Competence-Oriented Task as Means of Quality Improvement of Mathematical Education

Dauletkulova Aigul
Department of Math
Kazakh state women's teacher training university
Almaty, Kazakhstan
aiguldu@mail.ru

Kurmanbekkyzy Nurgul
Department of Informatics and Applied Mathematics
Kazakh state women's teacher training university
Almaty, Kazakhstan
nura@mail.ru, kurmanbekkyzynurgul@gmail.com

***Abstract* - Integration of Kazakhstan into the world educational space makes it necessary to align with the requirements of the state and society to orient the education of the younger generation on the development of competencies that promote the concept of "education through life". Significant changes in the priorities in school education in the world in recent years require a reorientation to a competence approach, continuous self-education, mastering new information technologies, the ability to cooperate and work in groups. The purpose of our research is to improve the quality of school mathematics education with the help of competence-oriented assignments. For the analysis of the analyzed targets, the analysis of the native and chemical methapods is analyzed; the systematic analysis of the mathematical encounters and the reconstruction of the infectious information with the help of hypotheses and analgesia, comparison and hypnotism, analysis and synthesis, modeling and mental ex- periment; Diagnostic methods with the goal of designing the formation of coarse mnogoapektnyh central design of the person; the isolation of the criteria for the design of a diagonal quality - a system of colors that characterize the structure of the complex of personalities in the world; methods of observation, caution, a systematic analysis of the results. When solving competency-oriented tasks, students are able to use and notice the general in the private, to reveal the significance of established facts and patterns, to form and develop the basic mental operations. The methods for solving competence-oriented tasks should not only promote the development of skills and skills that meet the program requirements, but also the development of creative cognitive activities. These include tasks that familiarize schoolchildren with non-standard methods of reasoning, but do not require the extension of the curriculum material. The nature of the representation of competence-oriented tasks takes into account the psychological characteristics of students' perception of information. In particular, it is desirable that the conditions of the problems allow rather simple graphic or "subject" illustrations.**

In conclusion, we note that competence-oriented tasks should include entertaining tasks that are diverse in terms of the story, in the formulation of questions, in the methods of solutions. It is desirable to include in the system tasks, the solution of which is divided in time and whose purpose is the development of certain skills and abilities, the consolidation of methods of reasoning, methods of solving problems, the development of spatial representations, the formation and development of mental operations, such as: analysis, synthesis, comparison, classification, etc.

Keywords: **Education model, competence, competence education, competence-oriented tasks, mathematical models.**

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