

ISSUES OF TEACHING MATHEMATICS IN SECONDARY SCHOOLS

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Annotation: All the results obtained in this study are new, and in this study, we are studying how to teach mathematics to children faster.

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The changes taking place in our society set important tasks for all of us. These tasks are for those who can think independently, who value our national heritage, from educating creative, moral, all-round mature youth. It requires from the modern teacher constant creative research, a new approach to reading, dedication.

The main purpose of teaching mathematics in secondary schools is the modern market each society, taking into account the conditions of the economy, labor activity of the member and mathematical knowledge required for daily life, transfer of skills and competencies, as well as generalizing the practical activities of students with real-life ideas, to strive for their conscious mastery and application of mathematical concepts and relations; we can teach students to focus on coherent logical thinking.

The math teacher is in class, extracurricular activities, math classes, it is advisable to organize various evenings, meetings, interesting topics or various events dedicated to the work of famous scientists. In addition, the teacher was involved in the lesson, depending on the topic the introduction of mathematical concepts into science should explain their development and the contributions of encyclopedic scientists in this field.

Education and mathematics in general can be seen as a process of managing students' intellectual development. From this point of view, mathematics education should be considered as management.

A pragmatic understanding of development is sufficient for educational work, that is, the student develops as he constantly receives new information. At the same time, it establishes new connections with existing information. In the practical sense of management, it is understood as a sequence of tasks given to students.

Teaching something, especially math, is about offering the student a set of problems that will develop as they work.

Take, for example, the teaching process. At the beginning, students will be given a set of questions. At the end of the lesson, students will walk around the classroom to see what they have done and analyze the solutions on the board. There are many types of study courses available. Classes can be held in groups, but the choice of form is not important. After the analysis, students either evaluate their own work or receive a grade from the teacher.

But this approach is limited - it can be more pure technology and students will be involved in solving competition or Olympiad problems.

For example, consider homework assignments. Invited to students in class and at home when a set of issues complement each other, it has a positive impact on development.

In other words, homework assignments in the classroom serve to make a logical continuation of what is done in the classroom. In that case, it is mandatory to automatically discuss what was done at home. The teacher-student interaction is important.

This begs the question of what happens to natural knowledge and skills. The role of knowledge and skills in any understanding of education does not change - everything is based on them. Society's attitude towards education is changing. The individual in the object becomes the subject. In other words, the child is not the future element of the state system, rather, he is seen as a person with all his qualities. But not everything that is irrigated with the idea of career guidance matters, rather, the personal characteristics that influence it play an important role.

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