THE ROLE OF MATHEMATICS IN THE DEVELOPMENT OF SOCIETY

Akhmedova Shahnoza Sharif qizi
Shafirkon District 18 general secondary education mathematics teacher

Abstract: *This article examines the role of mathematics in human life and different approaches to its teaching, the goals and tasks of mathematics education, the priority directions for the development of mathematics education, and the issues of developing the educational and methodological support of mathematics.*

Key words: *mathematician, competence approach, teaching-methodical support, basic competence, intellectual activity, independent work*

Introduction. Mathematics is a science that can reveal the innovative features of the educational process and systematic activity aimed at a specific goal in the development of the child's intellectual activity. The main task of mathematics is to develop a child's intellectual consciousness and determine his place in the life of society. The science of mathematics is connected with pedagogy and is the main criterion for shaping the social life of the student as a well-rounded person. All the positive results that the teacher should achieve in the field of education can be seen in the correct organization of free communication with students. It is necessary for the teacher to have an educational effect on the students based on the unlimited power of the art of words, to make every lesson interesting. The skill of a teacher is determined by the morals and knowledge of his students, in a word, spirituality.

This process is manifested through the science of pedagogy, that is, pedagogical influence. Pedagogical influence causes the formation and development of pedagogical events. For example, the role of group members under the influence of group teams, or the appearance of positive activity in a student under the influence of a teacher. Liberalization of the economy and further deepening of reforms in this field in our republic have increased the demands for learning and learning the mysteries of mathematics. This, in turn, requires not only the training of mathematicians who have the skills to make the right decisions, but also the training of pedagogues who will teach them. In order to teach mathematics to young people, it is necessary for the teacher to know these subjects well and to be able to skillfully use teaching methods. At the same time, it is necessary for him to have deep knowledge of pedagogy, psychology and other sciences.The main goal of personnel training is to acquire the necessary knowledge, develop the intellectual abilities of students, and make them have the ability to make independent choices and decisions. It increases the mental load in the mathematics class, and makes the student think about the need to increase his activity and interest in the

material being taught throughout the course of the lesson. That's why new active teaching methods and methodical methods are being taught to activate students' thinking and express their independent knowledge. Arousing interest in mathematics depends on the high level of the teaching method and how well the educational work is structured.In the lesson, it is necessary to make every student work actively and with pleasure, and to use the emergence and development of his desire for knowledge as a starting point, to deepen his interest in learning. This is especially important for teenagers, when it will be formed again, it is only necessary to determine their permanent interests and interest in this or that subject. At the same time, criticism of the attractive aspects of mathematics should be quick. After all, academician M.S. According to Salahiddinov: - In addition to the direct practical applications of mathematics, it is necessary to emphasize that it has a special place in educating the young generation to become mature people who are developed in all respects. Analytical thinking, logical observation, spatial imagination, abstract thinking are necessary abilities for all spheres of human activity, which are formed and deepened in the process of learning mathematics." The school should educate young people in every way, give them in-depth knowledge of the basics of science, form and expand their modern worldview, educate them aesthetically, and prepare them to work in various fields of the national economy. The science of mathematics contributes to this.

Mathematics (Greek thematike, mathema knowledge, science), Mathematics is clearly logical Knowledge based on observations is the science of food. Since the initial object is an enumeration for it is often considered "the science of calculation" (today calculations, even operations on formulas, have a very small place in mathematics occupies). Mathematics is one of the oldest sciences with a long history of development passed, and thus "what is mathematics?" the answer to the question

changed and deepened. In Greece, mathematics means geometry understood. In the 9th-13th centuries, the concept of mathematics was algebra and trigonometry expanded. In the 17th and 18th centuries, analytic geometry, differential and After integral calculus took the main place, until the beginning of the 20th century, it was "quantitative the science of relationships and spatial forms" is defined in the content.

The social order, conditions, and politics of the society always determine the work and purpose of the general education school. The goals of teaching mathematics change depending on the progress and development of the society. Due to the change in our society, further acquisition is becoming a great practical goal. Nowadays, it is felt that for the bright future of our country, there is a great need for knowledgeable, business people. Through this purpose, it requires further development of students' thinking and acquisition of new knowledge. In the organization of mathematics classes, it is necessary to pay more attention to practice than to theory and to some extent abandon the approach based on providing students with ready-made educational materials. It is recommended to use more interactive methods such as cases, research, projects, small learning discoveries

in mathematics classes. It is necessary to use scientific research methods such as observation, experiment, measurement, analysis and synthesis, induction and deduction, comparison and analogy in the formation of small research skills in students.The main tasks of teaching mathematics: - ensuring that students acquire knowledge and skills in mathematical concepts, properties, forms, methods and algorithms; to understand the importance of mathematics in human maturity and social development, to understand socio-economic relations, to successfully apply mathematical knowledge and skills in everyday life, to teach to learn; - formation of independent learning skills in the development of individual characteristics of students; - formation of national and universal human values, creativity in students, taking into account the integrity of disciplines, and directing them to consciously choose a profession; - to a certain extent abandoning the approach based on theoretical teaching of mathematics and providing students with ready-made educational materials, applying mathematical knowledge in everyday life, achieving formation and development of students' independent thinking ability, demonstrating and activating skills.In conclusion, it should be said that every mathematical conclusion studied in mathematics classes requires rigor, which in turn is represented by many mathematical concepts and laws. In the process of students' gradual learning of these laws, their logical thinking develops, and the culture of making mathematical conclusions is formed. Arousing interest in mathematics depends on the quality of the teaching methodology and the level of educational activity. Each student should work actively and with pleasure in the lesson, use the emergence and development of enthusiasm for knowledge as a starting point, and focus on deepening his interest in learning.

REFERENCES:

1.Ta‘lim samaradorligini oshirish yo‘llari. Osiyo taraqqiyot banki o‘rta maxsus, kasb-hunar ta‘limini rivojlantirish loyihasi. Toshkent-2002 yil.

2. Yuldashev Z.Kh., Ashurova D.N. Innovative-didaktic program complex and new formalized model of educftion. Malaysian Journal of Mathematical Sciences 6(1):, 2012, 97-103 p.

3. Azlarov T. Monsurov X. “Matematik tahlil” – T.: “O‘qituvchi”. 2001 yil.

4. Yuldashev Z.Kh., Ashurova D.N. Innovative-didaktic program complex and new formalized model of educftion. Malaysian Journal of Mathematical Sciences (1):, 2012, 97-103 p.

5. Юлдашев З.Х.,Ашурова Д.Н. Проблемы подготовки ITспециалистов в Узбекистане. “Информатизация образования и науки”, № 2(14) (апрель) 2012. С. 173- 181