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THE USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN MATHEMATICS LESSONS IN ELEMENTARY SCHOOL

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ABSTRACT: - This article discusses all the necessary tools for teaching mathematics in primary school.

KEYWORDS: Teaching aids, counting sticks, handouts, teaching aids, plot materials, drawings, diagrams, tables.

INTRODUCTION

Mathematics is part of general education. No area of human activity can do without mathematical knowledge and intellectual qualities that develop in the course of mastering this academic subject. School mathematics education contributes to:

• Mastering the specific knowledge necessary for orientation in the modern world and for continuing education;

• Acquisition of logical, algorithmic and critical thinking skills;

• Formation of a worldview that provides an understanding of the relationship between mathematics and reality, possession of

mathematical methods for the knowledge of reality.

The means of teaching mathematics is understood as a set of objects of any nature, for which it is characteristic that each of them:

Represents completely or partially replaces the concept under study;

Thus, teaching aids are considered as a set of models of a very different nature.

The system of means of teaching mathematics to junior schoolchildren should consist of the following basic benefits:

1. Mathematics textbook for elementary grades.

2. Teaching aids containing material in addition to the textbook: Task cards for organizing students' independent work; collections of problems for oral calculations; materials for testing students' knowledge, etc.

3. Various kinds of teaching aids for the teacher.

4. Material and object models, which can include devices, measuring tools, tables, handouts and counting material, etc. Textbook as the main means of teaching mathematics.

The textbook remains the unchanging, effective and most widespread means of teaching. In a broad sense, a textbook is a book that sets out the foundations of scientific knowledge in a particular academic subject. Textbooks systematically and fully disclose the content of the mathematics course, reflect the level of knowledge, skills and abilities that students in each grade should master.

The system of arrangement of illustrations and exercises in textbooks contributes to the development of abstract thinking in children, since the gradual transition from subject to conditional visibility makes it possible to more successfully form students' skills in modeling mathematical concepts. Equally important is the system of illustrations presented in the textbook for the development of concrete thinking in children.

Thus, the drawings and plot materials contained in the textbook, drawings, diagrams, tables, samples of mathematical notation help students not only to realize many mathematical dependencies, but also provide material for mathematical generalizations, acquaint them with various aspects of the surrounding reality.

Among the means of teaching mathematics to younger students, sets, tools, devices and models play an important role. Under some conditions, these teaching aids are themselves objects of study, while in others they are used as didactic aids, with the help of which mathematical representations of the concept, skills and abilities are formed. Handouts are also one of the main didactic visual aids in teaching children. The types and forms of handouts are very diverse. Its types are determined by the materials being studied, their specific content, as for the functions, they mainly consist in revealing the content of new concepts, reinforcing the studied material, ensuring active independent learning activities of students, and controlling the assimilation of the material.

One of the important places among learning is occupied by cards with mathematical tasks. These manuals are designed to help the teacher organize independent work of students at various stages of the lesson. They can be used for conducting control and educational independent work, organizing frontal, group and individual work in the classroom, filling gaps in children's knowledge. With their help, you can effectively organize frontal work with the class when studying new material, carry out independent work to consolidate and verify the material covered.

The sociocultural approach to mind views humans as coming into contact with the learning environment through the action in which they engage. In turn, the action employs different tools and signs called mediational means. The major claim of the approach is that the mediational means shape human action in many essential ways. Thus, the term mediated action reflects the fundamental relationship between the action and mediational means which it employs. Any mental action directed towards solving a mathematical problem and mediated by appropriate tools and signs may be termed as mediated mathematical action. It is this action that is the major component of environments described below.

Another basic principle associated with the approach is that human mental functioning, particularly mathematical action, originates in the course of communication and thus is inherently social. In a particular sociocultural setting, a contemporary elementary mathematics classroom, a mediated mathematical action can be grounded in the appropriation of the tools of technology such as physical and electronic manipulative, various semiotic devices including mathematical symbols, computer-generated diagrams and graphs, notation systems of software, and iconic and graphic representations. The goal of an instructional discourse in such a setting is to use the mediational means as generators of meaning that, in turn, shapes mathematical action. From the sociocultural perspective “any true understanding is dialogic in nature”, and this claim ties meaning closely to the dialogic orientation of the discourse.

As far as an introduction of a computer into the discourse is concerned, it is of paramount importance to provide an environment capable of engaging the student into a purposeful dialogic encounter with the computer. The didactic emphasis of such an environment is to prevent undesirable consequences of authoritative discourse and to allow for the so called internally persuasive discourse that awakens new meaning for a student. Participation in cultural activities provided by a computer environment enables the student to internalize the environment as a thinking tool and then move towards structural reorganization of mind that makes it possible to think without such tools. It is this cultural setting that enables “the development of skill with sociocultural developed tools that mediate intellectual activity”

Counting sticks are one of the simplest and most valuable teaching aids. They can be widely used in the study of the first and second ten and the topic "Hundred". With their help, visually explain to students the formation and composition of the numbers of the natural series to study arithmetic operations. From sticks, children build various geometric shapes: triangles, quadrangles, etc. An example of the use of sticks for knowledge control is the “silent woman” game, the teacher calls the number (1, 2, 3, 4, 5), and the students pick up and name the corresponding number of sticks. The wide use of teaching aids in the practice of educational work in mathematics lessons not only ensures the assimilation of the material, but also helps to overcome specific difficulties in the process of mastering mathematics by younger students.

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