

Improving the Methodology of Teaching Mathematics in Higher Education Institutions in the Economic Direction

¹Usarov Jurabek Abdunazirovich

¹Assistant at the Department of Applied Mathematics. Tashkent State University of Economics. Tashkent, Uzbekistan.

Abstract: *One of the main purposes of teaching mathematics to students of economics is to train specialists who know the scientific and practical theory of distribution, which is called an economist. Trained economists have been involved in the distribution of inheritance to local accounts. In the universities of the time, mathematics was the main form of instruction. After the teacher introduces the new topic to the students, it assigns them to work independently on this topic in the university classes for a certain period of time.*

Keywords: digital economics, mathematics, relationships, handouts, methods, attitudes, economist, teacher-student relationship.

Introduction

In our country, special attention is paid to the education and upbringing of young people. Education has always been the foundation of society. Because man is at the center of all relationships in society. The revolution in science, technology and information has turned man and his scientific and educational potential into a decisive factor in socio-economic development. The challenges of sustainable economic growth, a worthy place in the international division of labor, and the competitiveness of the national economy largely depend on the knowledge, skills, and ability of the workforce to function. In order to achieve the great goals we need to achieve in the future, we must first of all train highly qualified, up-to-date specialists.

Materials and methods

The foundations of the development of the science of mathematics, like the development of other sciences, stem from the practical needs of human activity. The development of science is based on the formation of this production. Mathematics, like other sciences, came into being as a result of human practical needs: measuring the surface area, measuring the capacity of containers, measuring time, and the elements of mechanics element. F.Engels. Andi - Dyuring. Indeed, while the various branches of mathematics are distinguished by the diversity of their methods in the study of the spatial forms and quantitative relations of the real world, they are united by their uniqueness and generality. The content of the science of mathematics is as follows; 1) facts collected during its development; 2) formation of scientific imagination on the basis of facts - hypothesis. In turn, this is tested by experience; 3) generalize the results of facts and experiments and bring them into the form of theories and laws; 4) study of theories and laws, the creation of a methodology that reflects the general directions that characterize the study of mathematics. These elements are constantly interconnected and evolving. The study of this relationship and development is to determine the historical period in which we find ourselves, to determine the reasons for its realization - this is the subject of the history of mathematics. Therefore, the history of mathematics is a science that studies the laws of the development of mathematics. Based on the above, the history of mathematics should address the following issues. For example, Khorezmi, in his eight works, described the decimal system of number writing, starting with doubling and halving numbers and ending with the practice of rooting, while in madrassas it was taught in the same order. The rest of the topics are described in the order of the works of Khorezmi and later medieval mathematicians. The teaching of mathematics in madrassas was based on this information. The last part of the mathematics taught at the madrasa was the large-scale "Inheritance Distribution", which applied arithmetic, algebra, and geometry to practice. complex issues of a clear nature are addressed under different names on the distribution of property. Its implementation is checked and evaluated by the teacher, and then a new topic is introduced. Independent work is more practical and boring for students: and it takes a lot of their time. For example, by continuing one in a series of doubles to 264, the reverse is continued from 264 until a series of halves is made. Alternatively, a large number of examples of explicit and approximate (second, third, fourth, and desired) roots from numbers with 20 or more digits can be solved. Mathematics teaches students the will, concentration, ability and activity, imagination, moral qualities of the individual (determination, purposefulness, creativity, independence, responsibility, diligence, discipline and critical thinking) 9 and self-discipline. develops the ability to look and defend their beliefs based on evidence. In the process of studying mathematics, methods and techniques of human thinking include induction and deduction, generalization and determination, analysis and synthesis, abstraction, analogy, classification and systematization. In the study of mathematics, students acquire the skills to express their thoughts and ideas clearly and completely, concisely and meaningfully, to understand, comprehend and perform mathematical notation.

Results

The method of observation is a direct goal-oriented perception of the pedagogical process, with appropriate recording of the results of observation under normal conditions. The follow-up will continue over a long and short period of time based on a clearly targeted plan. Tracking can be continuous or selective. A more widespread phenomenon in continuous observation (e.g., cognitive activities of younger students in mathematics lessons) is observed in small-scale events (e.g., independent work of students in

mathematics lessons) in selective observation. An experiment is also an observation that is conducted in a specially organized, controlled, and systematically altered environment. Analysis of experimental results is carried out by the method of comparison. Can also use the interview method in pedagogical research. The main criteria in the formation of the methodology of teaching mathematics in higher education are the clear definition of the goals and objectives of the research, the development of its theoretical foundations and principles, the development of a working hypothesis.

The level of development of society, the transformation of our time into the information age shows that the training of young people as mature, quick to assess the situation, qualified professionals who can make the right and wise decisions in any situation, based only on traditional methods. not enough. This requires extensive use of world experience, without forgetting the mentality of the education system. The liberalization of the economy and the deepening of reforms in this area have also increased the demand for education and the study of the mysteries of mathematics. This, in turn, requires not only the training of mathematicians with the right decision-making skills, but also the training of educators who will teach them. In order to teach mathematics to young people, it is necessary for the teacher to have a good knowledge of these subjects and to be able to use teaching methods skillfully. At the same time, it is necessary to have a deep knowledge of pedagogy, psychology and other sciences. The main purpose of training is to develop students' intellectual abilities, independent choice and decision-making skills, as well as the acquisition of the necessary knowledge. It increases the mental workload in the math class and makes the student think about the need to increase the activity and interest in the material throughout the lesson. Therefore, new active teaching methods and techniques are being taught to activate students' thinking, to express their independent knowledge. Arousing interest in mathematics depends on the quality of the teaching method and the level of learning. In the classroom, each student should work actively and with pleasure, and use the emergence and development of the desire for knowledge as a starting point, focusing on deepening the interest in learning. This is especially important for teenagers, when it is formed again, it is only necessary to determine their constant interest and interest in this or that science. At the same time, it is important to be quick to criticize aspects of mathematics. Zero, Academician M.S. According to Salohiddinov: In addition to the direct practical application of mathematics, it should be noted that it has a special role in educating the younger generation as fully developed adults. Analytical reasoning, logical observation, spatial imagination, abstract thinking are necessary skills for all areas of human activity, which are formed and deepened in the process of studying mathematics.

Conclusion

This dissertation tries to highlight the peculiarities of the method of teaching mathematics, the main interactive methods. The methods widely used today, as well as the experience gained in advanced countries in the teaching of mathematics, are taken into account. This is one of the most advanced steps in this field, and I think that the ideas and feedback on its structure and content will help to improve it in the future.

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