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## TAKING INTO ACCOUNT THE INDIVIDUAL CHARACTERISTICS OF STUDENTS IN TEACHING MATHEMATICS

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### ABSTRACT

*In this article, the goal of education is not the achievement of certain knowledge, skills and abilities for students, but the provision of his individual development, attention to his individuality as a unique, unique education; not the education of the performer, but the formation of a creative personality. In this regard, it becomes necessary to take into account the individual characteristics of students in teaching, in particular, to take into account cognitive styles that reflect differences between people in the nature of perception and processing of information. One of the first steps in this direction was the strengthening of the role of differentiation in education.*

**KEYWORDS:** *Achievement, Knowledge, Abilities And Skills, Individual Development, Mathematics Lesson.*

### INTRODUCTION

At the present stage of school development, the idea of humanizing education is gaining great importance. The main goal of education is not the achievement of certain knowledge, abilities and skills by students, but the provision of his individual development, attention to his individuality as a unique, unique education; not the education of the performer, but the formation of a creative personality. The humanistic orientation of education implies the implementation in the learning process of subject-subject relations, a holistic approach to the student as a bearer of physical, social and spiritual principles.

In this regard, it becomes necessary to take into account the individual characteristics of students in teaching, in particular, to take into account cognitive styles that reflect differences between

people in the nature of perception and processing of information. One of the first steps in this direction was the strengthening of the role of differentiation in education.

The main feature of the organization of the educational process is the orientation towards the achievement of a compulsory level of mathematical training by all students. This is emphasized in the math curriculum as well.

Achieving the required learning outcomes is a top priority for every teacher. After carrying out testing, control works, sometimes you find that not only poorly performing students, but also strong students make gross mistakes, which indicate significant problems in their preparation. For some students, these problems hinder progress, while for others, they may affect not today or tomorrow, but later. And then today's "strong" student begins to experience difficulties and pass into the category of poorly performing students.

Another reason for the appearance of low-performing students is the absence of classes by students, the untimely replacement of a sick teacher, when we "catch up" with the program, the complexity and difficulty of certain topics and even sections of the curriculum.

There are also subjective reasons: this is the low quality of the lessons, the teacher's inability to select the right material, not systematically summing up the learning outcomes at each lesson.

The task of reaching the level of compulsory training by all students spontaneously without purposeful work is not solved. Special measures are needed, great attention of the teacher to this issue. A differentiated approach to students is important here. Therefore, it is worth highlighting special groups of poorly performing students.

An unsuccessful student is one whose total, complex, final unpreparedness occurs at the end of a more or less complete segment of the learning process.

A laggard is one who, in the course of training, has separate elements of unpreparedness.

A relatively unsuccessful student is one who works or studies below his intellectual capacity. Depending on what "unsuccessful" person is in front of you, select an individual differentiated approach to learning.

First of all, you need to establish contact with weak students, learn how to manage the class. When presenting the material, everyone should listen, not write. Outlined some of the material, fix it, give it the opportunity to work on your own. You should not chase the abundance of the material presented, it is better to choose the main thing, it is easy to state it, repeat and consolidate it. Repeated repetition of the main material is one of the methods of working with weak students, with the daily repetition of the main questions of the topic for the last lessons of the topic, all students will learn them.

When developing the content of independent work, it is necessary to differentiate the material, include tasks aimed at working out the mandatory learning outcomes. You can use more complex tasks only after you make sure that the students have mastered the ability to solve the main task.

An indispensable condition for achieving compulsory learning outcomes is taking into account the individual pace of advancement of each student. This can be realized using the following approach to organizing the individual work of students.

Anchoring and repetition technology: The numbers of tasks and exercises that should be completed during this lesson are written on the board. I walk around the classroom and put pluses or my "signatures" for each number performed correctly and earlier than on the board; At the end of the lesson, I count the number of "signatures" and give grades for the lesson. I put a mark for work in the lesson "on signature" in the journal only with the consent of the student.

- Voluntary participation of students in this work;
- Feasibility of work for each student;
- Openness of the work plan and evaluation criteria.

The teacher has the opportunity to more often call weak students to the blackboard without slowing down the work of the class. It is possible to plan the lesson so that strong learners have time to solve the more difficult numbers.

Most students get interested. Each child works at his own speed and decides for himself whether to receive a grade for the lesson or not. Of course, this work requires more attention from the teacher than in a regular lesson, but brings more satisfaction from the lesson to both the teacher and the students.

Every adult working person knows what is required of him as a result of his work, what plans he must fulfill, and what indicators to achieve. Likewise, students must know and understand the requirements for them. Therefore, it is important to be open, to communicate the appropriate tasks to students.

This can be done in a variety of ways. One of them: a list of compulsory questions and tasks is posted on the stand in the classroom at the beginning of the study of the topic. Pupils are told that these are the tasks that everyone must learn to solve in order to get a positive mark. At the end of the topic being studied, they will definitely be checked. This approach makes the work of students purposeful, allows them to assess the degree of mastery of the material themselves, to create a business attitude in the class. And the check can be carried out in the form of a thematic test. In addition, students should know that a positive mark for a quarter, half a year, a year will be given, subject to the successful completion of all tests that will take place during this period. The tests allow eliminating such a situation when the "two" for the material of some topic is "closed" with a positive assessment for the material of another topic. Various forms are suitable for organizing the test: a frontal survey, written and oral answers to task cards, the use of tests, ready-made texts with gaps, split theorems, etc.

The forms of work will depend on the composition of the class, the activity of the students, and the level of their training. Another form of filling knowledge gaps is the "quick practice" of independent work, which I do in additional individual lessons.

As a rule, control or educational independent work is carried out on each topic. Based on its results, I invite unsuccessful students to additional classes, explain, repeat and reinforce this topic again. And then I give the opportunity to correct the unsatisfactory mark for a positive one, by solving the basic level of tasks.

Children like it because there is an opportunity to "close" the two, but I know that this material has been worked out in a poorly performing group.

Particular attention should be paid to homework, they should be feasible, and in some cases even lightweight, so that students take on them with pleasure, and not with fear. It is worth giving

reminders for complex assignments. Giving a precautionary survey - you give questions for a lesson.

Another of the features of working with weak students is to use more LLP, clarity, because children have poorly developed abstract thinking. In general, try to focus the attention of students on the main issues with the help of analogy, examples from life, and use mnemonic rules for memorizing formulas, definitions, and theorems.

Try to create an atmosphere of goodwill. Give the opportunity to pre-prepare for the answer at the blackboard, give an outline of the answer, encourage the student during the answer, and create a situation of success in the lesson.

There is no need to put stamps on children - some can, others cannot. Let's remember the rule: children are always talented, we will look for their secrets and reveal them.

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