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CURRENT ISSUES AND PURPOSE OF TEACHING MATHEMATICS IN SCHOOLS

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ABSTRACT	KEYWORDS
In the article, the main task of teaching mathematics in secondary schools and its current issues, the theory of mathematics and related issues, research and mathematical model, methods of teaching mathematics, the concept of teaching method, basic concepts of didactics and methodology, mathematics the practical purpose observed from teaching is described in detail.	teaching methodology, didactics, mathematical model, arithmetic material, research method, observation method, experimental method.

Introduction

Indeed, mathematics is an interesting subject. Its meaning is the product of the human mind and logical imagination from beginning to end. Even competitions in solving mathematical problems have long been considered a means of developing human knowledge. It can be seen that the most important task of mathematics is to teach students to think, to think correctly, to be logical and to observe.

Mathematics, like other sciences, studies real nature. Builds various models of the real entity. If the exact sciences rely on experience in their research, mathematics does not. Experience can be used to understand and visualize problems related to making connections between theory and mathematics in practice. But the experimental method is not a proof in mathematics.

Literature Analysis and Methodology

The main task of teaching mathematics at school is to ensure the conscious and solid acquisition of mathematical knowledge and skills, which are used in daily life and work activities appropriate for the student's age, and which are necessary for continuing education in the future. The science of mathematics teaching methodology is directly based on philosophy, psychology, pedagogy, didactics, mathematics, drawing, logic, history and other sciences.

When researching problems related to the theory of mathematics and its teaching, it is appropriate to take into account the specific features of mathematics and its teaching. In modern education, an opportunity is created for the learner to work on himself, expand and deepen his knowledge outside of the classroom.

One of the well-established habits in our schools is the daily oral calculation exercises that students are given in almost every math class. In addition to the practical importance of everyone knowing how to quickly and correctly perform simple calculations "in the mind", methodologists always consider oral calculation as one of the good tools for deepening the theoretical knowledge that children have received in mathematics classes.

There is no subject that can make students think and think like math. By solving various puzzles, problems and examples in mathematics lessons, students learn to think correctly and think logically.

The main task of teaching mathematics in general education schools is to strengthen the intellectual acquisition of mathematical knowledge and skills that are used in everyday life and work, specific to the student's age and important for future education. In teaching mathematics, it is important to check whether students have solved examples and problems correctly.

When checking the knowledge of mathematics, it is necessary to take into account not only the presence of this or that knowledge in the minds of students according to the requirements of the program, but also the following that characterize its quality. It is necessary to study the classification of all teaching methods in order to consciously choose from the teaching methods, those that correspond to the new content of education and new tasks.

In the school mathematics course, the simplest concepts that cannot be defined are conventionally accepted. For example, in the course of arithmetic, the concept of number and the operation of addition, and in the course of geometry, the concepts of plane, point, distance and straight line are undefined concepts.

Using these concepts, other mathematical concepts are defined. The meaning of the word "definition" is that it means a logical method that allows to distinguish the considered concepts from others, to clarify the meaning of a new term introduced into the science.

Results

Researches the structure of the real existence and the rules of law in it. An example of this is mathematical modeling, which allows for a holistic interpretation of phenomena in general. Also:

1). Because these properties of a mathematical object are generalized, abstracted, and a mathematical theory is created using them. Otherwise, the theory cannot be created.

2) Mathematical conclusions are obtained mainly by logical conclusions. The result obtained by the experimental method is not considered correct from the point of view of mathematics.

3) Mathematical conclusions are irrefutable conclusions.

4) The abstractions that arise in mathematics develop gradually, that is, from abstraction to abstraction.

5) Mathematical results are universal and apply to other fields as well. The purpose of teaching mathematics in secondary schools is determined by the following 3 factors:

1. The educational purpose of teaching mathematics.
2. The educational purpose of teaching mathematics.
3. The practical purpose of teaching mathematics.

The science of teaching mathematics is directly based on didactics; psychology, philosophy, drawing, pedagogy, mathematics, history, logic and other subjects. When studying the theory of mathematics and the problems related to its teaching, it is appropriate to take into account the specific aspects of mathematics and its teaching.

While natural and exact sciences conduct experiments in order to determine the unknown structures of real existence, mathematics discovers new properties and creates new models in the considered models of the material world.

The observed practical goal of teaching mathematics is to teach students to apply the acquired knowledge in practice. To be able to apply the acquired knowledge to operations performed on numbers and mathematical expressions, points, to learn how to use them in solving various problems. It is teaching to be able to apply the knowledge to solve the problems encountered in everyday life.

The role of scientific hypothesis in research is of great importance. The organization of the entire experiment is aimed at testing a scientific hypothesis. It allows the collection of material, does not allow the researcher to get confused in the specific material.

Discussion

Simple problems play a very important role in the mathematics education system. With the help of solving simple problems, one of the central concepts of the elementary course of mathematics - the concept of arithmetic operations and a number of other concepts is formed.

Learning to solve simple problems is a preparatory stage for students to learn to solve complex problems, because complex. solving problems is reduced to solving a series of simple problems. When solving simple problems, one gets acquainted with the problem and its components for the first time. By solving simple problems, students learn the basic methods of working on a problem. Therefore, it is very important that the teacher knows how to work on each type of simple problems.

Mathematical methodology is one of the main branches of pedagogy and didactics, and is an independent science that studies the laws of teaching and learning mathematics in accordance with educational goals.

It is clear that teaching mathematics to young people requires a good knowledge of the subject and the ability to use teaching methods. He should also have deep knowledge of pedagogy, psychology and other disciplines. In this process, the teacher, as a dedicated professional, should enrich the students' outlook. As a profession, a teacher should be a logical genius and be able to apply this logic in the lesson.

The main goal of the training is to develop students' intellectual abilities, independent choice and decision-making skills, and to acquire the necessary knowledge. An increase in mental load in mathematics lessons increases the student's activity and interest in the material throughout the lesson. Therefore, the teacher should be able to use new active teaching methods and methods that activate students' thinking and express their independent knowledge.

Arousing interest in mathematics depends on the high level of the teaching method and how skillfully the educational work is constructed. Every student should be active in class, work with pleasure and use the emergence and development of passion for knowledge as a starting point, focus on deepening their interest in knowledge.

Conclusion

In conclusion, it should be said that if the students perform these specified tasks many times in a strictly defined order, then they will gradually develop a method of working on the problem in accordance with the tasks. This will allow children to solve problems independently in the future. When solving

initial ready-made problems, children should work on mastering the terminology related to the problem and its solution.

A lesson is a historical, complex form of organizing mathematics teaching at school, verified by many years of experience and meeting the basic requirements of the present time. Students' acquisition of mathematical knowledge depends not only on the choice of the right method in educational work, but also on the form of organization of the educational process.

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