

**ISSUES OF PREPARING TEACHING AND METHODOLOGICAL
MATERIALS IN THE SUBJECT OF "MATHEMATICS" IN
PROFESSIONAL EDUCATIONAL INSTITUTIONS**

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Abstract: *The article discusses the reforms implemented in the system of professional education in Uzbekistan based on the subject "Mathematics", as well as the features of increasing students' interest in individual subjects, including mathematics. The article lists some developers and methods associated with the module.*

Keywords: *Educational and methodological materials, professional education, method, lesson development, module, graphics, practical lesson, subject complex.*

INTRODUCTORY PART

Today, the state pays special attention to improving the system of continuous education and training of highly qualified personnel, as well as the openness and quality of educational services in accordance with the modern needs of the labor market. For these purposes, in order to ensure the implementation of the laws of the Republic of Uzbekistan, resolutions of the President of the Republic of Uzbekistan, a number of resolutions of the Cabinet of Ministers on the vocational education system, it is important that the leaders and teachers working in this education system have a deeper understanding of the state policy in the field of vocational education and the legal basis for its modernization. The Law of the Republic of Uzbekistan "On Education" and the Decree of the President of September 6, 2019 "On additional measures to further improve the vocational education system" are normative legal documents governing the system of continuous primary, secondary and secondary specialized, vocational education, and are based on the content of the priority tasks defined in the Laws. They are aimed at developing professional skills and innovative



competence of the teaching staff of vocational educational institutions, mastering advanced foreign experience in this area, new knowledge and skills, as well as improving the skills of their application in practice.

MAIN PART

Based on the above, professional educational institutions are created at three levels: primary, secondary and secondary specialized education.

SCIENTIFIC WORKING CURRICULUMS organized in educational institutions are developed on the basis of the scientific program of primary vocational education approved at meeting No. "5" of the Council for Coordination of the Activities of Educational and Methodological Associations in Higher and Secondary Specialized, Professional Education under the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan on August 29, 2022 and approved and put into effect by order of the Minister No. 295 dated August 30, 2022.

The working program of the developed topic and the conclusion of the creative group are discussed and approved by the scientific and pedagogical council of the vocational school. After that, it was introduced into the learning process.

Using the subject "Mathematics" as an example, an example of the distribution of hours allocated by types of training for the specialty "Service of automotive electrical equipment and electronic equipment" is considered.

The topic "Rational equations" is considered as an example.

LESSON OBJECTIVE		
Educational	Educational	Developer
Teaching rational equations and methods of solving them.	To increase interest and respect for mathematics, encourage independent thinking.	Consolidate the topic, form new BKM in the minds of students.

The national model of personnel training is based on lifelong education. Lifelong education is the basis for training qualified, competitive personnel and



includes all types of education, state educational standards, the structure of the personnel training system and the conditions for its functioning.

Optional secondary and secondary educational institutions, in which two-year training is carried out on the basis of general secondary education, are an independent type in the continuous education system. The direction of secondary education is chosen by students voluntarily. Provides accelerated intellectual development of students taking into account their abilities and interests through in-depth, specialized, differentiated and career-oriented education. Students will have the opportunity to improve their knowledge in their chosen field of study (humanities, technology, agriculture and other areas), as well as develop special professional skills aimed at in-depth study of science. Taking into account the above goals, below we offer a comprehensive program for teaching mathematics.

When creating this comprehensive program, the following factors were taken into account:

- ensuring consistency and continuity;
- observing the logical sequence of topics and chapters;
- the main task of comprehensive schools is to prepare students for continuing education in academic lyceums or professional colleges;
- avoid repeating topics in the same interpretation in different types of education;
- the only and most effective way to master mathematics is to pay special attention to solving problems and examples.

CONCLUSION

By organizing lecture classes (problem lecture, discussion-discussion, lecture-dialogue) in the form of heuristic conversations and discussions using audiovisual means, as well as practical classes using active, interactive methods and information and pedagogical technologies, the interest of participants in science increases. This will help students achieve a high level of residual knowledge and prepare them for a career that meets the requirements of the time.



To organize classes based on the above principles, it is necessary to have the necessary material, organizational and methodological resources.

The above is confirmed by the fact that measures are being taken to reconstruct the buildings of educational institutions in accordance with the requirements of the time, construct modern buildings, update their material and technical base, attract the private sector to the industry, improve the system of material incentives for teaching staff, and gradually increase their salaries.

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