PROCEDURE FOR EFFECTIVE ORGANIZATION OF THE MODULE "MATHEMATICAL CONCEPTS AS STARTING POINTS FOR DIDACTIC THINKING" IN SECONDARY SPECIALIZED EDUCATIONAL INSTITUTIONS

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Abstract: The work discusses the reforms being carried out in the professional education system in Uzbekistan and the specific aspects of increasing students' interest in exact sciences, including mathematics, based on the module "Logarithmic function and its properties". The work presents some developments and methods related to the module.

Keywords: professional education, method, lesson plan, module, Mathematical concepts, didactics, practical training, skills.

Introduction.

In accordance with the modern needs of today's labor market, where consumer culture is changing day by day, the state pays special attention to the issues of improving the system of continuing education and training highly qualified personnel, openness and quality of educational services. To this end, in order to ensure the implementation of the laws of the Republic of Uzbekistan, resolutions of the President of the Republic of Uzbekistan, and a number of resolutions adopted by the Cabinet of Ministers on the system of professional education, it is important for the leaders and pedagogical staff working in this education system to have a deeper knowledge of the state policy in the field of professional education and the legal framework for its modernization.

From this point of view, reforming the system of professional education is of great importance. For this purpose, regulatory legal acts related to the sector have also been improved in the past period.

The Law of the Republic of Uzbekistan "On Education", approved on September 23, 2020, and the Decree No. PF-5812 "On Additional Measures to Further Improve the Professional Education System" dated September 6, 2019, are regulatory legal acts regulating the system of continuous primary, secondary and secondary specialized professional education, and are based on the content of the priority tasks set out in them. They aim to develop the professional skills and innovative competence of teaching staff of professional educational institutions, master advanced foreign experiences in the field, new knowledge and skills, as well as improve their skills in applying them in practice.

MAIN PART

It is stipulated that in primary vocational education, along with special subjects, exact sciences should be taught in an integrated manner. The task at hand is to organize them in a qualitative, realistic, practical, and interesting way.

In particular, one of the urgent tasks is to develop young people's interest in exact sciences and to improve their mathematical awareness.

For example, we will consider the procedure for effectively organizing lessons in the subject “Mathematical concepts as starting points of didactic thinking” within the framework of the curriculum for students of the primary vocational education system.

1. Basic concept:

A mathematical concept is a form of knowledge that summarizes quantitative, spatial, relational and structural relationships in the world around us. Through them, human thinking comprehends, classifies, and solves problems real reality.

2. What is didactic thinking?

Didactic thinking is a type of thinking used in the design, organization and analysis of the educational process, aimed at the teacher's correct, clear, understandable and effective transfer of knowledge to students.

3. The role of mathematical concepts:

Forms elementary thinking: Mathematical concepts (number, shape, volume, equality, difference, sequence, etc.) form the foundations of logical, analytical and problem-solving thinking in children.

Develops abstract thinking: Children learn to move from concrete objects to abstract concepts by working with numbers and shapes.

Helps to understand relationships: For example, they begin to understand quantitative relationships through concepts such as "more", "less", "equal".

Teaches order and systematics: Through mathematical concepts, children understand the order, patterns and structure between objects.

4. How is this done in primary education?

Through games: Concepts are taught through recognizing numbers, counting, forming pairs, and getting to know geometric shapes.

Through observation and comparison: Mathematical thinking is taught through seeing, measuring, and comparing differences.

Through logical tasks: Activities such as determining sequences and finding logical connections help.

CONCLUSION

Mathematical concepts are the starting point in the formation of a child's thinking. Through them, the child learns to logically understand the environment, solve problems and justify his opinion. Therefore, mathematical concepts are considered the main elements of didactic thinking.

By organizing lecture sessions (problem lecture, conversation-discussion, lecture-dialogue) in the form of heuristic conversations and discussions using audiovisual means, and practical sessions using active, interactive methods and information and pedagogical technologies, it is possible to increase the participants' interest in science. Then, a high level of residual knowledge can be achieved in students, and it is possible to train potential professionals who meet the requirements of the time.

It is also important to have material, organizational and methodological opportunities to organize lessons based on the above principles.

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