



Mathematics

**A STUDY ON FRAMEWORKS AND
METHODS OF THE MATHEMATICS
TEACHER'S PRACTICAL ABILITIES
IMPROVEMENT**

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ABSTRACT:

The purpose of present professional education is the improvement the individual who's flexible enough to evolve to converting situations, is capable of independently collect the important expertise, and the talent to position them into exercise to cope with a diffusion of emerging troubles. The future specialist ought to think seriously, be capable of see rising actual global issues, and to search for rational answers. He need to at work properly with information, have abilities to gather the vital records a good way to resolve a selected problem, examine them, and make reasonable conclusions. This article deals with the improvement of mathematics instructors' practical abilities all through the manner of their methodological schooling that is carefully related to the informational, explicating, and stimulating features of a trainer. The article describes functions of the optimistic abilities. The specificity is discovered and definition is given to the important thing concept of the studies, specifically "practical abilities". This paper deals with the frameworks and methods of the mathematics teachers' practical abilities improvement. The article offers the consequences of experimental at work on the mathematics teachers' practical talents improvement. The materials of this newsletter can be of use to people who are interested in the studies of method of mathematics teachers' talents education and to the teachers teaching mathematics at one of kind academic establishments.

KEYWORDS: *practical ability, mathematics, mathematics teacher, a practical function, practical skills, designing activity, framework educational material, technology training of prospective teachers.*

INTRODUCTION:

The student's holistic comprehensive improvement, the formation of personality and professional improvement isn't viable without a excessive stage of mathematical education. The maximum important kind of academic interest is the solution of tasks, which allows students to assimilate mathematical theory, and to increase creativity and impartial wondering. According to Sarantsev

(2005), mathematics tasks are the main approach of college students' knowledge and competencies formation, their improvement and method of organizing schooling sports. As a result, the effectiveness of the instructional method largely relies upon on the choice of responsibilities, and the teaching of students to clear up them.

Not simplest does the significance of the challenge structures necessitate the formation of destiny arithmetic instructors' abilities in their layout. The predominant reason is the lack of geared up-made structures of responsibilities for the lesson. Even if the authors of textbooks offer a system of obligations, while choosing obligations for the lesson the trainer in impact destroys them. Based on our evaluation of the collection of obligations and textbooks, we will finish that the examples of related obligations in the methodological literature are illustrative for accomplishing particular functions (study of sure topics, the formation of pupils' concrete capability and the usage of it at a few stage of the training).

However, they are hardly suitable for the teaching to the lesson knowing a precise aim, formulated by contemplating the specificities and the extent of education, the man or woman characteristics of a particular elegance of college students, the difficulties of analyzing the preceding subjects. System of responsibilities constructed by means of another writer may not continually be successfully used by a longtime math teacher, because it does not account for his individual traits and fashion of teaching.

The sort of textbooks, the constant exchange of the college curriculum in mathematics, the inclusion of extra subjects, the trade in emphasis inside the study of person questions and complete sections dictate the want for non-stop improvement of the prevailing responsibilities. Thus, the completed device of responsibilities can only serve as a basis for further reforms in line with the targets, characteristics of students in the class and the trainer's personality. In different cases, the instructor should have the skills to construct them.

Within the general method of fixing responsibilities, the issues of content material selection of the cloth and its distribution within subjects; scheme for fixing the problem; category tasks; the problem of finding venture solutions; the formation of cognitive pastime, cognitive hobby, residences and features of the scholars inside the manner of mission fixing (Boltyanskii & Hochberg, 1965; Episheva, 1997; Kolyagin, 1977; Erdniev, 1965. The problems of training college students for fixing particular sorts of mathematical problems belong to the partial techniques (Krupich, 1995; Sarantsev, 2005). Teachers, psychologists and methodologists have proven that for powerful implementation of the goals of training, we must use the obligations system with evidence- based totally structure within the instructional system, wherein the places and order of every

object are strictly described and replicate the structure and characteristic of those duties.

Each venture in itself is normally a few remote statement or requirement and consists of a particular action to cope with it. However, the trainer, placing the project in the front of college students, in general pursues greater fashionable targets. Specific venture is for him a separate detail within the tasks device to achieve broader goals - the formation or consolidation of a new concept, to gain new or the revitalization of antique knowledge, demonstration a specific method of reasoning, activation strategies for proving theorems outlined within the direction (Dorofeev, 1983).

ANALYSIS AND POSITION OF THE RESEARCH PROBLEM:

Analysis of mental and educational literature allowed us to attract the realization that researchers nevertheless are not honestly distinguishing the idea of “mathematics instructors’ positive abilities”. Currently, the many countries pedagogical technology distinguishes the subsequent approaches to this concept.

The first group of theoretical assumptions plays research on structures design responsibilities, and their use inside the faculty exercise of teaching mathematics. Kalinkina (1995) considers dynamic obligations as a way of improving geometry teaching in excessive school.

Georgiev (1988) summarizes the experience of activation of students via the usage of the challenge complexities. Egulemova (2003) alters geometry obligations for the improvement of the fundamental school students’ cognitive hobby. Levashov (2003) studies the usage of multi-degree responsibilities for differentiated paintings with college students. Kononenko (2002) considers tasks because the means of formation of students’ optimistic competencies even as analyzing the direction of aircraft geometry. Muravin (1988) develops standards of the system of physical works in algebra in junior high college, while Buslaev (2002) highlights the methodological foundation of obligations choice in mathematics for high college students of distinct profiles. These studies convince of the efficiency of the usage of obligations structures in mastering math, and make a massive contribution to the principle and method of mathematics the problem through a machine of obligations. This proves the need of forming the future.

The one third institutions of theoretical assumptions consist of the ones researches revealing a few components of formation of the destiny mathematics teachers’ capabilities to design the tasks device. Dyumina (2006) defines a great element of a methodical system of education destiny mathematics instructors to layout tasks structures. Orlyanskaya (2004) offers to form preservice mathematics teachers’ optimistic talents with the aid of practical duties

structures of various ranges of organization. Astakhova (2009) develops teaching compilation duties methods for destiny mathematics teachers.

However, no matter the significance of the research outcomes on the problem of future mathematics instructors' talents to design obligations systems formation, many questions stay undeveloped. A holistic method to teaching duties systems building has now not been advanced. It is necessary to expose the function and area of schooling responsibilities systems creation in schooling pre service mathematics teachers. It's also urgent to clarify the targets and content of the training, coordination of the troubles of constructing with the content of methodological cycle disciplines, and to enhance the paperwork and strategies of classroom teaching.

IMPROVEMENT OF PRACTICAL ABILITIES:

The instructor's professional work is connected with sporting out some of functions. Many well-known educationists define the structural, organizational, conversation, informative, growing, and motivating capabilities of a teacher. At the equal time, all of the researchers emphasize the significance of the constructive feature, as it pertains to the analysis and layout of the learning technique as a whole, as well as creation of the person components of this method: objectives, contents, methods, paperwork and manner of training. Formation and improvement of the instructor's optimistic capabilities begins at the university. The instructor's practical function includes the following predominant styles of making plans interest:

- Practical abilities-technique meaning the layout of techniques, bureaucracy and approach of training, and the
- structure and collection of the instructor and college students' interest inside the lecture room.
- Practical abilities-assessment consisting in designing an effective gadget of tracking and assessment of
- students' academic activity (Mishin, 1993, pp.41-42).
- Practical abilities-goal, entails analysis of schooling requirements, necessities for college students' understanding and capabilities and designing on this foundation the targets of training, improvement and schooling inside the method of studying the situation;
- Practical abilities-contents, is the selection and design of the content material of academic cloth, thematic and lesson scheduling;

We outline the positive abilities because the arithmetic instructor's professional capacity permitting to convert information of mathematics teaching techniques into the pedagogical tool that provides content material for the development of the unique level of mastering.

The structure of the optimistic capabilities is represented with the aid of the following additives:

- The potential to update expertise inside the constructive activity;
- The ability to structure the content material, convert it, and design;
- Willpower of possibilities of various elements to gain teaching targets, the effectiveness of the techniques design depending on the kind and level of the lesson) (Kovaleva, 2012).

METHODS OF TEACHING MATHEMATICS

The intend of this research article is a theoretical general idea of some essentials of working out pre-service mathematics teacher to implement a practical abilities role while studying the course “Methods of teaching mathematics.”

In compliance with the goal, the following methods have been selected:

- Speculative: analysis of pedagogical and psychological literature; study and generalization of innovative pedagogical experience, analysis, synthesis;
- Observed: participant observation, tests, interviews, conversations.

THE ASSESSMENT FRAMEWORKS AND STAGES OF THE ARTICLE:

This research paper involved 152 students from TS; pedagogical department The study was conducted in following stages:

- 1) On at the first stage, created an experimental platform at the pedagogical department of TS; this system, plus educational and thematic plans for teaching college students techniques developed and implemented in the instructional system.
- 2) Other hand on the second one stage, the evaluation of college students' education programs become performed, and the implementation of the formation of optimistic talents.
- 3) Where in the third stage this system become advanced and tested. We summarize the results of the pedagogical experiment to check the effectiveness of a way of optimistic skills formation. The manage stage of the experiment was geared toward identity of the end result of the paintings performed.

In the direction of ascertaining experiment plans, summaries of training, character fragments of training prepared by the students for the primary laboratory paintings on the area “Theory and technique of coaching mathematics in specialized classes” had been analyzed. Students had been advocated to specify the subsequent:

- To examine the system of physical exercise to any subject matter in mathematics, proposed by means of the writer of the textbook;

- To set up tasks in order of increasing trouble;
- To select differentiated duties;
- To pick the goals agreed with the didactic purposes of different levels of schooling;
- To choose the problems main to the formulation of residences, rules, theorems, and algorithms, and so forth.

The primary shortcomings, mistakes and problems in a practical abilities interest of college students covered: issue in the components of precise purpose of the lesson and, for that reason, the susceptible link of the lesson's content material for this reason. Ascertaining experiment confirmed that a unique schooling of future teachers to layout the content of the mathematics teaching in trendy, and tasks systems mainly is required.

There is also an immediate link between the extent of trendy mathematical training of students and the level of their design competencies. Forming test consisted of training the destiny mathematics teachers' optimistic pastime and layout capabilities. After the forming test, the summaries of lessons performed in the duration of coaching practice and the classes themselves were additionally analyzed.

OUTCOME OF THE RESEARCH:

In the undergraduate curriculum of this system "bachelor of education" the area of pedagogical "teaching of mathematics" is studied for one or two semesters and precedes the teaching practice. During the teaching practice, college students have to plot instructions and extra-curricular activities. This hobby desires a sure level of positive skills. Formation of the destiny teachers' positive skills can be taken into consideration as one of the major targets of their methodical schooling. The instructor ought to be able to layout schooling fabric, which includes a mixture of various types of information illustration, systems of physical activities that sell the absorption of the primary structural elements of mathematics: ideas, theorems, issues, and techniques of movement.

The principal phase of creation is the framing of instructional materials. It is geared toward figuring out the internal semantic relations of the studied data. The educational cloth may be structured "successively" and "parallel". The first approach corresponds to the traditional observe of the difficulty, while the subject is advanced over some instructions. The second technique allows analyzing the whole topic. This is in particular vital in analyzing the discipline of "Mathematics", without department into mathematical algebra and coordinate geometry. The take a look at of these branches of mathematics is organized using the approach of "immersion".

For instance, the subject of "Parallel traces and planes in space" inside the

course of solid geometry within the 10th grade is studied within the following good judgment:

A couple of mathematical algebra items are taken into consideration after which – various cases in their mutual association. Considering those instances, students can formulate their very own definition of objects concurrency, and then the teacher results in the formula in their signs and symptoms. All this academic data may be written on a single sheet (the aircraft of the board), using the so-referred to as “parallel method of printing”. Long-time period observations show that this approach of structuring the instructional material is new for the students themselves. It lets in them to see the general logic of this idea, to recognize the regularly occurring connection of things and phenomena. This instance is additionally revealing in phrases of “self- growing expertise”, whilst one information results in another.

In the equal manner, you may shape the schooling cloth of the topic “Perpendicular traces and planes in space”. Consideration of structuring academic statistics precedes the undertaking for the students: assemble and prepare knowledge on the topic “The mutual arrangement of traces and planes in area”. The technique of “inverted getting to know” is used. Initially the mission is proposed job without pedagogical education. Then, new approaches to the solution of this methodological problem are set out. Basically, college students provide a constant repetition, that's hard to hint the overall good judgment of the subject study.

To put together for the laboratory paintings, college students are provided the assignment, aimed toward forming constructive talents. Here again, the approach of “inverted learning of” is used. First, students are assigned responsibilities on the development of fragments of training, without special commands for its implementation. In teaching for the lesson, they act on instinct, remembering the movements of their teachers at college.

For instance, having been advised to broaden a fragment of a lesson in the tenth form entitled “Intervals Method” using the textbook “coordinate and evaluation”, students outline the text of the textbook and replica it, without converting the placement or sequence of instructional material or examples discussed there. The query arises: What is a instructor? Can't the scholars themselves study a textbook at domestic? What approximately updating, motivation?

As a end result of this approach to teaching students, the design of instructional fabric, while the student has already idea about the methodological trouble confronting him, his interest in this problem starts off evolved to shape. Together with the instructor, he reveals the simple standards and requirements for the selection and layout of educational cloth (the hyperlink between antique

and new know-how, the selection of the so-known as recognition instance, and the incentive of introducing a brand new idea or mode of motion, the information required to grasp new, etc.). The teacher, collectively with the college students, analyzes an option fragment of the lesson, permitting them to gain its dreams. Students' reflective painting is a vital level in their expert education (Biktagirova & Valeeva, 2014).

In the following example, the approach is used to resolve period's inequalities.

Therefore, it's far really helpful to don't forget the way to solve quadratic inequalities while the left facet is already present as a made of two elements. This method can be a parabola, or the transition to the 2 systems of linear inequalities. The instructor then proposes to resolve the inequality, the left part of which includes the fabricated from 3 linear factors. Possible answer is drawing up 4 systems, each of which incorporates a 4 linear multiplier. But it's a miles too time-eating manner. Then the instructor shows inequality containing the made from a sufficiently big range of linear factors and, enormously, his college students solves it. Students are subjected to verification of his choice. The purpose accomplished, and students' cognitive hobby was shown. They are equipped to master a brand new manner of dealing with inequalities. Further, it's far viable to give theoretical foundation of this technique to examine the properties of continuous functions, the components and proof of the concept. And best in the end this; you can make out an example from which to start exposition of the method of intervals in the textbook.

As a end result of laboratory studies on designing classes fragments, forming new concepts, studying principle, and new techniques of action, the scholars' readiness degree to layout training content changes from reproductive to component-look level. Future math instructors will no longer are seeking to summarize the textbook, but try to layout a gaining knowledge of method: construct on the non-public enjoy of college students, flow from formerly learned material to the new one, to motivate the study of a brand new theorem, new technique of solving the project.

One of the main realistic methods of coaching mathematics is exercises. Training college students to design physical games systems is essential due to the fact the system evolved by the authors of textbooks in making plans the lesson is regularly destroyed or does not continually correspond to the level of students' readiness, their interests, requests, and does now not recollect the magnificence characteristics and the trainer's coaching fashion. The test conducted confirmed that the scholars pick the sports for a lesson "thru one". Students discover it tough to justify the expediency of any given mission.

Therefore, a few laboratory researches at the technique of mathematics

coaching are committed mainly to layout a system of sporting events that permit producing any mathematical idea or methods of schooling movements.

Tasks for designing structures of sporting activities may be completed at different stages: reproductive, reproductive and creative, creative and reproductive and creative degree.

The first degree is to study the finished system of physical activities, and to expose a didactic experience of every challenge. The next step is to select physical activities that bring a certain didactic load (the advent of ideas, propaedeutic, leading and others). Further, the college students make their own device of exercises inside the precise parameters. There are such duties of operating with physical activities: to arrange sequentially growing diploma of problem; to create differentiated responsibilities.

RESEARCH DISCUSSION:

Classroom on the methods of teaching mathematics is centered on education college students for independent designing of the educational material. Readiness for this activity implies the subsequent capabilities:

- To choose the desired educational fabric;
- To construct it into a positive logical sequence;
- To set desires and learning targets;
- To select powerful bureaucracy and methods of schooling, allowing for the conclusion of dreams and targets;
- To assume the difficulties and errors of college students whilst analyzing the subject matter;
- To hyperlink the brand new material with that previously studied, and to establish interdisciplinary verbal exchange.
- Methodology of the destiny mathematics teachers' positive abilities formation is as follows:
 - Formation of tremendous motivation to master the appropriate talents (up to date throughout teaching practice);
 - Acquaintance with one-of-a-kind methods of structuring teaching materials, as essential element of recognised strategies of mathematics coaching: technology integration of didactic gadgets through Erdniev (1992), era of modular education with the aid of Choshanov (1996), problem-based getting to know technology by means of Makhmutov (1975);
 - Independent works at the structuring of educational material, the design of the person factors of learning and the entire method; Testing and correction of suitable abilities in the duration of coaching exercise.

CONCLUSION OF THE RESEARCH:

This route of techniques of teaching mathematics will make sure the development of destiny math instructors' constructive capabilities if:

- This hassle is considered as one of the priority duties of education;
- It equips students with the supporting expertise of the practical work of the trainer and its additives;
- It will be evolved as a special tasks system, aimed toward the formation and development of design competencies;
- It involves college students in self-practical abilities. The criterion for the scholars to acquire a sure stage of improvement of these capabilities might be their professional worth in the duration of teaching exercise.

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