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PROFESSIONAL APPROACH IN THE FORMATION OF KNOWLEDGE AND SKILLS OF HIGH SCHOOL STUDENTS

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ABSTRACT

In the process of this research and were analyzed the issues of formation of knowledge and literacy skills of students in higher education institutions.

Key words: *innovation, professional skills, modern education.*

АННОТАЦИЯ

В процессе данного исследования и были проанализированы вопросы формирования знаний и грамотных навыков студентов в высших учебных заведениях.

Ключевые слова: *инновации, профессиональные навыки, современное образование.*

INTRODUCTION

The purpose of teaching mathematics to the students of the general education school is to form their abilities and independent thinking through the elements of mathematics, thereby solving problems through independent thinking and observation.It is known that any science, especially mathematics, has basic concepts, laws, methods and theory, which are implemented in the process of learning science. Any activity is a set of specific actions and their sequential implementation. The cognitive (active) approach in the educational processes of educational institutions plays an active role in students' mastery of science and serves as the basis for the formation of their cognitive competences. The psychological theory of activity is considered the main method of teaching any subject, including mathematics. Mental, cognitive activities in the process of teaching mathematics are understood as mathematical activities.Mathematical activity is carried out first of all through the methods of general logical thinking, and then through the acquisition of mathematical concepts. A modern concept of teaching mathematics was developed based on the active approach. This concept includes research through the theory of mathematics education and its modern methods. The activity approach shows the ways of mastering and further improving the studied science by organizing the objective

activity of the study, which is a universal mechanism, regardless of its presentation in any form [1-6].

Active approach to production is defined by formation of knowledge skills of students, change of subjects in national methods, implementation of interdisciplinary views and changes in their creation.

DISCUSSION AND RESULTS

Based on task orientation, we compared the programs of existing problems in reading mathematics to general education school students, from our downloads, with the activity of studying applied mathematics in educational institutions:

-on the content, methods and teaching tools of science;

-according to the nature of the management of the teaching process;

- according to the training and capacity of the subject teacher who implements the educational process;

-According to the amount of hours allocated to the subject;

-According to the mastery index of science.

In the process of education based on an active approach, students develop two types of knowledge and skills: methodical and mathematical. Methodological knowledge is called interdisciplinary, while mathematical knowledge and skills, in contrast, are characterized by awareness, consistency and reliability of mathematical knowledge and skills in teaching mathematics [7-17].

Educational-cognitive reasons, examples and problems related to science and methods and actions corresponding to them. The implementation of an active approach in teaching mathematics is carried out by solving examples and problems related to it. In order for students to experience mathematical activity, it is necessary to engage them in solving existing problems in the scientific field. An active approach occurs by exposing students to science-related problem situations. The set problem situation determines the goal and activity of the student, thus the student solves the issues related to it by studying the topic.These issues should be aimed at full mastery of general theoretical materials and educational process. In the process of solving problems, the student acquires new knowledge, skills and improves them. At the same time, through acquired theoretical knowledge, it will be possible to solve practical problems in the future. Through generalized theoretical knowledge and ability, a person with excellent knowledge is formed by solving practical problems in science.

According to the above-mentioned points, the following directions for the implementation of active assistance in teaching mathematics can be given:

-Objectives and directions of students' systematic acquisition of mathematical knowledge and their mastery;

-Problem situations in the structure of educational activities, projective and educational and research activities;

-priority is given to informational, problem-dialogic and centered active teaching methods aimed at developing students.

CONCLUSION

The issue of formation of students is carried out in the educational process, therefore, all components of the educational process can serve as a condition for the development of students' knowledge. The use of specially designed educational programs to solve the problems that arise in the process of forming students' interest and abilities in the field of personal activities in teaching mathematics contributes greatly to the formation of students.

From the point of view of the active approach, the teacher of mathematics should prepare himself for this process and organize the learning process by studying the abilities of the students as individuals:

- directed educational process, if the most valuable knowledge and skillscontribute to the development of the student's personality, allow

-using subject tools to solve problems that arise outside of school. Providing students with cognitive, informational, communicative, reflexive methods and activities in all fields of science allows to bring mathematical education to the level of modern requirements.

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