



ORGANIZATION OF TEACHING MATHEMATICS IN PRIMARY CLASSES

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ABSTRACT	KEYWORDS
This article discusses the concept of a lesson, its structure, the basic requirements for the lesson, types of lessons, some ways of organizing teaching mathematics to younger schoolchildren.	<i>Lesson, content, optimal teaching methods, ergonomic conditions.</i>

Introduction

The concept of "lesson" has characteristic features (main characteristics): the purpose, content, means and methods of teaching, organization of educational activities. The main role among the main characteristics is played by the objectives of the lesson: educational, educational and developmental. The educational goals include the formation of mathematical knowledge, skills and abilities. But it is necessary to form not only mathematical, but also general educational knowledge, skills and abilities that allow for a more rational organization of teaching mathematics.

In unity with learning, the goals of educating and developing the student's personality are realized. In order for each individual lesson to have an integrative function and integral properties, it is necessary that the entire pedagogical process function as a whole. Thus, a lesson can be much more effective if it meets the highest level of its integrity, and for this it needs to have systemic, holistic properties. Mathematics curricula provide for the solution of certain educational tasks. To strengthen the educational influence of teaching, the teacher is obliged to carefully analyze the educational possibilities of mathematics and highlight the educational purpose of each lesson.

The content of the initial mathematics course is determined by the learning objectives. From this point of view, let's consider its most important elements. The mathematics course for younger students should ensure continuity in the study of mathematics in middle and high school. This can be achieved in the following ways. Some mathematical knowledge and skills (taking into account the features of the memorization mechanism characteristic of primary school children) can be qualitatively mastered in primary classes. Here, first of all, we mean tabular cases of addition (subtraction), multiplication (division), as well as skills based on simple algorithms.

Choosing the optimal teaching methods is one of the difficult methodological tasks. There are recommendations in the pedagogical literature on the choice of optimal teaching methods. Here is one of these recommendations:

The choice of the method will not be optimal if it does not satisfy at least one of the conditions on which it depends:

- 1) the purpose of the lesson (teaching, educating and developing);
- 2) features of the content of the studied material (complexity, novelty, character);
- 3) features of the students of the class (the level of development of thinking, the level of knowledge, skills, the formation of skills of educational work, the level of education of students, etc.);
- 4) equipment of the cabinet with didactic materials, technical means of training;
- 5) ergonomic conditions (scheduled lesson time, class occupancy, etc.);

The peculiarities of the development of thinking and speech of primary school students determine the requirements for the method of introducing initial mathematical concepts. The most important of them is the formation of mathematical concepts through consideration of real, everyday situations, familiar to children from everyday life. In other words, each mathematical concept should correspond to a system of appropriate textual content tasks. The teacher manages all learning activities in the classroom, using general (working with the whole class), group (link, team, etc.) and individual forms of it. The above forms of organization of educational activities appear in the lesson in various combinations and sequences.

There are no special math lessons in the lower grades that are entirely devoted to the study of new material. New material is considered in small parts in almost every lesson. But there are lessons in which the study of new material is the main didactic goal. Most of the lesson is devoted to this work, while other parts of the lesson are also subordinated to the study of the new. In order to establish the connection of new material with the studied, in order to include new knowledge in the system, repeat those sections and questions that prepare students for the perception of new knowledge, help them make independent conclusions and conclusions. In addition to getting acquainted with new material, the primary consolidation of the acquired knowledge takes place at such a lesson.

In the process of working and acquiring a certain experience, each teacher forms his own approach, develops his own handwriting not only in conducting the lesson, but also in preparing for it. Nevertheless, it is possible to identify some stages of preparing a teacher for a math lesson in elementary grades, which will allow him to optimally organize this work.

A prerequisite for successful preparation is knowledge of the content of the mathematics course in primary school and the results of its study. Each lesson should be considered as a link in the system of lessons on the topic. Therefore, the first step of preparation is to study the content of the entire topic, which is reflected in the program and textbooks of mathematics. Methodological guidelines or recommendations for lesson planning, compiled in accordance with textbooks, can be of great help to the teacher at this stage. Focusing on these manuals, the teacher can present the entire scope and content of the work on each topic and its distribution by lessons. The content of frontal conversations, independent work, mathematical dictation, test and control works, which are given in the methodological recommendations, will help him to specify the requirements imposed by the program for the assimilation of knowledge, skills and abilities of students.

In primary classes, it is possible to purposefully form students' skills in the mathematical organization of empirical material. However, the training material must meet certain conditions. There are two approaches to the formation of mathematical concepts: genetic and axiomatic. The axiomatic approach assumes, in particular, a high level of students' proficiency in the language in which the teaching is

conducted. Naturally, the language culture of younger schoolchildren is only being formed, so the axiomatic approach in primary classes is unrealistic.

The genetic approach is that every day, empirical concepts and representations of students are "translated" into the language of mathematics and fixed in the form of mathematical concepts. This process is called the mathematization of empirical material (mathematization) and corresponds to the capabilities of younger schoolchildren.

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