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Volume 09, Issue 10, Pages: 204-209

Paper Authors

Anvar Khurramov , Kholmetova Muҳabbat Khudoynazarovna, Razhabov Oybek Tokaymurot Ugli

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THE ROLE OF TEACHING MATHEMATICS IN UPBRINGING YOUNG GENERATION BASED ON NATIONAL AND PUBLIC VALUE

Anvar Khurramov - Associate Professor of the Department "Informatics" of the Chirchik State Pedagogical Institute of the Tashkent Region
Kholmetova Muxabbat Khudoynazarovna - teacher of the Department of "Informatics" of the Chirchik State Pedagogical Institute of the Tashkent region
Razhabov Oybek Tokaymurot Ugli - lecturer of the Department of "Informatics" of the Chirchik State Pedagogical Institute, Tashkent region

Key words: Lesson, lesson, training, teaching, general educational goal, educational goal, scientific worldview, thinking and culture, Practical goal.

Abstract: The article scientifically highlights that in teaching, the “directed personality approach” is the basis for the development of education and it describes the comparative characteristics of the directed personality approach and non-traditional teaching methods often used in the classroom to increase the effectiveness of students' logical thinking and their development, the advantages of the essence the term "personality directed approach", the scientific basis of the degrees of development of the child.

The purpose of teaching mathematics in educational institutions is determined by the following three factors:

1. General educational goal of teaching mathematics.
2. Educational purpose of teaching mathematics.
3. The practical purpose of teaching mathematics.

The general educational goal of teaching mathematics includes the following tasks:

a) teaching students a system of mathematical knowledge based on a specific program.

This system of knowledge must meet the minimum requirements of the state educational standards of mathematical disciplines and provides for the preparation of teaching the higher chapters of the discipline of mathematics. In the process of teaching mathematics, students develop skills and abilities to apply methods and techniques for checking and monitoring the reliability of acquired knowledge.

b) Formation of oral and written knowledge of students.

With the study of the discipline of mathematics, students are required, and the formation of the ability and skills to speak, pronounce, express their opinions in their native language without mistakes, briefly and clearly. Each student should be able to pronounce all math terms, formulas and definitions correctly in their native or required language. Must be able to express their opinions, mathematical laws, theorems, axioms, postulates and in general mathematical language using mathematical formulas.

c) Teach students to learn about the real world using mathematical laws.

It provides for the acquisition of knowledge in a volume that makes it possible to understand from simple to complex phenomena occurring in the real world, spatial forms and quantitative relationships between them.

Students develop the ability and skills of spatial representations, develop the ability to think logically.

The educational goal of teaching mathematics includes the following tasks:

a) the formation of a scientific outlook in students.

This idea is carried out on the basis of theories of knowledge.

b) Formation and development of students' interest in the study of mathematics.

From the first lessons in mathematics, students will learn to draw their own conclusions. This can be considered as the result of learning logical thinking, which is achieved through observation of phenomena and processes. All conclusions are confirmed by mathematical laws.

The task of the teacher of mathematics is to form students' skills of independent logical thinking and education of interests in studying mathematical laws.

c) Formation of students' mathematical thinking and culture.

Each mathematical conclusion studied in mathematics classes is expressed by many mathematical concepts and patterns, and this requires determination of students. In the process of step-by-step study of these patterns, logical thinking develops and a culture is formed to derive mathematical conclusions. In the formation of a mathematical culture, it is of great importance to teach the ability to symbolically correctly express any opinion that has mathematical laws in it, and vice versa, teach to the ability to express any mathematical laws that have symbolic forms in their native language.

d) Formation in students of the concept of system theory and education in them a view of the objective essence on the basis of a systematic approach.

To proceed in every case from the theory of the system, in the first place, facilitates the task several ten times. For example, especially in some complex cybernetic works, it is impossible to successfully complete the tasks of cosmonautics and modern communication systems without studying the theory of systems and complexes. The same thing that due to the complexity of the educational process, it cannot be carried out in its modern form without using the theory of the system; system theory serves as a guarantor for the correct implementation of each activity; facilitates the explanation of a specific subject and phenomenon, helps to quickly understand and retain information in memory for a long time. Since the mind and thinking of a person was formed in the process of his historical development in accordance with the laws of the system theory. In essence, the theory of complexes (and systems) was taken from the natural activity of the human mind. It is not for nothing that it was called the organic method (technique) [24].

In the first, the Italian philosopher Zeno (490-430 BC) said his opinion that everything that exists consists of small and large complexes (systems). According to him, when the whole is divided, we have many components. Each of these components has its own queue is divided into several more components. This

process continues endlessly [28]. Also, the ancient Greek philosopher Marcus Aurelius Antony said a similar opinion: “All that exists (things) were mixed with each other. Everywhere there is divine continuity and continuity. All existing (things) are connected (unified) on the basis of common rules and will serve to decorate the same world ”[28]. From the opinions of two scientists, one can realize that the whole world is infinitely many, successively (continuously, organically) interconnected by one whole, that is, it consists of systems.

The existence of this kind of approach can be seen in ancient sciences, formations and philosophies. Scientists like Plato, Farobiy, Ibn Sino and others also confirmed in their opinions that everything that exists, that is, the whole world, and the universe as a whole, consists of interconnected parts. The Muslim theologian and scientist Mawlana Zhaloliddin Rumiy also left a kind of opinion that everything that exists from particles to the universe is interdependent and interconnected, which has the force of gravity (attraction) among themselves. However, an arbitrary or sometimes incorrect understanding of the world by a person, as a result, was separated from a complex (systemic) approach thinking by this very nature. To return to ourselves, that is, to the natural essence, we must study the theory of complexes (or systems).

The practical goal of teaching mathematics puts in front of itself the following tasks:

a) Teach students to apply their theoretical knowledge gained from the mathematics course to the solution of elementary problems encountered in everyday life.

Students:

- to form the skills and application skills obtained by their theoretical knowledge directly and indirectly to everyday practice;

- to form the skills to perform and solve various mathematical, numerical and arithmetic problems, as well as specially compiled practical problems to strengthen the knowledge and skills acquired.

b) the formation of skills and knowledge of the correct and appropriate use of educational tools.

Acquire skills in the correct and appropriate use of educational and technical, visual, schematic, tabular and computational teaching aids.

c) Teaching students to independently acquire mathematical knowledge.

Formation of skills of independent acquisition of knowledge from educational books and manuals, mathematical popular science and information technology magazines and materials.

d) the formation of students' ability to represent the mathematical educational process as a system.

In the educational process, based on the principles of an integrated approach of synergetics and the inserted goal, many complexes can be defined. The substantiations in educational normative documents are given that the continuous educational system should be viewed as a complex one [24]. Based on these considerations, each stage of the educational process can be viewed as a separate complex. All activities of the teacher, his preparation and teaching of

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each lesson can be watched and studied as a separate complex.

Here the question arises - how can you name the place of implementation of the educational goal of the activities of teachers and teachers, as well as the official continuous educational process and the foundations of its each stage? How can you answer this question? We answer this question in such a way that the initial brick of the whole continuous educational and educational process is a lesson, an occupation, training, teaching.

Lesson, lesson, training, teaching - this is the main organizational form of education, a didactic event organized in an appropriate manner and having direct contact with a specific number of students and directed towards a specific goal. If we approach classes as a complex point of view, then based on the goal, each lesson can be divided into several complexes. First, what would an occupation be called an occupation, then we see a mutually functional relationship between the compilers involved in this process and define a multifaceted statistical complex.

Lesson is the primary basis of the official educational and educational sphere, the initial constituent of the foundation of the continuous educational and educational process, the place where teaching pedagogical activity is directly conducted. If so, then the question is asked: what parts is it made of? Answer: In order to carry out the lesson, first of all, a student or student must be present. Is not it? Yes, because this is one of the integral part of the lesson. Second, in order to conduct classes, is it necessary to be present with a teacher or teacher? Of course, since this is considered the next part of the lesson. Is it necessary for a classroom or auditorium, educational equipment such as a board, tables, etc., as well as a device for transmitting information, that is, technical means of transmitting information? Mandatory, since this is the third part of the organization of the lesson. The curriculum, programs, textbooks and other normative documents are also required for the lesson. In order for the educational process to be considered an educational activity and not turn into a spoken language or an ordinary dialogue between students and a teacher, teachers must have a pedagogical method and methodology. This activity is considered an integral fifth of one whole lesson. (look at Figure 1) [15].

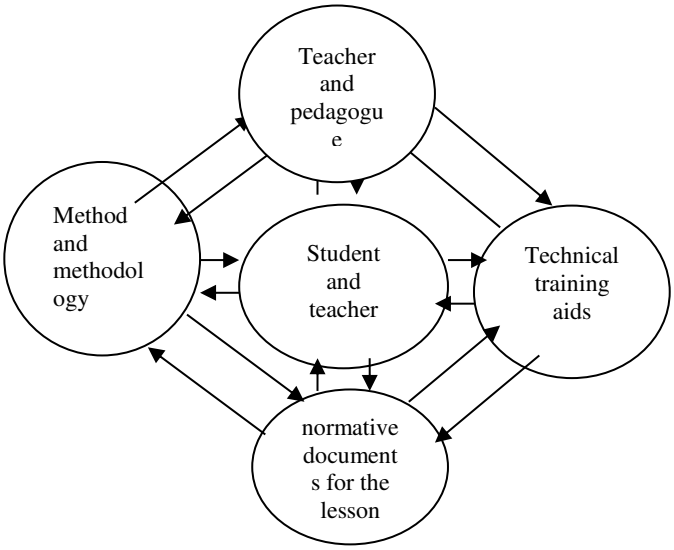

Fig 1. Complex of classes.

As we can see, in the center of the complex there is a circle called "teacher and student". This means that the only goal of the entire educational and upbringing system and the material and spiritual and moral elements involved in it is the formation of students' social qualities that meet modern requirements.

For students to participate in the educational process and be considered as an integral part of one whole lesson, they must have the following qualities. First,

those present to participate in the class must set goals for themselves - to gain knowledge. Pupils and students participating in the class must be sorted. A similar process is noted in the "National training program" adopted in the Republic of Uzbekistan. In other foreign countries, this is already quite accepted in practice. This suggests that those attending classes should be selected by age, interest in subjects, working languages and maturity. In addition, the degree of physical, spiritual and mental development of students should be appropriate, as this increases the level of efficiency of the lesson.

The second component of the lesson is a teacher and a teacher. This is the general name given to knowledge given and carried out education in a continuous educational system. At different stages of the continuous, official educational system, they are called differently: in preschool educational institutions - an educator, in primary education - a teacher, in general secondary schools - a teacher, in colleges and lyceums - a teacher, in higher educational institutions, depending on scientific degree - assistant, senior lecturer, associate professor, professor, after higher education - professor, in advanced training - lecturer.

All have one task - to conduct classes according to the approved state program, organize classes in the disciplines indicated on the curriculum, conduct classes in accordance with didactic principles, use pedagogical methods and technical teaching aids.

The next component of the lesson is the normative documents for the lesson. These are standard programs, work programs, curricula, working curricula, textbooks, teaching aids, lecture texts or lesson projects and other didactic materials approved by the relevant organizations. All of these documents should be compiled on the basis of didactic principles. In foreign countries, this is called the term curriculum.

Technical teaching aids. Without these, classes cannot be organized. The technical teaching aids include: an auditorium or classrooms, equipment in them - a desk or tables, chairs, a teacher's chair and his desk, a lecture department, a board and equipment for transmitting information. Technical means of information transmission - overhead projector, epidoscope, monitor-computer, sound transmission equipment and other technical means. Some consider the use of information technology in the learning process to be pedagogical technologies. We believe this is not correct, since information technology is only one component of pedagogical technology.

Methods and techniques. It is known that a person, in order to achieve a specific goal, will use many methods. In traditional didactics and methodology, they call "teaching methods", "teaching methods." The concept of "method" is an international concept that is widely used in regulatory documents, as well as in the pedagogical society. In this training manual, the concepts of "method" and "technique" are used in a single sense.

Methodology - these are measures and measures applied to achieve the goal. A person applies these methods and techniques in a certain order.

This means that we come to the conclusion that the lesson or lesson is to lead the lessons by the teacher in the presence of students of the same age, in the

allotted time for a specific purpose. The purpose of the lesson, content and volume will be based on state educational standards.

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