ISSN: 2776-0960 Volume 2, Issue 6 June, 2021

ResearchJet Journal of Analysis and Inventions
https://reserchjet.academiascience.org

IMPROVING THE METHODOLOGICAL TRAINING OF FUTURE MATHEMATICS TEACHERS

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Annotation
It can be seen from this article that a lot of effective work is being done to improve the methodological training of future mathematicians, which is becoming a problem today.

Keywords: methods, directions, competencies, contributions of scientists to mathematics.

In his address to the Oliy Majlis in January this year, the head of our state identified a number of priorities for science each year. This year, math was identified as one of them. This has made both our people and the scientific community very happy. Because mathematics has a deep historical basis in our country and is very relevant for development today. On May 7, 2020, it was adopted. The resolution "On measures to improve the quality of education in mathematics and the development of scientific research" was adopted. Therefore, the results of the analysis of the difficulties faced by mathematics teachers in teaching problem solving in mathematics show that their pedagogical consciousness is not ready to accept developmental teaching ideas on a particular topic, including mathematics and independent thinking. Think Methodological and mathematical training play an important role in the specialist. Training of mathematics teachers The main goal of the future primary school is to provide mathematical knowledge to the students of mathematics, to train them in basic mathematical knowledge and skills. The performance, style, and mathematical preparation of the future mathematics teacher do not satisfy the controls of modern mathematics. In this speech, he mentioned the development of students 'ability to plan independent problem solving and the use of simple methods implemented in this field. Nowadays, prospective mathematics students are taught according to such requirements and their own methodological preparation is to be further improved and made possible; pedagogy of mathematics teaching methods, connection with psychology, textbooks on mathematics, integration, development of relationships,

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understanding of the life and work of mathematicians in Europe and Central Asia, teaching mathematics linking methodology with mathematical sciences, methods of teaching mathematics, solving problems with the analytical method and proving theorems. Induction and deduction in mathematics teaching. Generalization of mathematics teaching, extracurricular activities in mathematics and the use of older users, the development and improvement of modern methods and technologies of teaching mathematics, the assessment of students' knowledge of mathematics very suitable for demand. However, now the prospect of finding future math students in such an order is somewhat diminished. Of course, we are now talking about the method of mathematics, so the method is also associated with one of the peculiarities of teachers. The reason for this is that in a simple way, teachers and educators, teachers , to meet the requirements that teachers, educators, and teachers must participate in in-service training. To do this, prospective mathematicians learn general and methodical approaches to problem solving. Mathematical teaching methods (problem, heuristic, programmed, block, modular). Classification of methods of teaching mathematics. Problem-based, heuristic, programmed, block, modular methods in teaching mathematics. Extracurricular and optional classes, their organizational forms, goals and objectives, methods of teaching. Pedagogical technologies and new information technologies in mathematics teaching. Innovative approaches to teaching mathematics: technological, integrative, active approaches: interactive methods of teaching mathematics “brainstorming”, “general brainstorming”, “6x6”, “black box”, “wheel”, “boomerang”, “cluster”, “singvin ”And others. The use of such interactive methods is not only a testament to the students' ingenuity and interest in the lesson, but also to the fact that the teachers find the lesson interesting and effective.

Method (Greek “metodos” - way of knowing or research, theory, doctrine) is a method of practical and theoretical acquisition, mastery, study, guidance, set of methods, creation and substantiation of philosophical knowledge. The history of the origin of the method goes back to the practical activities of people. Doing a job A person who has mastered the method can do the job easier, faster, and easier than others. A person who does not know the method spends a lot of time and effort to do it.

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The method can be practical or theoretical in content. Methods of practical human activity also depend on the understanding of the laws of reality. The doctrine of methods is called methodology in science. Man first accumulated his knowledge of reality by observing, comparing, likening, and distinguishing things and events around him. With the development of the science of reality, the guidelines and methods used in science have also improved. Now practical (empirical) and theoretical methods of science have appeared. If we look at the methods of Uzbekistan and Europe, it is no exaggeration to say that in Europe, especially in the field of mathematics, is very advanced. This is because the methods taught to students at home are very different from those used by Uzbek teachers. In Europe, for example, if there is a math class, students can do their homework and go to their teacher's house to find out if there are any unanswered questions or misunderstandings, and they are not influenced by outsiders. In Uzbekistan, they first teach ethics, aesthetics, etiquette, and then return to school, and at the same time, our attitude to learning will change for the better. It is well known that in today's globalized world, future mathematics teachers need to bring their methodological competencies to a certain level. The main components of a teacher's methodological competence are:

- Motivation - a set of needs, motives, interests, values, interests that correspond to the goals of learning activities and their integrated systems. (cognitive needs and interests, humanistic orientation, love for children, desire for personal self-realization in teaching activities, etc.)
- Cognitive - a set of knowledge required for the implementation of teaching activities (subject knowledge, pedagogical, psychological foundations for the organization and management of the learning process, etc.)
- Operational - a set of skills and competencies required to solve in practical training objectives and educational problems (establishing interpersonal relationships, the organization of interpersonal relationships, the organization of educational information ability to deliver and deliver, etc.)
- Personal - a set of personal qualities that are important for professional learning activities (communication, responsibility, empathy, readiness to think, self-examination and self-management).

There are few teachers today with practical, natural and special scientific, psychological, pedagogical, didactic and methodological knowledge, skills and personal experience in the application of mathematics in teaching, where

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methodological competence is strongly demonstrated. However, the methodological competence of future teachers in the teaching of mathematics in primary school has been studied by Skvortsova and has been proven several times. However, the professional activity of teachers is mainly focused on modern pedagogy. There are many manuals on this topic, for example, to improve the methodology of future mathematics teachers. possible. The scientific works of foreign scientists Akulenko, Kuzminsky, Skvortsova, Tarasenkova and others are a clear confirmation of this.

Conclusion

In other words, a lot of work is being done to improve the methodological training of future mathematicians, due to the speech of the President to the Legislative Chamber of the Oliy Majlis and the thirst for knowledge of young people. Prospective mathematics teachers graduating from primary school receive the necessary knowledge and skills from professors and teachers, and as a result, in the future in Uzbekistan will participate in world competitions in mathematics.

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