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Teaching Mathematics in Specialized Primary Classes

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Annotation: The applied skills and skills that teachers of specialized lyceums of the natural science board need to possess are investigated. It is shown that these skills and abilities, coupled with the relevant knowledge, constitute a prerequisite for the professional competence of a future expert who will have to apply algebra in his PR activities. Theses are made about the place and state of specialized teaching in the modern system of mathematical education.

Keywords: mathematics, skill, skill, teaching, specialized gymnasium, method, elective, students, competence.

Industry-specific training is aimed at implementing a subjectively oriented general education process. At the same time, the ability of the teacher to build his own personal educational orbit is significantly used.

The profile gymnasium is the institutional configuration for the implementation of this task, of course, the main configuration, but not the only one. Quite unpromising in some moments may be taken other configurations of the organization of industry training, included in the updating of relevant general education standards and TV programs outside the walls of a practical school. More or less, there may be situations when a good school, as well as a network of gymnasiums of other general education institutions, will embody not only the content of the chosen profile, but also provide students with the ability to master the interesting and important content of other industry lessons for each of them. This ability is realized through a variety of regional configurations of the organization of the general education process, as well as through the integration (unification of general education resources) of various educational state institutions (general specialized gymnasiums, correspondence physics and mathematics schools, state institutions of additional, primary, secondary and higher professional education and others. This allows a tenth-grader of one special school, if necessary, to resort to educational payments from other gymnasiums or institutions of LLC, SPO, VPO. The regional structure of regional education should be based on a web of schools, additional education enterprises, NGOs, Umgb and HPE, the purpose of which should be a very complete actualization of the interests and innovative needs of students.

An individual school can be single-profile (implement only one of its chosen profiles), or reorganize several portraits on the senior ladder. The school as a whole may not be focused on abstract fixed profiles. In one gymnasium, a universal portrait can be coordinated, giving students knowledge on a basic indicator in subjects included in the republican component. Elective psychology courses on the basis of a special school provide fellow students with the opportunity to fully implement their individual expert educational programs.

In such a paradigm, specialized self-education of students of a specific special school is carried out at the expense of the purposeful and organized use of educational bioresources of other scientific and educational institutions. It can be built in two or three main ways.

The first one is connected with the unification of five schools around a less strong gymnasium, which has a useful material and organizational potential, which plays the role of a "resource center" for a tour group of schools. In this precedent, each of the schools of this grouping provides incomplete minimum general law schools and that part of expert training (industry and elective courses) that it is unable to implement within its capabilities. The previous profile retraining is taken over by the "resource center". The sixth option was revived on the cooperation of the gymnasium with other leisure institutions and scientific and educational resources - institutions of additional, higher, secondary and primary zion education. In this case, students are guaranteed the right to choose the provision of specialized education either in their own gymnasium or in educational institutions cooperating with it: distance special courses, correspondence gymnasiums, Small Academies of Science at universities, state institutions of primary and secondary vocational education, etc.).

The levels of sectoral training in the conceptual field "Mathematics" The study of school objects in the subject area "Mathematics" with specialized teaching is carried out at four levels:

- Compensating (5-6 hours a week) — for students who have chosen a universal semi-professional and are planning long-term training in state institutions of secondary vocational teaching. (The material of this sublevel of education is a special course of algebra and algebra of the main gymnasium with the inclusion of some junior school courses.)
- Basic (4-6 hours per week) — for students who have chosen multifunctional, humanitarian, art history, socio-economic (of various specializations) profiles and are planning further teaching in institutions of the lowest professional teaching. Profile (7 hours a week) — for teachers who have chosen natural-mathematical, technical (various specialties) and are planning further training in branch institutions of the lowest professional teaching. •The traditional detailed course for teachers who have chosen physics, mathematics, technology (majors: mathematics, biology, computer science) and are planning further teaching in specialized state institutions of higher professional education should be implemented at the industry level with a huge number of elective special courses.

There are how many types of learning methods

The method of heuristic questions. Answers to nine key questions: Who? What? What for? There? By what? When? How? and their various combinations give rise to unusual concepts and solutions regarding the object being examined.

The method of comparison. It makes it possible to correlate the versions of different students, to find a rational way of solving.

The method of modeling concepts. Promotes the creation of an individual creative product - a jointly reformulated definition of the definition.

The method of wandering.

The method of flushing and errors.

The “if only...” method. Helps kids to make a statement of what will happen if something changes in the condition. The execution of such assignments develops the imagination well.

Brainstorming” It allows you to collect a large number of ideas as a result of freeing the discussion organizers from the inertia of thinking and patterns.

The main tasks of studying algebra is to develop the mind and experience, speech in a special mathematics course. Now in our time, a sociocultural, educated individual must learn to formulate his thoughts beautifully, clearly and clearly. If you compare an educated individual with an uneducated one, there would be a big difference.

Mathematical education plays one of the most significant roles in the accomplishment of the task.

Mathematical education is the ability of an individual to see and realize the role of algebra in the world in which he lives, to express well-founded physical and mathematical judgments and to apply mathematics as to satisfy the needs of a creative, disinterested and thinking fellow citizen in the present and future. The specification of the definition of mathematical education is expressed in the following provisions:

- To distinguish between problems that appear in the surrounding reality, which can be solved by stimulating mathematics;
- To form problems in the dialect of mathematics;
- Solve problems, with the help of using physical and mathematical knowledge and methods;
- Analyze the solutions used;
- Interpret the results obtained taking into account the rearranged problems;
- To state and record the irrevocable results of solving the problem posed.

In order to obtain results in education, the conditions that must be created for the realization of this goal are necessary.

I think that education has never been a frozen field of activity, and this fully applies to high school. It is in high school that such changes have taken place in recent years, the effectiveness of which is recognized by both teachers and students. These are the differentiation of school curricula, the introduction of advanced courses and pre-university training, specialized training, and a change in the final certification system. First of all, this is the implementation of the Concept of modernization of education, this is the request of students and their parents, this is the possibility of professional self-determination of students already in grades 10-11, this is the desire to improve the quality of education of our students.

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