

**CHARACTERISTICS OF MATHEMATICS TEACHING IN SMALL SCHOOLS.
MATHEMATICS TEACHING IN SPECIALIZED PRIMARY CLASSES**

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Base phrases: To mathematics specialized classes , responsibility education , ability to be confidence Education , " Mathematics next affairs for weapon ", reliability education , the basis choose know , abstract thinking know , sure from the situation the question mathematician to express to pass knowledge , analysis to do , obviously to the circumstances to be knowledge , scientific conclusions clearly in the material to work knowledge , mathematics issue in solving patience to do knowledge , deductive thinking skills harvest make , new questions to give (to put). To know Small schools, regular school, independent work of students, independent work, mutual coordination, work on 8 or 12 plans, checking student notebooks, planning.

Peculiarities of organizing mathematics teaching in schools with few sets. Math lesson. Its place in the lesson schedule, its connection with other lessons. independent works of students and their organization features. Independent work organize to do for lesson development and exercises collection make up.

Little complete schools about

In our country , in particular our In our republic village in places small and population lives long points there is being , this to places one to class defined from the norm quite a bit less 7 years old children It is slightly complete schools opens. This so school , then one teacher one at the time one how many in class works _ In these classes number from 3 to 30 student to be can _ A teacher all (I-IV) classes with one at the time working school one complete school is called.

Two teacher , three (sometimes four) classes with working school two complete school is called Two complete in schools three class two to the set to combine this options done increase possible: 1st and 2nd classes together complete by doing merge (this without the first class with the third class teacher works) , 1st and 3rd classes, 2nd and 4th classes together to the set united - rishin suitable options is selected .

Little complete in schools work teacher and students for one series difficulties and barriers with depends on :

1. Teacher each day to class preparation and different from the sciences the most at least 8 hours lesson pass need _ Little complete in schools lessons according to plan make up simple at school one class with to work compared to a lot it takes time with work level difficult _ 8 or 12 plans every day on work it's hard maybe not _ these mutually coordination quite a bit it takes time with , which gives them an optimal pedagogical effect them one whole combine necessity it is also difficult with Of these all from the teacher belongs to knowledge from knowing except , maximum level requires strength , endurance , organization , perseverance , determination .

2. Students one how many to class attention attention distribution very difficult _

3. Teacher one class with of the lesson half or 1/3 part during to engage in , teach the rest on time students independent to work right will come .

4. Pupils independent the work performing at the time teacher another class will be busy with

5. One class students , i.e at the time teacher under the leadership of working another class of students interrupt to give independent though _ their work need _

However, it is not complete school students for one series there are also advantages :

1. Class students number lack (sometimes 2-3 students). This is for the teacher often asking Stand up, students in knowledge shortcomings to find and them correction opportunities will give .

2. Small set in schools student notebooks little time to check spends , he is notebooks through student how and from what that he is suffering easy determines _

3. Small set schools school feature according to student of the lesson in about 1/3 independent to work right will come. Of this study from the goals except, big educational also has importance : will strengthened , difficulties eliminate to do qualification is brought up .

4. High class students lower class to his students help to give because it is possible they are each day one class in his room together will be

Lessons Planning is also a bit incomplete in schools the work organize to do identify giver of the factors is one This is planning while each different things one how many class one at the time to perform from providing consists of

So , there are two 1st classes the lesson before reads and two lesson before finishes _

Teacher for the most heavy the hours are the 3rd and 4th hours .

Own complete in schools study work planning belongs to Methodical manuals through to teachers is being delivered .

Three in class one at the time held one subject (mathematics) lesson approximate the plan we bring : in the 1st grade « from the number the total subtraction » (strengthening); In the 2nd grade "from 21 to 100 has been numbers oral numbering » (i.e concept give), in the 3rd grade " within 1000 oral numbering » (i.e concept give). (L.Sh. Levenberg and others _ « Elementary in classes mathematics teaching methodology »).

Everyone from the thing slightly complete before in schools class blackboard size magnification need _ Of this reason one how many class with work conditions to the board , first , one how many assignment materials is written and secondly , one how many class for is written . With that together assignments common to school compared to in full statement will be done . Because , readers of them of the teacher without explanations their uses need _ Little complete schools the work in experience this purposes addition light portable , hanging (or to diapers installed) boards , extended class from boards (from standing curtains with secured), take dropdown (dropdown with cover) special from boards is used .

Little complete at school students in teaching each different schedules are also important role plays _ In this , it is mostly general education schools for intended of tables from himself use can

Little complete schools for information changeable of tables the importance is especially great . For example , simple problem (complex of issues) short records samples own into will receive tables pocket by doing preparation to the goal according to this Number of pockets to him with the reverse problem replacement as a result the goal done increase enable will give .

Little complete at school algorithmic to tables , that is algorithmic Is it a rule? own into received to tables big place to give need _

Dissemination-didactic of materials use is also independent things successful to perform possibility will give . The majority cases these are on assignment from cards consists of will be

Little complete schools all schools for defined programs according to working and basically another to schools similar of methods they use , but this on the ground of the lesson organize being done important there are differences . Little complete at school the children teaching and bring up from the teacher big requires skill . _

Two class with held training in planning teacher the following issues solution reach need :

- 1) teacher under the leadership of held training the time rational distribution ;
- 2) of students independent to engage in right organize reach _
- 3) independent things when and how check in advance right planning ;
- 4) one from class to the other to pass how done increase solution to achieve

These issues solution reach for teacher lesson in the table mathematics of the lesson instead of the lesson type set take , of the lesson minutes according to distributed thorough and clearly the plan make up take it is necessary

Lesson in the table Mathematics is usually the first or second per hour is placed . Mathematics the lesson another in class the same that's it lesson with together to be the most is acceptable .

Little complete in schools of the lesson content and type looking training together take go this four type difference will be :

- a) all in classes new material is studied ;
- b) one in class new material is studied , second in class while exercises will be done ;
- c) both in class qualifications strengthening and development lesson will be held ;
- d) both in class practical affairs or excursion will be held .

In grades 1-IV the lesson organize to do of types one seeing we go out , he is the second half yearly for , first class children independent work qualification have from those who after recommendation will be done .

of the lesson such structure this type suitable will come :

one class new the material explained and left two in class studied the material strengthening _

A few classes one at the time when engaged of students independent works separately place holds _

In class independent of work content as follows :

- in class new knowledge appropriation for necessary bo'Igan , before passed the material textbook or another source according to independent repetition ;
- in class studied the material strengthening for exercises ;
- received knowledge practical applied different kind of exercises .

Independent work right organize in reaching study of assignments detailed developments notes using will give .

Independent work methods with the children teacher at school the first from the lessons starting from introduce starts _

This is thinking read forms , math speech develops , weak of students the material better understand get and everyone row own of success to their joy possibility creates _

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