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The Role of Issues in the Development of Mathematical Abilities of Students

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ABSTRACT

in this article, we will reflect a little on how to draw students ' interest in mathematics, as well as on creative abilities, the interconnectedness of technical abilities, and what to pay attention to when forming these abilities, and the role of issues in this.

Growing the mathematical abilities of students is becoming increasingly boorish of First-Class importance. Our research shows that the development of mathematical abilities is directly related to the development of creative thinking in students. For this reason, the mathematics teacher must give assignments in each lesson that determine the connection between previously studied and unexplored subjects. Only by memorizing the formula and remembering the theorems and definitions, it is impossible to form a creative ability. In the psychology of the present time, one of the important issues is the development of abilities based on the formation of creative thinking.

Mathematical Cain is the generalization of mathematical materials, the reduction of the reasoning process, the reduction of mathematical work operations, the establishment of a connection between the perception of a problem and its result, the light transition from correct and reverse reasoning, the dexterity of thinking in solving a problem.

V. A. Krutesky introduces the following into the structure of mathematical Cain. The ability of children to accept mathematical material should be noted mathematical objects, the perception of attitudes and actions by form, the ability to produce a specific aggregate analytical, synthetic processing of mathematical material. Secondly, the thinking of students in the field is with:

a) the ability of logical thinking in the fields of quantitative and spatial relations, symbolism of numbers and signs;

b) be able to summarize mathematical material quickly and widely;

c) predisposition to thinking using short mental conclusions in the process of mathematical

reasoning;

d) extremely flexible and mobility of the thinking process;

e) striving for clarity, simplicity and compactness in solving the issue

Thirdly, the storage of mathematical information in memory, etc.

It is possible to designate external signs that will give reason to assume the presence of a mathematical ability. These are the following:

First, a tendency to willingly engage in mathematics, spending his free time, as no one forces.

Secondly, the ability to master certain mathematical skills and abilities at a smaller age than usual.

Third, rapid shift in the field of mastering mathematics.

Fourth, a high level of mathematical progress and achievements.

In recent years, psychologist scientists have been promoting the issue of the relationship of creativity with abilities. V.A. Krutensky understands mathematical abilities in this sense: "by the ability to study Mathematics within the framework of the school course, we understand the ability to creatively Master educational material and independently solve problems.

1. The matter is the expression in the natural language of the situations that we find in our daily lives. The issue will mainly consist of three parts.
2. The condition of the issue is information about certain and unknown quantitative values that characterize the situation under study, as well as quantitative relations between them .
3. The requirement of the issue is to express what needs to be found in the quantitative relationship under the condition of the issue.
4. The operator of the issue is the sum of the actions performed in relation to the quantitative relations in the condition for the fulfillment of the issue requirement.

Solving a problem by constructing an equation means determining the amount requested in the case requirement as much as possible , expressing other quantities participating in the case of the issue through a fixed letter , constructing an equation that expresses the quantitative relationship specified in the case of the issue, through a logical sequence of actions, and fulfilling the requirement.

Today, the results obtained for the development of creative abilities in schoolchildren are not at the level of school demand for the student to independently solve an issue of a secondary difficulty level. In the process of solving the issue, it was found that readers could not correctly solve this issue. And those readers who think correctly about the issue, that is, those who divided the issue into elements, correctly interpreting the links between them, reached its solution without any difficulty. Which means that in fact there is a mathematical cain if the reader has developed a creative cain.

Thus, the effectiveness of methods for developing students ' creative abilities depends on the activity of schoolchildren, the success of their creative actions and the order in the educational process, as well as the skill of the teacher.

The system of methodological training of mathematics teachers for professional activities is manifested as a specific system for the accelerated transfer of social experience in the field of teaching mathematics in general secondary and secondary specialized educational institutions.

Also, it remains inevitable that the issue of the development of mathematical abilities cannot be considered without linking it to creative skills. Because the formation of creative skills serves as the basis for the development of creative abilities. So, these are two sides of the process of

shaping a person's talent for a particular type of activity.

From the point of view of the issue of the development of creative thinking abilities of students, two different approaches can be taken to the development of the content of elective training.

The first way is through information (message), in which students are given new, additional theoretical knowledge and information that is not included in the mandatory curriculum.

The second way is creative, in which students are given an exercise system in a creative specialty. This encourages students to independently check the solutions of issues in the implementation of their knowledge in New conditions and draw up various types of issues with interest.

Psychologist scientist M. Davletshin is a leading specialist who has carried out research work on technical skills. By technical Cain, structured from the induvidial characteristics of an individual, such specific compounds are understood that it determines the degree of suitability of an individual for technical progress and the ability to successfully deal with it.

M. The Statesman also divides the technical ability following the traditional path into two types of the same name and leaves the leading base features unchanged. But unlike others edible features consist of developed technical thinking and spatial imagination. In order for his interpretation to be technically talented shxs, he:

a) practical-wise

b) ability to analyze technical issues

c) it is imperative to be able to form a whole, whole body from parts by assembling things.

In conclusion, it can be said that it turns out that creative and technical abilities are important in the development of mathematical abilities, and we can easily identify abilities in students by solving problems.

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