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Current Problems of Selecting the Content of the Course of Mathematics in the Elementary Classes

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Abstract: *At present, the actual problems of teaching mathematics in modern schools are in the revision of the vast experience associated with the intensification of teaching schoolchildren. The goal of mathematics education is to acquire mathematical knowledge and develop the ability to apply this knowledge in solving applied problems. The article discusses the problems in the selection of a mathematics course in primary school.*

Key words: *mathematics, methodology, primary grades, problems of selecting a mathematics course, tasks, educational material*

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The profile orientation of mathematical education in schools requires a rethinking of many positions in the entire educational process - in the content, forms, methods and means of teaching and upbringing children. The structure of the profile training of future applicants of technical, economic or other universities at the present stage requires the solution of a number of problems associated with the optimal selection of the content of mathematics, structural components, the setting of goals and objectives of mathematical special courses, the development of criteria for the effectiveness of the process of assimilation by students of subject, special and profile-oriented knowledge.

The goal of mathematics education is to acquire mathematical knowledge and develop the ability to apply this knowledge in solving applied problems.

The actual problems of teaching mathematics in modern schools are the revision of the vast experience associated with the revitalization of the teaching of schoolchildren.

At the elementary level, that is, in grades 1-4, children are faced with numerous problem situations that prompt them to think mathematically. So the simple distribution of notebooks or textbooks can become a problem for first grade students if you ask them if there are enough supplies for the entire class. Seeing a relatively small pack of notebooks, children will think that they will not be enough, since they mean the size of certain elements. A test of the correctness of the assumption of children will be the distribution of notebooks. This problem is an example of comparing one set with another and estimating the number of units in the set.

By the definition of P.I. Pidkasisto, education is a purposeful preparation of the young generation for life in this and future society, carried out through specially created state and public structures, controlled and corrected by society. In addition, upbringing is viewed as a purposeful, meaningful professional activity of a teacher, contributing to the maximum development of the child's personality, the child's entry into the

context of modern culture, and his formation as a subject and strategist of his own life, worthy of a Human [1]. The most important, in our opinion, is in this definition the direct connection between education and culture, cultural experience, the transmission of which is considered as the main goal of education.

The modern theory of upbringing, which should lead to a new quality of personality, is based on the following ideas: the realism of the goals of upbringing; joint activities of children and adults; self-determination; personal orientation; collectivism.

Problems in teaching mathematics arise quite naturally, without requiring any special exercises, artificially selected situations. In fact, not only every word problem, but also a good half of the other exercises presented in mathematics textbooks and didactic materials, are some kind of problems that the student should think about solving, if not turning them into purely training work related to solving according to a ready-made sample given by the teacher.

The teacher himself can harm the matter when he teaches children how to solve problems of a certain type, offering in a row a large number of exercises of the same type, each of which, being presented among exercises of other types, without additional explanations, could alienate the students' own thoughts.

It should be noted that students are attracted by tasks of a certain genre, in the special literature designated by various synonymous terms: problematic, creative, search, heuristic, entertaining, i.e. tasks, the solution of which is not at the disposal of the decisive, are objectively or subjectively non-standard tasks. Exercises in solving compound word problems for comparing expressions, requiring the use of patterns and connections in new conditions, as well as exercises with geometric content, requiring a rethinking of previously acquired knowledge, should be used to formulate problem situations by children. Only in this case, as pedagogical experience shows, teaching mathematics will provide effective assistance in solving educational, educational and developmental learning problems, and effectively organized educational activities of students when using problem situations is the most important means of forming mathematical culture and such qualities of mathematical thinking as flexibility. , criticality, rationality, consistency; their organic combination is manifested in the special abilities of a person, which give him the opportunity to successfully carry out creative activity.

Problems in a mathematical word problem lead to the fact that this task appears to the student as a holistic situation - with those elements that are available to fulfill this situation (data), and those that are available to introduce its solution (unknown). It can be a closed problem, and then there is no lack of data in the problem, or open, where the solution cannot be completed or the student must collect this data himself.

Not every material can serve as a basis for creating a problem situation. Non-problematic elements of educational material include all specific information containing digital and high-quality data that cannot be “discovered”. Non-problematic tasks are tasks that are solved according to a model, according to an algorithm, according to a known method. Problem learning is possible for the assimilation of generalized knowledge - concepts, rules, laws, cause - effect and other logical dependencies. Due to the fact that the problematic way of acquiring knowledge always requires more time than communicating ready-made information, it is impossible to speak at all about the transition to problem learning.

The problem of fostering the creative activity of schoolchildren still does not lose its relevance. The solution is associated with overcoming numerous contradictions and a number of problems inherent in the learning process. Here are some of them:

- there are contradictions between the volume and content of educational material, which are strictly defined by the program and the natural desire of a creatively working teacher to go beyond its boundaries, to consider this or that issue in an interpretation different from that adopted by the textbook;
- the contradiction between efficiency (manifested in the communication of ready-made knowledge to students and often leading to their formal assimilation) and the inefficiency in time of inductive methods (widely used in problem learning and activating the independent cognitive activity of schoolchildren);
- the contradiction between the daily collective educational work of schoolchildren and the individual characteristics of their assimilation of knowledge, the formation of their skills and abilities, their pace and nature of work;

- the contradiction between the mass character of school mathematics education, which inevitably leads to a certain standardization, and the emphasized individual character of cognition (a way out of this contradiction in the differentiation of teaching based on the variability of education and teaching);
- the contradictions between the development of mathematics and the methods of teaching mathematics, if mathematics develops unusually quickly, acquiring more and more new knowledge that is reflected in school courses, then the methodology of teaching mathematics, especially in conditions of mass education, develops much more slowly.

Thus, on the one hand, it is necessary to teach students to solve problems with problem situations, since such tasks have a special role in the formation of a creative personality, on the other hand, numerous data, including the results of our research, indicate that the issue of formation the ability to solve such problems, teaching methods of finding solutions to problems and developing the creative abilities of students, more attention should be paid.

The solution of the system of problem situations accustom schoolchildren to mental stress, without which it is impossible to prepare for life, for work for the benefit of society.

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