

OBJECTIVES AND OBJECTIVES OF THE METHODOLOGY OF TEACHING MATHEMATICS

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Annotation:

In this article, the period of the emergence of Mathematics is determined by the formation of practical calculations and measurements, concepts of number and figure. During this period, departments of mathematics such as arithmetic and geometry had their own starting foundations. In this, the methodology of teaching mathematics stands in one of the main places. The word "methodology" is derived from the Greek "method" or "method". The teaching laid down by society as the subject of the methodology (methodology) of teaching mathematics is said to be the branch of pedagogy that studies and studies the methods, laws of teaching mathematics in accordance with the goals.

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Mathematics-as a subject of Science and study. The word "mathematics" "is derived from the Greek word" knowledge, science", which came to us from ancient Greece. This science has gone through the following periods during its development:

1) the period of the emergence of Mathematics is determined by the formation of practical calculations and measurements, concepts of number and figure. During this period, departments of mathematics such as arithmetic and geometry had their own starting foundations.

2) the period of immutable quantities – starting from the 6th-5th centuries BC, during this period, mathematics was formed as an independent science with research concepts (number and form), methods during which a new field of mathematics appeared and developed – the science of algebra. In this, the service of our great compatriots Muhammad Alkhorazmiy, Abu Rayhan Beruniy, Umar Hayyom , Abu Ali Ibn Sino , Ulughbek, Alfargani was great.

3) the period of variable quantities, starting in the XVII century and ending in the first half of the XIX century, increased the areas of application of mathematics, the function and its associated, ideas of continuity and action took the main place. Mathematical analysis found content and improved.

4) during the period of variable relations, the role of abstract theories, mathematical structures increased, and the modeling method began to be widely used. This period is characterized by the emergence and development of algebraic structures, new theories and directions in Science, covering the period from the second half of the XIX century to the present. At present,

mathematics is becoming more progressive and, together with various theoretical discoveries, its practical applications are increasing. Mathematics is required to be taught to the younger generation, both as a science and as a subject of study. The reasons for this are as follows:

Mathematics as a science: a complete and in –depth study of laws, reflecting the spatial and quantitative relations of material being, requires promotion; what content the studied laws have and what method they are based on does not count with the degree of development; in it it does not matter what the personal qualities of the researcher, how this or that mathematical law was discovered; in science, the basic concepts, the accepted axioms, are considered to be the basis of its originator. Mathematics as a subject of study: students are given knowledge, skills and qualifications in mathematics; when giving mathematical knowledge, students take into account age characteristics; it is important to approach the introduction of a new mathematical concept or law, and on this basis the method of its statement is selected; abstract concepts are given with comments and examples; repetition is also carried out in teaching;

The goals and objectives of the science of the methodology of teaching mathematics try to teach the basics of the sciences, taking into account the requirements for their activities and progress, the main focus of which is when humanity gives knowledge to the younger generation during its development. Therefore, the task of giving students in-depth knowledge of mathematics, along with its scientific implementation, is one of the main issues. In this, the methodology of teaching mathematics stands in one of the main places. The word "methodology" is derived from the Greek "method" or "method". The teaching laid down by society as the subject of the methodology (methodology) of teaching mathematics is said to be the branch of pedagogy that studies and studies the methods, laws of teaching mathematics in accordance with the goals.

The discipline of teaching methodology of mathematics as a "mathematics pedagogy" studies the features of the manifestation of the General Laws of education in the field of mathematics. The discipline of teaching methodology of Mathematics must first answer four questions of interdependence. The first – why teach mathematics? The answer to this question can be found based on the general tasks of education and upbringing, in turn, these tasks are determined by the universal goals and objectives facing it at a certain stage of the development of society. The second is who needs to be taught mathematics? On the one hand, this question is about age, expressing from when it is advisable to teach children mathematics and when it is necessary to complete the mandatory program installation for all. On the second hand, after-school mathematics represents a continuum of Education. Third-what should be the content of the mathematics to be studied? Or what to teach? The answer to this question is strongly related to the question about the goals of mathematics training.

In mathematics, the question of what size and what data to obtain for its teaching and teaching is one of the controversial issues. Fourth-how to teach mathematics? The answer to this question is an important part of the teaching methodology of mathematics and requires the

justification and promotion of a system of methods that require a creative approach, along with the most mobile, most advanced and most accessible teaching methods. The main tasks of the discipline of teaching methodology of mathematics are: the goals of studying mathematics and the definition of the subject of study content; creation of the most convenient methods and basic forms of training for the implementation of the issues posed. The methodology of teaching mathematics consists of three sections: the general methodology of teaching mathematics (for example, the principles of teaching methods, etc. include issues); the private methodology of teaching mathematics (methods and ways of studying the directions of certain sections or concepts of the school mathematics course are considered); the teaching methodology stands in one of the main places. The word "methodology" is derived from the Greek "method" or "method". The teaching laid down by society as the subject of the methodology (methodology) of teaching mathematics is said to be the branch of pedagogy that studies and studies the methods, laws of teaching mathematics in accordance with the goals. The discipline of teaching methodology of mathematics as a "mathematics pedagogy" studies the features of the manifestation of the General Laws of education in the field of mathematics. The discipline of teaching methodology of Mathematics must first answer four questions of interdependence. The first – why teach mathematics? The answer to this question can be found based on the general tasks of education and upbringing, in turn, these tasks are determined by the universal goals and objectives facing it at a certain stage of the development of society. The second is who needs to be taught mathematics? On the one hand, this question is about age, expressing from when it is advisable to teach children mathematics and when it is necessary to complete the mandatory program installation for all. On the second hand, after-school mathematics represents a continuum of Education. Third-what should be the content of the mathematics to be studied? Or what to teach? The answer to this question is strongly related to the question about the goals of mathematics training. In mathematics, the question of what size and what data to obtain for its teaching and teaching is one of the controversial issues. Fourth-how to teach mathematics? The answer to this question is an important part of the teaching methodology of mathematics and requires the justification and promotion of a system of methods that require a creative approach, along with the most mobile, most advanced and most accessible teaching methods.

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