

## DIFFERENTIATED APPROACH IN THE PROCESS OF TEACHING THE SOLUTION OF TEXT TASKS AS ONE OF WAYS OF FORMING EDUCATIONAL ACTIVITIES

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### ABSTRACT

The article discusses learning to solve text problems in elementary school. Solving text problems strengthens the connection between learning and life, awakens students' interest in mathematical knowledge and an understanding of their practical significance.

**Keywords:** Text tasks, motive, educational task, educational actions, educational operations, control action, assessment action, activity.

### INTRODUCTION

In primary school age, the leading activity is educational activity. In modern didactics, educational activity is understood (definition by DB Elkonin) [5] such activity, as a result of which certain changes occur in the student himself, aimed at mastering generalized methods of action in the field of scientific concepts during training and education. And therefore, the most important thing in the formation of educational activity is to transfer the student from orientation to getting the right result when solving a specific problem to orientation to the correct application of the general mode of action. Practice shows that if students have mastered the ways of establishing the most common relationships, then solving text problems is easier, and less time and exercise are required to master the learning material.

Where learning is built without taking into account the specifics of learning activities, the development of cognitive processes and the student's motivational needs are less effective. Moreover, the formed knowledge, abilities and skills are not sufficiently conscious, which greatly reduces the intellectual and creative potential of the student's personality.

**Material and methods.** The formation of students' abilities to independently replenish their knowledge without a teacher requires the development of a qualitatively new approach to building the entire learning system strictly taking into account scientific data.

A great help to this is provided by the theory of educational activity of a primary school student. The psychological content of the educational activity (according to V.V. Davydov) consists in the fact that, firstly, the need for self-development and self-knowledge is raised in this activity, and secondly, educational activities are carried out on the basis of a meaningful generalization from abstract to concrete and, in thirdly, educational actions are aimed at mastering the universal methods of detecting the origin of concepts [3], S. 72.

A student can consciously assimilate one or another educational material only through his own mental activity. Moreover, in the process of this activity, each student should have an internal orientation to mastering knowledge, abilities and skills as his own direct goal.

The most important components of educational activity are: motive, educational task, educational actions, educational operations, control action, assessment action (self-assessment).

And educational activity is education complex in its structure, where the central and main link are educational tasks and their operational content. All other links seem to serve everything else.

The training task is implemented through a system of training actions. Educational activities in the structure of educational activities provide the implementation of the system “motive - goal”. For example, if a student has a need for knowledge, it is always aimed at a specific subject. Mastering these items is the goal. Motive, i.e. the incentive of activity is the content of this subject. In the process of cognition, motive and goal coincide. Having mastered this or that subject, the student satisfies his need and reaches the goal. Achieving the goal involves the implementation of a system of educational activities. The system of actions in the situation of an educational task consists of approximately four components:

- a) statement of a problem that cannot be solved by known methods and concepts;
- b) finding a way out of this problematic situation;
- c) modeling (image) of universal relations and methods of solution in the subject, graphic or letter form;
- d) disclosure of the properties of this relationship and their particular cases of manifestation.

**Results and discussion.** Thus, the educational task is realized through a system of educational actions, and educational actions consist of various methods of mental activity, having learned which students begin to use them on their own, rebuild on their own initiative, find new methods, analyze ways to achieve their results, which naturally leads to a new , a qualitatively higher level of organization of educational activity (in the textbooks Bekboeva IB, Ibraeva NI) [1].

In the research of P.Ya. Halperin [2], N.F. Talyzina [4] studied the possibility of controlling the formation of mental actions in schoolchildren. Three types of control were identified:

- students are shown only a sample of the educational task and they focus on the result of the work performed;
- students are shown a sample and told what methods the task can be completed;
- identify common guidelines for the implementation of educational tasks and with their help, generalized methods of work are formed, which ensures their transfer, flexibility of use and independence of application.

The greatest developmental effect has training in the third type of management. In this case, students develop independence, initiative in the search for new, more advanced ways of working.

The formation of educational activity is a complex and lengthy process of gradually transferring the implementation of its individual elements to the student himself for independent implementation without the intervention of a teacher.

Therefore, the modern task of teaching is to use all the opportunities identified by science in order to raise the educational process to a whole new level. To do this, you need to master the methods of science-based design of the educational process and methods of targeted management.

An important factor in managing the development of primary school students can be the formation of techniques for joint educational activity. Moreover, differentiation of educational activities is necessary, which is based on taking into account the socio-psychological characteristics of the class as a children's team, the goals and motives of each student as an individual student.

In this regard, in order to achieve the best result in the formation of the educational activities of children in elementary school, it is necessary to train in finding a general way of approaching many particular educational problems of a particular class, in particular when solving textual problems in mathematics. If a child is given receptions focused on an essence characteristic of a whole system of special cases, then students get the opportunity to think theoretically, master the ability to see the essence behind particular manifestations, the ability to orient themselves on it and, therefore, advance independently in this field of knowledge. Replacing private methods of cognitive activity with generalized ones significantly increases the developmental effect of instruction, and contributes to the formation of students' theoretical thinking.

Theoretical thinking begins to form in children only when they acquire theoretical knowledge in the elementary grades in the process of educational activity. In elementary school, this type of training is necessary, which is aimed primarily at developing theoretical thinking among younger students, at developing their creativity as the basis of personality.

Therefore, a differentiated approach is one of the important principles of training. The implementation of a differentiated approach in teaching allows the teacher, as a result of a comprehensive study of his pupils, to create an idea of the nature of each of them, of his interests, inclinations, and abilities; about the influence of family and immediate environment on him; get an opportunity to explain the child's deed and attitude to study in general. The differentiated approach does not mean adapting the goals and content of instruction to individual students, but the choice of forms and methods of instruction, taking into account the characteristics and abilities of the child.

The need to implement a differentiated approach is primarily associated with objectively existing contradictions between the goals common to all students, the individual capabilities of each child, between the front presentation of the teaching material by the teacher and the individual perception, memory, interests that determine the individual nature of the learning material for specific students.

But a differentiated approach is manifested not only in taking into account the individual characteristics, inclinations and interests of children, in addition, it (the approach) involves a measure of help to the student from the teacher, and it, in turn, depends on the student's ability to learn and on the desire to acquire knowledge.

The organization of a differentiated approach largely depends on specific teaching methods, mainly aimed at expanding cognitive activity, independence of schoolchildren, which implies a significant change in traditional forms of education, starting from the system of presenting knowledge and ending with the established methods for identifying and evaluating their assimilation.

The effectiveness of assimilation cannot be achieved if the real activity (level of organization) that is characteristic of various students is not identified.

Individualization of training in modern conditions involves not only the identification of the level of assimilation of knowledge, but also the active formation of educational activities based on knowledge of its structure.

A differentiated approach is necessary at all stages of training, and more precisely, at all stages of the assimilation of knowledge and skills. This is an essential point of the methodology of differential education. Carrying it out at the stage of expounding new knowledge and skills, it is necessary, firstly, to conduct more thorough preparation for the assimilation of new material precisely with those children who need it. And secondly, after the initial frontal explanation, it needs to be repeated for individual groups.

When explaining new material, it is important to consider the individual characteristics of the students. Additional questions can be addressed to students with weak auditory memory, inattentive, distracted, students with good visual memory helps visibility, with motor - practical work on the board.

But the limited possibility of using a differentiated approach at the stage of exposing new knowledge is quite obvious. Than? Requirements to adhere to the logical structure of the stated (repetitions and stops can violate the logic), the impossibility of taking into account knowledge gaps at any moment of explanation (it is not always possible to record the moment in which the student was distracted, missed something); and the need to comply with training deadlines.

At the stage of consolidation and application of knowledge and skills, the basis of a differentiated approach is the organization of independent work, and is carried out mainly in the form of tasks of various difficulties and character.

At the stage of testing and evaluating knowledge and skills, it is important to clearly determine at what level each student has the same knowledge, skill. It is necessary to find out not what the student does not know, but what he knows. The content of the test papers should provide students with the opportunity to choose particular tasks, each of which is clearly evaluated by a certain number of points. Only under this condition, differentiation will be a means of maintaining the student's faith in himself, in his abilities, and assessment will reflect the true level of knowledge of the student.

However, pedagogical assessment reflects not only the level of assimilation of knowledge. Its functions are more complex and diverse. Through pedagogical assessment, impacts on the student's personality are formed as an educational measure, stimulating their independence, organization, discipline, and diligence. Pedagogical assessment directly affects the formation of educational self-awareness. On its basis, an adequate self-esteem is created, a critical attitude to their achievements and the successes of classmates. The school mark is an important tool for influencing the personality of the student. It forms such qualities as truthfulness, honesty, hard work, diligence.

It is especially important to use a differentiated approach in order to organize students' independent work in solving problems and provide them, if necessary, with timely assistance. In the practice of teaching, these differences are not always taken into account. Organizing the learning process, teachers are guided by some average "standard" and direct their efforts not so much to identifying as to aligning individual differences.

## CONCLUSIONS

A differentiated approach to teaching mathematics is one of the important ways of forming the educational activities of elementary school students. Moreover, differentiation should not be understood as the division of children into classes by levels, but should be considered as the organization of the educational process, which allows creating conditions for the formation of educational activities with different potential capabilities.

Thus, differentiation in teaching mathematics optimizes the developing function of learning and helps to transform the student into the subject of educational activity. Being the subject of learning, a primary school student has a personal meaning in educational activity, which involves his active participation in the educational process itself, which acts as a factor creating psychological and pedagogical conditions that form a new level of attitude towards educational activity.

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