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TASKS FOR THE FORMATION OF EDUCATIONAL ACTIVITY IN PRIMARY CLASSES

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Annotation: This article analyzes the scientific works of scientists who studied the problems of teaching mathematics to primary school students in different directions. Within the framework of the general methodology of the research, the structure of the system of educational tasks is briefly described, taking into account the different levels of understanding of the concepts studied by primary school students in the developmental education system.

Key words: Developmental education, graphic model, diagnostic, reflexive-methodical, reflexive-diagnostic.

Introduction.

The interest of teachers, parents and the public in general in the ideas of developmental education is quite understandable and natural, because education is, first of all, a developmental and educational process, in accordance with the socially determined goals and personal educational needs of citizens. while being considered as a means of development, the modern primary school is at the next stage of modernization and content renewal. In the interpretation of D.B.Elkonin, V.V.Davydov and their followers, the developmental education system is a fundamental revision of the traditional views on development and its relationship with education, not only the student's acquisition of certain knowledge, skills and abilities It is related to the justification of the possibility of building a completely new educational system aimed at mastering the subject, but also at its being the subject of various types and forms of activity.

Literature analysis.

Theoretical and experimental researches of V.V.Davidov, A.K.Dusavitsky, V.V.Repkin, D.B.Elkonin made it possible to reconsider the main features of the educational system, where the main goal is to educate the individual and "educational models are not set from the outside", but educational subjects in the process of mastering, not only a certain person, but also the entire class, which appears "as the main information group in the system of the child's life activity" (A.K. Dusavitsky), is carried out through forms of cooperation that ensure self-transformation is increased.

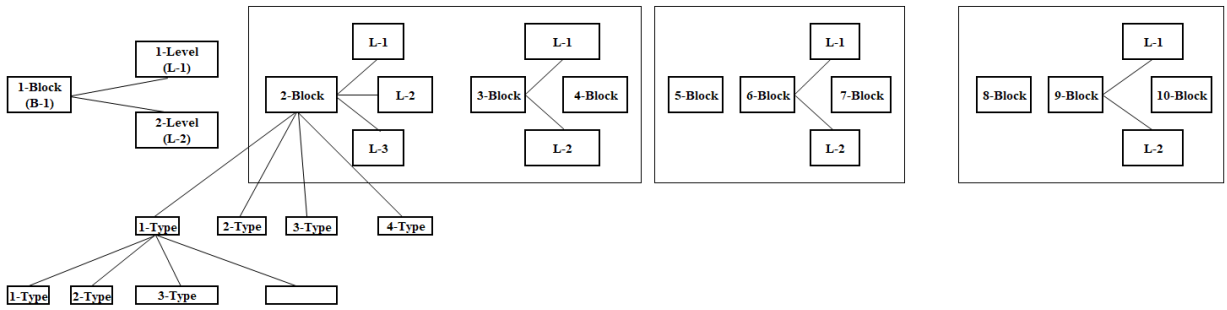
The problems of teaching mathematics to elementary school students have been studied in different directions: searching for new methods of teaching arithmetic in connection with the reforms in mathematical education (Y.M. Kolyagin, L.M. Korotkova); evaluation and efficiency criteria of teaching mathematics to elementary school students (O.L. Anufriyeva, T.P. Kucher, V.V. Siyakov); effectiveness of using different methods in teaching elementary school students (research - T.N. Baibara, combination of individual and collective forms - V.A. Vikhrush, forms that can be used in groups - Y.S. Zadaya, Y.V. Kuzmina).

Research methodology

Formation of educational activities, including interest in mathematical content and the process of learning it, the selection of special tasks specific to the educational system, which allows for the performance of educational tasks, is important for the implementation of basic educational activities. their sequence is determined by the structure of educational activities. [1, 3, 4, 5].

Analyses and results.

All developed blocks of learning tasks correspond to students' levels of sufficient mastery of one or another concept and allow children with different mathematical abilities to feel their power (Picture 1).



Picture 1. *The structure of the system of educational tasks, taking into account the different levels of understanding of the concepts learned by the child.*

Many tasks in our textbooks give the child the opportunity to choose [6, 7]. Depending on what tasks he chooses for independent work, it is possible to determine at what stage of understanding the concept, at which of the 16 possible levels of its development [1].

According to the indicated levels (Fig. 1), 10 blocks of main tasks can be distinguished (in the first block - level 2, in the second block - level 3, in the third block, sixth and ninth - level 2, and in the remaining blocks one each), and within each block there are types of tasks and within each type there are types of tasks.

The first block is tasks that have already been completed by someone, and the child must evaluate them. (This block is called an assessment block by teachers.)

Level 1 - tasks are completed by someone using a graphical model.

Level 2 - tasks are performed by someone without using a graphical model. To assess the correctness of the task, the child must first create a graphic model.

The second block is executive. The child must perform these tasks himself.

Level 1 - the child performs the task himself, but he is given a ready answer.

Level 2 - the child performs the task himself, but he is given several answers, one of which is correct, and the rest are obtained as a result of common mistakes.

Level 3 - the child performs the task himself and proves the correctness of its execution.

The third block is reflexive. These tasks are the tasks of developing such tasks by the child himself (in the lesson - by the teacher), suggested to the child by the author.

This block allows you to determine whether the child can distinguish important relationships and dependencies.

Level 1 - the child chooses the same tasks from the offered set.

2nd level - self-invention.

The fourth block is reflexive-methodical. Tasks like this "Teaching others how to come up with the same tasks"

The fifth block is diagnostic. These are tasks with "puzzles" (there are several types of "puzzles": method "puzzles", "puzzles", "puzzles" with missing or redundant information, etc.).

Sixth block – Reflexive-diagnostic. These are tasks for children to come up with the same "puzzles" that allow us to determine how well a child sees "error-prone" areas.

Level 1 - the child chooses "similar" tasks from the proposed set.

Level 2 - self-invention.

The seventh block is methodical-diagnostic, in which the child thinks about how to teach others to come up with tasks by "finding".

The eighth block is the so-called Olympiad tasks, which include tasks that do not go beyond the concepts learned during the years of study, but require non-standard solutions.

The ninth block is for children to come up with their own Olympiad tasks by comparing them with data.

Level 1 - the child chooses "similar" tasks from the proposed set.

2nd level - self-invention.

The tenth block offers the child to teach others how to come up with Olympiad tasks. Typical differences in learning tasks are related to the mathematical understanding of the inverse problem, and type-specific differences are related to data substitution, changes in magnitudes, plots, etc.

Based on the psychological-pedagogical foundations of the formation of educational activities at the primary school age, we used the principle of taking into account the specific features of teaching primary school students, the principle of evaluation, the method of action to build the system of educational tasks presented. we developed the principle of analysis, the principle of methodical analysis, the reflexive principle, the principle of diagnosis, and the principles of reverse transition.

Conclusions

In the developed system of educational tasks, there are many different tasks that provide a more thorough and step-by-step development of the main educational actions that solve the educational tasks that appear before the child.

In the organization of students' activities to master the methods of analysis and summarization of educational material, the teacher can choose different types of tasks from different blocks for each lesson, unlike the traditional selection of the same type of exercises. and should. As the experimental and mass approbation of the described tasks shows, they not only help the child to think, develop intuition, imagination and include emotions, set new research tasks and create an environment of co-creation, co-thinking, which is not only a developmental education , but also meets the goals and tasks of developmental education. The concept that forms the system, as before, remains the concept of size.

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