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PROBLEM SELECTION TECHNIQUES IN FORMING STUDENTS' INDEPENDENT THINKING

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ANNOTATION

This article shows the wide use of modular educational technologies in teaching primary school students to think independently, highlights the importance and advantages of modern pedagogical technologies.

Keywords

Activity, independent thinking, thinking, technologist, didactic games, pedagogical technologies, innovation, modular educational technologies.

In order to form students' independent thinking and increase their interest in the lesson, it is necessary to pay special attention to the selection of interesting issues. It is necessary that the issues selected for the lesson form a specific system, focus on a specific method of selection and a specific goal of education. Developing a system of solvable problems is a complex task. Therefore, the mathematics teacher should pay special attention to the selection of problems related to certain subjects, chapters and the whole class.

It should be noted that the system of selected issues must satisfy certain methodological requirements:

1. To determine the exact didactic purpose of the system of all selected problems, as well as each problem.

2. Sequence of complications.

3. The system of selected problems should include all types of problems (related to calculation, proof and verification). This helps to solve the same problem in different ways, provides rich material and great opportunities for creating new problems and solving them.

The issue should be clear and realistic. As a result of clear mastering of the selected issues, the student should have clear scientific knowledge and practical skills.

It should be noted that if the selected problem system and the problem meet the following requirements, then each selected problem system and each problem will have an educational and pedagogical achievement:

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1. What is the purpose of each issue?

2. What is the necessity of this issue compared to another issue?

Why was this issue selected, included in the system of issues? What educational-pedagogical purpose is intended by introducing this issue?

2. If the problem is interesting for the student, does the answer and solution attract the student?

3. Can students solve the given problem independently? What should he know, remember and be able to do for this?

4. To what extent can the teacher help him when he is in trouble?

5. What achievements do we want students to achieve while solving the given problem?

6. How does the problem to be solved relate to the students' previous and next problems?

It is necessary to take into account the didactic principles of education when creating a system of selected issues in order to form independent thinking of students.

In order for the system of problems chosen in the process of solving problems to be an effective tool for students' independent thinking, it should be consistent with the basic concepts and laws of teaching and learning mathematics. This choice should be based on the basic principles of teaching and learning. The content of such principles is determined by the structure of the material collected for constructing geometrical problems. Here we are talking about two principles of systematization of issues. One of the principles is the constant increase in the complexity of the recommended issues, and the second principle is innovation, knowledge is an incentive. Such a normative situation determines the way of selecting individual issues and the character of the system of issue selection as a whole.

The legal connection between the following and previous issues arises from the unity of their internal quality. This qualitative unity arises from the structure for which each set of issues is structured.

Studying the problems of each set during training forms a certain part of the curriculum. By solving such a series of problems, answers are obtained that satisfy the requirements of the problem. Students may have more interesting questions while solving and analyzing the problems.

It is important to know the main facts that predetermine and determine the process of creative activity and lead to the passage of this process in order to organize work that develops students' independent thinking in the process of solving a geometric problem. In other words, it is necessary to know such qualities

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of students that with the development of these qualities, the progress achieved in the development of creative logic in students is determined.

For the development of creative thinking, it is necessary to take into account such psychological elements (components), which represent the conditions for successful independent thinking. Such opportunities: a rich imagination, observation, scope of thinking, development of logical thinking, good memory, etc.

It is also necessary for them to be able to draw conclusions when solving problems, to find ways to solve the problems that have arisen. When solving problems, starting with the most convenient and simple problems that allow students to fully use the knowledge they have developed can lead to the expected results.

Also, the implementation of such work depends on the content of the selected issues, their diversity, methods of solving, and also on the organization of the lesson.

In school, each lesson should have a purpose to be completed. For this, in order for the geometry lesson to be sufficiently satisfactory and successful, the teacher must have clearly understood and mastered the general educational, educational and developmental goals and tasks of the lesson and the methods of its implementation. In the process of solving problems in the lesson, each student should have a system of mathematical knowledge that allows him to develop independent thinking, special and general educational skills and qualifications, and the level of development and upbringing.

Each goal of the lesson should be clear and should have a definite qualitative change in knowledge. The student should have the appropriate skills and abilities to solve problems, logical and creative thinking activities, as well as moral education. The materials related to the content of the lesson should be aimed at students' creation of specific issues and the development of their independent thinking. Teaching methods should be chosen based on the joint work of the teacher and students, depending on the maximum order for students to learn.

In conclusion, it can be said that the system of geometric problems chosen for the purpose of developing students' thinking activity was chosen based on the principle of gradually increasing complexity, and if it is aimed at developing students' ability to think in all aspects, to discover new things, then of course such a system was chosen. the system of problems has a great influence on the creative formation of the student's personality, leads the student to a creative destination

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