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THE MAIN ASPECTS OF COMPETENT MATHEMATICAL EDUCATION IN PRIMARY SCHOOL

Jalilova Latifa Geribagha ¹

¹ *Dissertant on the program of doctor of philosophy in Pedagogy, Institute of Education of the Republic of Azerbaijan, email: letife-celilova83@mail.ru, <https://orcid.org/0000-0002-2683-0251>.*

Abstract: *The application of the standard in practice in primary school has opened up new horizons and opportunities for researchers to study the personality of the student in a new environment and to model the process of his development. Since the main thesis of the educational standard of general primary education is to achieve the development of the student's personality by forming a universal educational activity, it should be clarified whether modern primary school students have the opportunity for individual development, change and improvement. The urgency of the transition of the school education system from an information-based model to a competent model is accepted today by all educational entities. It is necessary to develop the relevant content of the educational process both at the general level and at the level of specific subjects, especially at the level of application. In secondary schools, the traditional model, which focuses on the acquisition of knowledge, skills and abilities in the teaching of mathematics to younger students, is still preferred, focusing on the preparation of mathematics without taking into account its potential as a means of student development.*

Keywords: *primary school, competent mathematical education, educational process.*

INTRODUCTION

In recent years, there have been significant changes in the priorities of school education, characterized by a focus on the adaptation of individuals to existing realities. In this regard, the intensification of scientific research in the field of education, which is observed all over the world, makes it necessary to develop educational models aimed at ensuring the effective life activities and opportunities for self-education, self-development and self-improvement. One of these models is a competency-based approach to education, in which the essence of the model is "to focus on learning

outcomes, where the quality of outcomes is measured not by the amount of information obtained, but by the ability to act in a variety of problematic situations".

Research method. Theoretical analysis (theoretical generalization, systematic analysis, modeling), diagnostics (test, interview, etc.), pedagogical practice, pedagogical experiment, observation, statistical processing of pedagogical experimental data were used in the research work.

Scientific significance of the research. Scientific significance of the research To determine the methods of applying a competent approach to teaching by ensuring the functional literacy of primary school students; It is the development of the structure and content of the process of formation of the method of mental activity in small schoolchildren, which combines the components of motivation, knowledge, process and activity.

ANALYSES

In addition to general core competencies in all subject areas, subject competencies are also included - they combine highly specialized skills, subject-specific skills, and thinking skills that are necessary for the effective performance of a specific action in a particular subject. In particular, the competence is the ability to structure information (situations), to distinguish relations, to develop a mathematical model of the situation, to analyze and change it, to interpret the results obtained. In other words, the student's literacy skills help to apply the language adequately in solving problems in everyday life [1., p.47]. The network of competencies, knowledge and experience necessary for effective work in a particular subject area is called competency. Competence is averaged through the application of knowledge and skills in solving problems that are different from the acquisition of knowledge.

The following requirements have been developed for the level of preparation of graduates, used to characterize the level of competence in secondary (complete) general education standards (basic and specialization levels): "The use of acquired knowledge and skills in practical activities and daily life [1., p.51]: Practical calculations on formulas, including formulas for classes, radials, logarithmic and trigonometric functions, using survey materials and elementary computing devices, if necessary; construction and research of the simplest mathematical models; description and research using real dependency functions, construction of their graphs; interpretation of graphs of real processes; solution of geometric, physical, economic and other applied problems, including problems on the largest and smallest values, using the method of mathematical analysis; Analysis of real numerical data presented in the form of diagrams, graphs, analysis of statistical data; research (modeling) of simple practical situations based on the studied formulas and features of figures; calculation of the length, area and volume of real objects when solving practical problems using, if necessary, books and computing devices.

The analysis of situations in everyday life, which require the application of the knowledge and skills acquired in the process of teaching mathematics, showed that the list of subject skills required for this is small [2., p.341]: ability to search for calculations, including rounding and estimating (calculating) the results of actions, to use known formulas for calculations; Ability to extract and interpret information presented in various forms (tables, diagrams, graphs, charts, etc.); Ability to apply knowledge of the elements of statistics and probability theory to characterize simple real events and

processes; Ability to calculate the length, area and volume of real objects when solving practical problems.

Two types of tests are used to test students' competence at the international level full-fledged and content-oriented (practical-oriented). Content includes issues that provide general conditions for the use of force in the resolution of issues, and content that influences the solution and its interpretation. In addition, the use of issues with chronological conditions is not excluded if it does not exceed the real situation. In solving these problems, the emphasis is on building a model of the real situation. It is the construction of the model that is the result of teaching that requires a high level of practical training and should be called general (general education).

Levels of Russian competence. Three levels of competence have been adopted: the level of reproduction, the level of communication, and the level of judgment.

The first level (reproduction level) is the direct application of known facts, standard methods to similar situations, recognition of physical objects and features, execution of standard procedures, application of known algorithms and techniques, working with standards, familiar expressions and formulas.

The second level (the level of communication) is based on the reproductive activity of solving problems that are not familiar to the students, but go beyond the known framework to a lesser degree. The content of the issue provides information on which section of the law should be used and what methods should be applied. Virtually, these issues contain more requirements in terms of interpretation of the solution, they provide a link between the different representations of the situation described in the problem and between the information in the context of the problem.

The third level (judgment level) is constructed as the development of the previous level. Solving the problems of this level requires a certain intuition, thinking and creativity in the selection of language tools, the integration of data from different sections of the language course, the independent construction of the algorithm. Exercises usually contain more information, and students are often required to draw examples, summarize, explain, and justify the results.

In the state exam, all three levels of students' mathematical competence are tested in sequence. However, competence cannot be interpreted as the sum of knowledge, skills and abilities in a subject alone. This is the point at which students' knowledge and skills are acquired as a result of education and life experience, including the ability to apply the knowledge and skills they acquire in solving problems that arise in daily practice.

Successful solution of content problems can be provided only when the educational process is focused on solving similar problems [3., p.49].

The use of pre-activity skills in math classes allows students to develop basic skills, which in turn affects the quality of knowledge and leads to a positive attitude to math classes, the student's personal experience in relation to real objects and personal experience. [3., p.50]:

The world is constantly changing
Everything changes from concepts to words.
And only those who are ready to change with the world can
succeed! (R. Kalita)

A developing society needs a modern, educated, enterprising and moral person who can make decisions, act independently, cooperate, and take responsibility for the future of the country and its socio-economic progress by anticipating its possible consequences.

At present, all normative documents regulating the educational process emphasize the preparation of students for daily life as one of the main goals of education and upbringing. Rapid changes in society and the economy today require the individual to adapt quickly to new conditions, to find optimal solutions to complex problems, not to lose himself in a state of uncertainty, to communicate effectively with different people and to maintain effective communication. The task of the school is to provide graduates with the necessary modern knowledge, skills and abilities that allow them to feel confident in independent life. The formation and development of basic skills in students is based on the content of general education.

Competence refers to the ability to apply knowledge, skills, personal competence and practical experience to succeed in a particular field. Competence is an activated and enriched system of knowledge. Key competencies are universal knowledge, skills, independent work experience and a system of personal responsibility; The concept of "competence" refers to the field of skills, not skills. It is a general skill based on the knowledge, experience, values and tendencies acquired through competent training. At present, there is no model that determines the expediency of searching for work in this direction in order to form the main competencies of schoolchildren at the level of teaching lessons in the educational process.

A vital problem for Russian schools is that while students master many theoretical skills, they face significant difficulties in activities that require the use of these skills in solving specific problems and situations. This leads to a shift in the main goal of education to "competence" and makes it necessary to address this problem. Thus, the agreed balance between education and life is restored. One of the main conditions for solving modern educational problems is the formation of basic educational skills of students. In this case, a great role is played by the lessons of law. Application of competencies to the normative and practical component of training is a characteristic problem for Russian schools, which requires students to master the theoretical knowledge, but to use it in solving practical problems and difficult situations.

Mathematical competence is the ability to structure information, to break down rhetorical connections, to create a rhetorical model of a situation, to analyze and change it, to interpret the results obtained. Therefore, the student's literacy skills help to apply the language adequately in solving problems in everyday life. The most important educational activity in teaching students to read is to solve problems. Emphasis is placed on developing students' ability to apply the knowledge and skills they have acquired in school to their daily lives. However, according to the International Program for the Assessment of Student Achievement (PISA) "Monitoring of Knowledge and Skills in the New Millennium", the results of the study reveal vital shortcomings in the mathematical training of Russian schoolchildren. It includes a wide range of topics of general application: insufficient mastery of a number of topics: ratio of numbers, ratios, solution of percentage problems, determination of rhymes and areas of figures, estimation and calculation of results, reading graphs of real dependencies. Since 2010, the ability to solve such problems has been tested by a single state exam [10].

Therefore, one of the ways to apply key competencies in the formation of competencies and the use of competencies in teaching is to use special skills in the

classroom. The objectives of religious education determine its content. The content of teaching in secondary school must meet the following important requirements [4., p.67]: 1. General education should be important and form a progressive worldview; 2. allow the application of the law in technology and production; 3. ensure completion of secondary education and higher education; 4. It should be possible to apply mathematical skills when taking root.

Since the Comenius era, best practices have been summarized by editors and referred to as training principles. These areas reflect the tasks of the learning process, the main and important aspects of the teacher's activity in the training. The following system of didactic principles is accepted in the methodological literature [5., p.78]: 1. Scientific role in law education; 2. The role of conscious mastery, activism and independence in religious education; 3. the role of relevance in law enforcement training; 4. The role of youth in law enforcement training; 5. The role of individual engagement in legal training; 6. Reinforcement of skills in training.

In the teaching of science, science means that the content of the teaching corresponds to the modern level of science. The scientific basis of teaching is provided mainly by the teaching of textbooks. It is known that the material is included in the training process after didactic development. The textbook and didactic system must meet the following requirements [7., p.109]: 1. The didactic system must preserve as much as possible the field of science it reflects and its own system of logic and knowledge; 2. In the didactic system, each subsequent teaching material is based on the previous material; 3. The sequence of teaching materials in the didactic system should be consistent with the developing psychological characteristics of students, and this sequence should contribute to the rapid development of students' mathematical thinking; 4. The didactic system must reveal the internal connection between scientific facts and concepts.

Traditional teaching did not meet the above requirements, because [6., p.107]: *a. reckoning and patience were artificially intertwined; b. there was no connection between geometry and some subjects in patience; c. geometry was isolated from other school subjects; d. school administration was burdened with other school subjects.*

The realization of the scientific role in the teaching of Riyadh can be achieved at every step. For example, if a teacher defines mathematical concepts, does not pay attention to the correctness of expressions when constructing mathematical judgments, and requires students to be critical of each judgment, he or she follows the scientific principle. There are still obstacles to the realization of the scientific role of training. Examples of this are the imperfection of curricula and textbooks, and the inconsistency of curricula in specific subjects. Ensures the success of training in a combination of awareness, activism and independence. Conscious mastery means that students acquire knowledge in such a way that they are able to apply the acquired knowledge in specific situations.

Ensuring conscious mastery is associated with certain difficulties. The main of these difficulties is that the mechanism of mastering has not been studied "enough", because the suggestion that "the student has mastered the given teaching material" cannot be clearly stated. If the student answers the questions and solves the given tasks, then it is possible to say that "the student has mastered the teaching material". Otherwise, it can be said that the student has not mastered this material. It is important to be constantly informed about what the student has mastered in the learning process. This can only be achieved through a system of well-placed questions from an editorial

point of view. When we say that a question is asked correctly from an editorial point of view, we understand that this question engages the student in active mental activity. During the training process, the questions should be designed in such a way that the amount of information they require is optimal. If the amount of information required is large, then this question does not involve the student in active mental activity, because the student will have difficulty in receiving this information. If the amount of information required is small, then this question does not involve the student in active mental activity, because the answer is very simple and obvious.

It is important to take into account the individual characteristics of each student in the learning process. The learning process takes into account the characteristics of each student's thinking, memory, speech, vision, will, etc. should be organized taking into account. Even the characteristics of two different students in the same class are very different. This makes individual training necessary. It is only possible to organize individual teaching of each student. In modern conditions, this can be partially achieved through the effective use of information technology. For example, the use of well-designed software systems in training allows this. Ensuring individual understanding in training requires a high level of commitment from the teacher. Dividing the study of each specific teaching material into conventionally divided into weak, medium and strong groups, and organizing the learning process for each group of patients, can also partially achieve individual satisfaction in training. The history of the development of teaching shows that observation and practice, which are the main research methods of the applied sciences, can also be effectively applied in teaching. Although Riyadh is not an experimental science, the revelation of Riyadh truths by command allows students to be actively taught.

CONCLUSION

The main issue in the process of formation of intellectual activity is the modeling of educational data of a pragmatic nature. This is achieved using the information-categorization approach, which ensures its integration by defining general interdisciplinary consortia-categories defined by the following provisions: The category can be adapted to that stage of education; The categories that make up the content of one field of science can be integrated into any other. The main directions that ensure the formation of the method of riazi activity in primary school are as follows: development of logical and algorithmic thinking; mastering the Russian language; formation of mathematical modeling methods; Enhancing the mathematical promise.

The formation of students 'core competencies stimulates the learning process at school, helps to deepen and expand the scope of students' cognitive activity. Students who are extremely eager to learn the language take part in subject competitions. The basic skills formed in mathematics lessons are used in other fields as well, because without the basis of mathematics it is impossible to study any exact sciences. Thus, it can be concluded that the key competencies are to enable the modern teacher to understand the situation and achieve results in the life of the modern world at a time when the dynamism of modern society is growing. They are achieved in the educational process and in independent social life, both at the root and personal levels, as a result of their successful application in the solution of education and root problems and problems.

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