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BASICS OF CREATION OF METHODOLOGICAL GUIDELINES AND SENSES OF TASKS FOR PREPARING PRIMARY CLASS STUDENTS FOR OLYMPIADS

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Abstract: This article discusses the importance and relevance of the fundamentals of creating teaching aids and sets of tasks for preparing primary school students for Olympiads.

Key words: Education system, school Olympiads, intellectual competitions, quality of training, information support, person-centered approach, methodological recommendations, socio-psychological adaptation, electronic portal, promotion of the Olympic movement, biology, geography, geology, journalism, foreign languages, computer science , history, literature, mathematics, international relations and global studies , mechanics, social studies, political science, law, psychology, Russian language, physics, philosophy, chemistry.

Аннотация: В данной статье рассматриваются важность и актуальность основ создания методических пособий и комплексов заданий для подготовки учащихся младших классов к олимпиадам.

Ключевые слова: Система образования, олимпиады школьников, интеллектуальные соревнования, качество подготовки, информационное сопровождение, личностно-ориентированный подход, методические рекомендации, социально-психологическая адаптация, электронный портал, пропаганда олимпийского движения, биология, география, геология, журналистика, иностранные языки, информатика, история, литература, математика, международные отношения и глобалистика, механика, обществознание, политология, право, психология, русский язык, физика, философия, химия.

Forming the knowledge and skills of schoolchildren, educating them in the spirit of loyalty to national and universal values, increasing the prestige of the teaching profession and the quality of teaching staff, improving textbooks and educational and methodological complexes, based on the requirements of the time, putting the school in order. educational institutions that meet international standards, in order to create models that meet modern models, as well as in accordance with the state program for the implementation of the Development Strategy of the new Uzbekistan for 2022-2026 in the “Year of Honoring Universal Human Values and Active Neighborhood”. ":

Bringing the workload of general education institutions to the optimal level, construction, reconstruction, complete renovation of schools according to modern standards, providing them with the necessary equipment. The national curriculum was created by the Ministry of Public Education with the participation of international and local experts, as well as new modern textbooks of 252 titles, student notebooks and teaching materials for teachers of grades 1 and 2 starting in 2021/2022. academic year. Please note that recommendations have been introduced.

Full implementation of the National Curriculum in the educational process by September 1, 2024, including by the end of 2022 for grades 3, 6, 7 and 10, and by 2025 for the remaining grades, ensure the creation of textbooks, workbooks and teaching aids. .

In accordance with the support of this program, a number of works are being carried out in the education system . This work provides examples of methodological tasks for each subject

(set of subjects) with an analysis of the correct decisions, an explanation of the selected evaluation criteria, as well as recommendations for the development of skills and abilities for independent acquisition of knowledge based on working with popular science, educational and reference literature.

A system for searching and identifying talented children and youth can only be workable and effective if it is organically complemented by mechanisms for attracting young talents to receive professional training, as well as measures to accompany and support talented young people throughout the entire period of study and their formation as highly qualified specialists. Therefore, it is necessary to create optimal conditions for schoolchildren to participate in olympiads and other intellectual competitions. The set goal provides for the implementation of a person-oriented approach and provides the necessary prerequisites for developing the abilities of talented youth and gifted children participating in the Olympiad movement in its broadest sense.

Schoolchildren's Olympiads meaningfully unite general and higher education, ensuring the implementation of individual problem-based cognitive programs for students and bringing the most prepared schoolchildren to the student bench. The results of the Olympiads, the content of the tasks, their types and the nature of the requirements made during the competitions are monitored by teachers, methodologists, parents of students and the students themselves. Therefore, the Olympiad movement is increasingly becoming an information channel through which universities make their demands on the applicant's preparedness for admission and study (substantive integration of general and higher education).

The best schoolchildren who have won diplomas at university olympiads receive preferences when enrolling in higher education institutions. In this regard, university Olympiads are a good addition to the Unified State Exam and a means of forming a contingent of university students.

Participation in Olympiads stimulates the transition of schoolchildren to a higher form of educational activity and motivates the personal and intellectual development of the younger generation. It is important not to lose a single talented student and offer them various forms of subsequent scientific and educational work:

- education at "children's" universities, created as centers for additional education of gifted children on the basis of the country's leading universities (full-time);
- participation in subject-based summer and winter schools for gifted children, providing talented children with the opportunity to get in touch with real science in an informal setting;
- training in specialized schools, boarding schools, clubs, individual guidance (mentoring);
- distance learning, online learning, etc.

Preparation for such tasks is possible in the form of independent work of the student on books of the relevant focus or in mathematical circles conducted with the participation of specialist teachers. In addition, in schools and classes with in-depth study of mathematics, the elective " Special Mathematics " is becoming increasingly widespread , aimed specifically at preparing schoolchildren for participation in olympiads.

The new ideology of the unified state exam is, in particular, that it determines only the "threshold" for issuing a certification grade, and not the grade itself. This thesis can be misinterpreted by the teacher as removing from him all responsibility for preparing the student to

solve not only the Olympiad, but also the problems of the second part of the Unified State Examination in mathematics.

Such an underestimated teacher's perception of his role is logically possible, but it seems to us unpromising. A teacher who cares about his reputation and his future, of course, will not limit himself to only the minimum level of preparation of his students to obtain a certificate of secondary education (although, perhaps, for some graduates this level is prohibitive).

In this regard, we emphasize the following fundamental points.

The personal, exclusively pragmatic goal of a graduate - preparation for an exam or successful performance at an Olympiad, which largely determines his further education and career - is directly related to the main general educational goal facing a mathematics teacher - increasing the level of mathematical preparation of his students.

Preparation for the Olympiad (as, indeed, for the second part of the Unified State Examination in mathematics) does not consist in training the graduate on certain types of problems, but in the systematic and thorough study of the subject itself, both in lessons at school and in the process of the student's independent work .

Note that in the Unified State Exam in mathematics since 2010 (not to mention the classical olympiads), there are no multiple-choice tasks that had a negative impact on the teaching of mathematics at school. Thus, both Olympiads and even the Unified State Examination in mathematics help eliminate the dangerous tendency of teaching schoolchildren not methods of solving problems and thinking, but methods of guessing the correct answer.

Preparing schoolchildren for mathematics olympiads should include several points.

1. It is necessary to convey to schoolchildren the fact that the Mathematical Olympiad is in no way an elitist event, that many problems of the Olympiads are accessible to understanding and solution not only by geniuses, but also by the average schoolchild interested in mathematics.

2. You can start participating in intellectual competitions in mathematics in any class. With due diligence, a student who comes to the Olympiad for the first time in the 11th grade has the same chances of success as a student who takes part in the Olympiads starting from the junior grades.

3. However, a student who aspires to success in mathematics olympiads must show interest in the subject, be interested in topics that are not formally included in the school curriculum, but are accessible to understanding and mastery within the framework of the regular school curriculum.

The methodology for preparing problems currently consists of selecting candidate problems and ideas proposed by a wide range of people, including members of the methodological commission of the Olympiad and the jury of the Olympiad, teachers and graduate students of the Faculty of Computational Mathematics and Cybernetics. Tasks are selected according to the following criteria:

1. " Olympiad nature of the problem," that is, the presence of non-standard ideas or solution methods in the problem;

2. compliance of the task with the school curriculum in computer science and ICT;

3. compliance of the task with the expected level of difficulty of the Olympiad;

4. replicability of the task, that is, the possibility of obtaining 4-6 variants of the task of approximately the same complexity;

5. " manufacturability" of the task, that is, the feasibility of high-quality verification of the task under the working conditions of the Olympiad jury.

The selected tasks are distributed for further work among the members of the methodological commission of the Olympiad. During the work of the members of the methodological commission of the Olympiad, the required number of variants of problems is prepared. The final layout of the option is carried out by the chairman of the methodological commission of the Olympiad.

The described methodology for preparing tasks can be improved through the following measures. For an initial discussion of candidate problems for the Olympiad, you can involve students from among the winners of the Lomonosov Olympiad of past years, as well as winners of other Olympiads in computer science. Students, especially junior students, traditionally show keen interest in school Olympiads. Secondly, to improve the quality of preparation of problem texts, it is advisable to arrange a "preliminary review " of options by jury members who were not involved in the preparation of problems. This preliminary review will help identify ambiguities in the wording of assignments. Thirdly, directly when preparing tasks by the methodological commission, it is possible to make wider use of modern communication tools, for example, the Google system Docs .

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