about how to prepare students for learning mathematics in modern education, what should be paid attention to.

Keywords: mathematics teaching methodology, pedagogical way, mathematical game.

INTRODUCTION

Information provision of the educational process is developing on the basis of modern information technologies, computerization and computer networks. As a result, the process of educational activity also needed innovation. To get out of this situation, organizing lessons based on innovative technologies is the level of preparation of the teacher for this activity.

The solution of innovative problems is important to add to the directions of modern scientific thinking. Study of innovative processes. Solving innovative pedagogical problems consists in studying the characteristics of innovative processes in the field of education.

In schools, simplified textbooks, educational tools, and educational forms designed from simplicity to complexity based on the child's mind and thinking, interest and mentality are formed, aimed at satisfying the thirst of students who are thirsty for knowledge. First of all, if the parents are educated, high-level, and spiritual, they will be able to properly educate their children. Education and training for future personnel who come to school with primary education at home are carried out in a continuous and interdependent manner.

LITERATURE ANALYSIS AND METHODOLOGY

It is important for a primary school teacher to know and take into account the level and potential of mental activity of students, as it is the basis for the development of students' mental abilities. For the future practical activity, private, practical, students are acquired as a result of independent work, in particular, through the work performed in the methodology of teaching mathematics in seminars, practical and laboratory work.

Didactic games encourage students to make the lesson interesting and effective, and to easily acquire theoretical knowledge of mathematics. A lot of success can be achieved with games. Even the laziest student can be interested in science and taught to be active.

This is easier to achieve in primary grades. Didactic games are very important for teaching elementary mathematical concepts to schoolchildren. Therefore, the knowledge given to the students is organized as a game according to their age characteristics.

Therefore, in the process of games, students easily master the difficult-to-master materials given in the mathematics textbook, and at the same time, they can observe the environment, events, compare, think about them, and learn from them. they learn to make valid conclusions and to justify the conclusions.

Modern mathematics relies on set theory to support the concept of natural numbers. On the first pages of modern mathematics textbooks for elementary school students, we come across tasks for students: "How many trucks are in the picture, paint as many cells in one row, and how many buses are in the picture, in the 2nd row paint as many squares."

Completing such tasks encourages children to establish mutual one-value correspondence between the elements of the indicated sets, which is important for the formation of the concept of natural numbers.

RESULTS

Elementary mathematics course, on the one hand, helps students to use their knowledge in various fields. In this way, it creates a single set of basic knowledge, and on the other hand, it is directed to the formation of necessary methodological ideas and logical structures of thinking.

Psychologists have proven that the period of 6-10 years of schoolchildren is the period responsible for the formation of the most important thinking structures. It is very difficult to restore the ability that is not formed at this time.

Primary educational tasks in mathematics can be solved only on the basis of the theoretical knowledge system. It consists of a methodological teaching theory (mathematics didactics) that includes the scientific worldview, psychology, didactics, mathematics and the features of mathematics. However, theoretical knowledge alone, like any other preparation, is not enough. It is necessary to know the recovery and use of the most reasonable methods, which are influenced by the specific content of teaching and the level of mental activity of teachers, in preparing for the lesson or solving specific methodological tasks that arise in the lesson itself.

In preparing students to learn mathematics, it is necessary to find a new solution where to start. In order to learn mathematics "seriously", it is necessary to conduct a "mathematical game" with the students before they sit at the desk. Didactic games are used in school preparation, but these games, firstly, are enriched with logical and mathematical content, and secondly, they are held before or after the training, not during the training itself. It would be appropriate to make students interested in mathematics and achieve their correct acquisition of knowledge, skills, and abilities through didactic games. It is important to choose the right didactic games while preparing for the lesson.

Prepare didactic materials for didactic games, set the right time for the didactic game process, and It is necessary to clearly plan such things as control, completion of the didactic game, and objective evaluation.

- Sufficient preparation of didactic materials;
- Timely monitoring and correcting mistakes made during the didactic game;
- It is necessary to pay attention to the fact that didactic games form and develop intelligence and independence in students.

DISCUSSION

“Can you walk straight? "didactic game. The class is divided into two equal groups. The handout with the numbers is placed on the floor of the classroom, in separate places for the students of the group, so that they can move comfortably without interfering with each other. The rules of the didactic game are explained to the group members.

This didactic game is timed based on the number of students in the class. In the process of this game, certain skills of counting numbers from the right and the reverse are successfully performed by the students. It will

not give the expected result for students who do not have the skills to count numbers from the right and the reverse.

As a result of this, they may be upset. You should not be afraid of this. It gives the expected effect as a result of repeated use in the course of subsequent classes. Students can play this game not only in the classroom under the guidance of the teacher, but also outside of class and at home during homework.

In the "Continue" game, the teacher says a number, and the students say its constituents: if the teacher says 20, the students say it is the sum of 15 and 5, the sum of 10 and 10, 17 with the sum of 3, etc. In this way, all students can say the complements of the number. Through this game, the students' knowledge of the composition of the number and verbal addition-subtraction skills is formed.

CONCLUSION

In conclusion, it should be said that the purpose of education is formed in accordance with the needs of society. Therefore, the purpose of education should be suitable and worthy. In this regard, it is necessary to educate students who come to school not only in mathematics, but also in all other subjects at a high level, and educate them to become the perfect people needed by our country.

Through the above games, students develop the skills of immediate responsibility and independent thinking, they also learn to carefully observe the environment, and their interest in the events around them increases. This game can be used as a reinforcement part of the lesson or during a break.

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