

Types of Mathematics Lessons, Structure and Methodology of Its Teaching

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Annotation: In this article, the types, structure and methodology of mathematics lessons, as well as dividing the subject into parts such as asking the students the topic, explaining the new topic, strengthening it, checking the knowledge, skills and abilities of the students, passing ensures the understanding of the didactic purpose and content of each lesson.

Key words: mathematics, practice, conversation, structure, methodology, types, knowledge skills, purpose, content

If mathematics were not beautiful, perhaps mathematics itself would not exist. Otherwise, what force could attract the great geniuses of mankind to this difficult science.

Mathematics (Ancient Greek: *máthēmatiká*? *máthēma* - "knowledge", "science") is the science of knowledge based on concrete logical observations.

Compared to other sciences, mathematics is characterized by the highest dimension and precision of abstraction. This characteristic is the reason why he is called "the king of sciences". The extreme logicity of mathematical knowledge shows that the basic intelligence of the human mind is not enough. Mathematical proof is the most reliable method of establishing the validity of properties and assertions.

Achieving the highest level of accuracy for modern mathematics of the 20th and 21st centuries is a complete generalization of this issue. If the initial problems under consideration do not require proof (axiom), then the proof can be derived using generalization.

The purpose of teaching mathematics in secondary schools is determined by the following three factors:

1. The general educational goal of teaching mathematics.
 2. The educational purpose of teaching mathematics.
 3. The practical purpose of teaching mathematics.
1. The general educational goal of teaching mathematics has the following tasks: a) to provide students with a system of mathematical knowledge based on a specific program.
 - b) development of verbal and written mathematical knowledge of students.
 - d) to teach students to know reality based on mathematical laws.
2. The educational goal of teaching mathematics includes the following: a) formation of a scientific worldview in students. This idea is based on the theory of knowledge;
 - b) education of students' interest in learning mathematics.
 - d) formation of mathematical thinking and mathematical culture in students.
3. The practical goal of teaching mathematics sets the following tasks:
 - a) teaching to be able to apply the theoretical knowledge acquired in the mathematics course to solving elementary problems encountered in everyday life,
 - b) formation of skills in the use of technical tools and visual aids in teaching mathematics.
 - d) teaching students to acquire mathematical knowledge independently.

In the general secondary education system, the main task of mathematics and teaching mathematics should be to develop students' abilities (competencies) of logical thinking and correct observation. General competences related to science are the theoretical knowledge and practical skills that students should know and master in mathematics, cognitive competencies related to science are the above-mentioned logical thinking, reading and learning, and the knowledge and skills acquired in science in practice. defines the application requirements in general. A new generation of teaching-methodical sets from general education subjects. The teaching-methodical set is a set consisting of a textbook, an exercise book, a teacher's methodical manual, and a multimedia application of textbooks. The textbook is based on the educational program according to the state educational standards, meets the didactic, methodical, pedagogical-psychological, aesthetic and hygienic requirements, the subjects of the subject are fully covered, its basics are aimed at perfect mastery, the purpose of the subject and educational publication in the form of a book, which is developed taking into account the age and psychophysiological characteristics of learners based on their tasks, including practical-experimental and test exercises in addition to theoretical information. The workbook is a component of the textbook, consists of tasks designed to strengthen the knowledge and skills acquired by students in accordance with the state educational standards and to develop logic and thinking (crosswords, puzzles, logical thinking tasks, etc.) didactic tool.

Methodical manual for the teacher - the method of effective teaching of each subject in the textbook, additional test tasks and other methodical instructions for the teacher's interesting organization of the lesson are given, the purpose of each lesson, the tools used in the lesson and the methods of their use, the lesson an educational publication in the form of a book, with methodological instructions about the content, practical exercises, additional tasks, etc.

Multimedia applications of textbooks - with the help of information and communication technologies, materials related to educational subjects can be covered in accordance with the state educational standard and curriculum, which help to effectively master the educational subject, independent education of students, and video, interactive electronic, containing sound, animation, table, text and dictionaries, oriented to the control and strengthening of knowledge, having additional material enriching the main content of the academic subject, or containing references to similar sources information-educational resource.

After completing the material of a chapter of mathematics, separate repetition-generalization lessons are held. Such repetition is called a thematic repetition generalization lesson. For example, in the elementary mathematics program, geometrical material occupies a large place. The main goal of studying geometric material is to learn about geometric figures (point, straight and curved line, straight line section, broken line, polygon, circle and circle), about their elements, about the relations between figures and their elements, about their is to form a complete system of ideas about some of its properties.

[2] Before having a thematic review-simulation lesson, the teacher should give the students a week in advance questions that have a logical sequence containing the subject material of the repeated chapter, and based on these questions, a thematic review lesson should be held. should be told. Based on these questions, the students prepare in advance for the thematic revision lesson. The teacher conducts such a repetition lesson using the question-and-answer method. Under the guidance of the teacher, students understand the logical connections between the sequence of topics and the mathematical concepts involved in them. As a result, the students' knowledge of the material of this chapter will have a logical sequence and will be summarized.

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