PEDAGOGICAL PRINCIPLES OF DEVELOPING STUDENTS' INTEREST IN LEARNING MATHEMATICS

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Annotation:
The interest in acquiring knowledge is the orientation of a person to the cognitive process based on the characteristic of choice: his characteristic of choice is expressed by one or another field of knowledge, in which the student engages in this field of science in order to learn and master his values.

Keywords: activity, approach, educational process, concept, communication, lecture, self-development, sphere, tools.

Аннотация:
Интерес к приобретению знаний – это направленность человека на познавательный процесс, основанный на характеристике выбора: его характеристика выбора выражается той или иной областью знаний, в которой студент занимается этой областью науки с целью учиться и осваивать его ценности.

Ключевые слова: деятельность, подход, образовательный процесс, концепция, общение, лекция, саморазвитие, сфера, инструменты.

The content of the educational process is the most important source of interest in learning as a component of activity. It contains the richest opportunities for attracting, strengthening, enriching interest in knowledge, because the content of the activity is constantly updated, deepened and complicated.
"Student audiences expect interesting, detailed scientific information from their teachers and lectures, and the most dangerous thing is to disappoint the expectations of the listeners". The saturating power of the educational process is related to the concepts of "motivation" and "desire". Usually, motivation depends on external motivations, for example: the teacher's own style that serves to increase student activity, special teaching methods aimed at performing tasks on various subjects (such as research, creative methods). When we mean the desire to learn, we understand the internal inclinations that are formed in different periods of a person's life: these can be taken from life experience, communication with people, worldview, the nature of the performed activity, and specific characteristics.
It is worth noting that in solving mathematical problems, a beautiful solution to a problem that is personally in front of him, of course, can leave a greater impression on the student's mind,

in his emotional sphere, than solving the problem by a standard method. He may find that a math problem (or problem) is as exciting as a crossword puzzle, and that hard mental work can be as enjoyable an exercise as a fun tennis game. Then mathematics takes a certain place in the life of young people as an amateur exercise or an interesting tool in professional activity. Emotionality is one of the main features that hinders the perception mechanism, thereby increasing the coefficient of information transfer from the external environment to mental memory during the learning process. S. I. Arkhangelsky concludes that in creating an emotional feature, it is necessary to "bubble" the power of emotion. "The most optimal factor for work requiring learning is the increase in the level of emotional saturation, the process of arousal of the "middle power" moves together with the process that inhibits learning, they ensure the active but calm learning activity of the student". Positive in the educational process V. M. Vergasov sees the importance of emotions in solving the main task and considers these emotions to evoke feelings such as pleasure, enjoyment, joy, positive mood and confidence. Researchers believe that the content of educational material is a source of motivation for learning (S.I. Arkhangelsky, V.M. Vergasov, G.I. Shchukina, etc.).

Entering an environment where the content of knowledge is already known, discovering new aspects of existing knowledge, looking at them from a different angle, and at the same time you now have a deeper and better understanding of the subject will help you experience a great sense of satisfaction.

One of the ways to increase interest in mathematics for students studying in the Faculty of Social Sciences and Humanities is to emphasize the practical orientation of teaching. V.G. According to Boltyansky, students become convinced of the importance of mathematics, "see the useful aspects of the science and its necessity for practical activities, and understand the wide possibilities and importance of the science of mathematics in the modern cultural environment". Today, the issue of students' interest in learning is being studied more and more in the framework of various activities of students, which allows creative teachers-coaches to effectively increase and develop students' interests, enrich human personality, and have an active attitude to life. We remind you that student activity plays an important role in the effective organization of the teaching process of mathematics. One of the manifestations of student activity is their interest in science, the material being studied, the content of tasks and methods of solving them.

While studying the psychological, pedagogical and methodological literature, we were convinced that one of the main factors of teaching mathematics to students of the faculty of social and humanities is the comprehensive development of interest in learning both the material studied in mathematics and teaching in general. In fact, it is impossible to achieve any results in learning if the student does not take it seriously. The proposed concept of forming the interest of students of the Faculty of Humanities to study mathematics allows to implement the programmatic and targeted direction of the organization of the educational process using

the pedagogical experience accumulated in the educational activity. Contextual education, student-oriented education, the concept based on a holistic approach to the ideas of creative self-development of the individual is explained by the psychological, pedagogical, didactic and organizational directions of improving the educational process. The methodological basis of the structure of the developed concept is the fundamental ideas of the contextual approach to active education in higher education institutions, the concept of student-oriented education and the ideas of creative self-development of the individual. On the basis of contextual education A.A. The ideas of Verbitsky's contextual approach lie. This type of teaching is called contextual teaching, in which "the subject and social content of the specialist's future professional activity is modeled with the help of a system of didactic forms, methods and tools, and abstract knowledge is mastered as its sign system".

It fills the educational process with a meaning that includes human personality, creates opportunities for setting goals and realizing these goals, ensures the transition of activity from the past to the future, from education to work (production). The methodological basis of the person-oriented approach is the developing concept of person-oriented education, the main idea of which is the activation of personal tasks set by the student in the educational process. In modern higher education pedagogy, person-oriented approaches are confirmed as a priority direction. An important procedural feature of person-oriented education is a learning situation that requires tasks that serve for the personal development of students. In the personal-activity approach, when the student is a participant in the activity, it is necessary to take into account the psychological characteristics of the participant of the activity and create a system of educational tools accordingly. The concept makes it possible to implement a person-oriented approach to the education of students, to take into account the level of development of their psychological characteristics and abilities.

In developing this concept, V.I. Andreev's comments on creative self-development of the individual were used. "Creative self-development of a person is a special type of creative activity of a subject - a subjective direction aimed at activating and improving the process of "self-awareness", including self-knowledge, creative self-determination, self-management, creative self-awareness and self- - self-improvement forms the system".

Note that "creatively, the process of self-development encompasses all aspects and desires (needs) of the human personality, both intellectual, emotional, and volitional, but most importantly, it (this process of self-development) is based and every always rises to a new level of self-development and activity, that is, strengthens the processes of "self-knowledge": for example, self-knowledge, creative self-determination, self-management, creative self-awareness, self-improvement, etc. can be obtained.

In the development of the concept, the content and procedural aspects of the educational process were considered as a whole.

The essence of the concept of increasing the interest of students studying in the field of social and humanities in the study of mathematics is that it focuses on:

1. Methodology of studying mathematical preparation and students' attitude to learning this subject in HEIs, including the following components:

- comprehensive tests (entry test, current and final tests). Conducted tests include not only determining the level of knowledge of students, but also their attitude towards the subject;
- use of statistical analysis to process the results;
- to study the level of formation of the stimulating sector;

2. Special methods and tools that arouse the interest of humanitarian students in learning mathematics, including:

- an author's program defining the content of mathematical education in accordance with the goals of training a modern teacher in the humanitarian specialty;

– a study guide developed in accordance with the program. The analysis of psychological-pedagogical and methodological literature allows us to come to the following conclusion: it is possible to educate the student's cognitive activity only by increasing his interest in learning science. The methods of stimulating interest in students, which serve to gain knowledge, include: the content of the educational material; student's independent work; creating a comfortable emotional environment for educational activities, communication, positive emotions.

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