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TEACHING MATHEMATICS IN PRIMARY SCHOOL

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Annotation: Now we are well entering a "new" curriculum in mathematics, with its high demands and higher expectations. The game changed, but the teaching of mathematics remained basically the same. I believe that it's time to reconsider how we teach mathematics. Therefore, in this article, I want to look at the teaching of mathematics in a new way, to consider the principles that work in tandem with approaches to mastery and are designed to offer deep mathematical thinking.

Keywords: primary school, mathematics, computer technologies, visualization, education, teaching methods,

Education, focused on the assimilation of scientific knowledge, leads not only to accumulation of new knowledge, which is based on the formation of basic concepts, and realization of the possibilities of their application, but also to the restructuring of the existing real world and its interrelations. Teaching methods are one of the components of a holistic methodical system learning.

The use of such mathematic teaching tool as computer technologies is very actual in for the primary school.

Modern children live in the world of electronic culture. The role of the teacher is changing too. In the information culture he must to act as the coordinator of the information flow. This means changings in priorities in the setting of educational goals for the primary school: one of the results of teaching and is to prepare children's readiness for the development of modern computer technologies and to update the information received with their help for further self-education.

Competent use of ICT at math lessons in primary school allows:

- to develop students' ability to navigate information flows;
- to master practical ways of working with information;
- to develop the habits of learning activities (planning, reflection, self-control, mutual control);
- to develop skills that allow to exchange information through modern technical means;
- to intensify cognitive activity of students;
- to conduct lessons at a high aesthetic level;
- to approach the student individually, using differentiated tasks.

The use of ICT makes it possible to conduct lessons on a high aesthetic and emotional level, provides visibility; attracts a large number of didactic material, raises the volume of the work performed at the lesson 1.5-2 times; provides a high

degree of differentiation of teaching (approaching student individually, by using different levels of tasks).

Thus, the use of ICT enhances the activity, forms the skill of research activity; provides access to various reference systems, electronic libraries, other information

resources. Lessons using computer technology make it possible to make them more

interesting, thought out, mobile.

The use of ICT in primary school will make the learning process more effective. As a result, teaching time is organized more rationally; opportunities in the choice of means and methods of teaching mathematics are expanding; increases motivation of students and their activity at the lesson, and as a consequence achievement too.

One of the effective tools for teaching mathematics in primary school is the use of visualization, because one of the main tasks of teaching mathematics in primary school is the development of abstract thinking skills. However, it can not arise without a specific representation. Specific representations are formed by means of visualization. Visualization develops the sensory skills of students, and in turn it helps to form visual-figurative thinking. Formed representations are the basic skills for the development of abstract thinking.

Children of primary school age can easily accept only what they can directly see, and the assimilation is easier and better if more means of visualization are used while teaching and explaining new material. Therefore, in primary classes, means of visualization play a particularly important role.

The teacher demonstrates the most diverse types of visual means in the teaching process: objects (books, envelopes, pencils, postcards, etc.), models of objects, tables, natural material. Many of these manuals can be used in class as a handout.

In the lessons of mathematics with the help of a computer, you can solve the problem of the lack of mobile visibility, when children are compared on the screen by the method of imposing geometric figures, study the composition of the number. The use of computer tests, independent work at the lesson, allows for a short time to get an objective picture of the level of mastering the studied material and to correct it in a timely manner.

In the lessons of mathematics, you can apply a wide variety of work forms when using ICT. Interest in the lessons of mathematics is significantly growing.

Children work with great interest on the computer, especially they are interested in Power Point presentations. They create their work with the help of adults at home, finish something in the classroom, exchange secrets. The use of children's presentations in the classroom greatly increases the motivation of children, especially the authors of materials. The pupil acts as a teacher, comments on the content of his presentation, explains, argues the use of various features of Power Point. After watching pupils ask questions about the content, give advice on the design. This helps children not only to learn the lesson material, but also helps

them with developing simple multimedia works, find pictures, animation, additional information.

So we have to understand the role and importance of using information technologies in mathematics lessons in primary school. You can see the features of using computer tools for teaching mathematics, their types and forms. The great importance of using modern technologies is increasing the interest of schoolchildren in the educational process, in particular at mathematics lessons in primary school.

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