THE PROBLEMS OF TEACHING MATHEMATICS AT SCHOOLS

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ANNOTATION

This article provides information about the importance and features of teaching mathematics in English. Mathematics and English are important subjects in the modern era, and it is especially important to learn them from school age. There are various problems in teaching mathematics at school. These problems can be solved and applied in school.

Keywords: *mathematics, Student engagement, limited resources, professional development, assessment, feedback.*

ANNOTATSIYA

Ushbu maqola matematika fanining ingliz tilida o‘qitilishining ahamiyati va xususiyatlari haqida ma’lumot beradi. Matematika va ingliz tili fanlari hozirgi zamonaviy davrda dolzarb fanlardan bo‘lib, ayniqsa maktab yoshidan o‘rganilishi katta ahamiyat kasb etadi. Maktabda matematikani o‘rgatishda turli muammolarga duch kelinadi. Bu muammolarni yechish va ularni maktabda qo‘llash mumkin.

Kalit so‘zlar: *matematika, Talabalarning faolligi, cheklangan resurslar, kasbiy rivojlanish, baholash, fikr-mulohaza.*

АННОТАЦИЯ

В данной статье представлена информация о важности и особенностях преподавания математики на английском языке. Математика и английский язык являются важными предметами в современную эпоху, и особенно важно изучать их со школьного возраста. Существуют различные проблемы в преподавании математики в школе. Эти задачи можно решить и применить в школе.

Ключевые слова: *математика, вовлеченность студентов, ограниченные ресурсы, профессиональное развитие, оценка, обратная связь.*

Teaching mathematics at the school level can pose various challenges for both educators and students. Some common problems that teachers may face when teaching mathematics at school include:

1. Student engagement: Some students may struggle to stay engaged and interested in mathematics, leading to disinterest and lack of motivation to learn.

2. Different learning styles: Students have different learning styles, and teachers may find it challenging to cater to the needs of all students in a single classroom.

3. Conceptual understanding: Some students may have difficulty grasping abstract mathematical concepts, which can make it challenging for teachers to ensure that all students understand the material.

4. Math anxiety: Many students experience math anxiety, which can hinder their ability to learn and perform well in mathematics.

5. Limited resources: Teachers may face challenges in accessing adequate resources, such as manipulatives, technology, and supplementary materials, to support effective mathematics instruction.

6. Time constraints: Teachers may struggle to cover all the necessary material within the limited time available, especially if students have varying levels of understanding.

7. Assessment and feedback: It can be challenging to provide meaningful feedback and assessment to students to help them understand their strengths and weaknesses in mathematics.

8. Differentiated instruction: It can be difficult for teachers to differentiate instruction for students with varying abilities and learning needs within the same classroom.

9. Lack of professional development: Teachers may not have access to ongoing professional development opportunities to enhance their own mathematical knowledge and teaching strategies.

10. Parental involvement: Teachers may face challenges in engaging parents and caregivers in supporting their children's mathematical learning at home.

There are several strategies that can be employed to address the common problems faced when teaching mathematics at school:

1. Differentiated instruction: Tailoring instruction to meet the diverse needs of students by providing varied learning activities, using different teaching methods, and offering additional support for struggling students.

2. Student-centered approach: Incorporating hands-on activities, group work, and real-world applications to engage students and make mathematics more relevant and interesting.

3. Professional development: Providing teachers with ongoing training and support to enhance their mathematical knowledge, teaching strategies, and classroom management skills.

4. Use of technology: Integrating technology, such as educational apps, online resources, and interactive whiteboards, to enhance instruction and provide additional learning opportunities for students.

5. Building conceptual understanding: Emphasizing the understanding of mathematical concepts through visual aids, manipulatives, and concrete examples to help students grasp abstract ideas.

6. Positive reinforcement: Encouraging a growth mindset and creating a supportive classroom environment that fosters a positive attitude towards mathematics and reduces math anxiety.

7. Parental involvement: Engaging parents and caregivers through regular communication, providing resources for supporting math learning at home, and involving them in school activities related to mathematics education.

8. Collaborative planning: Encouraging collaboration among teachers to share best practices, develop common assessments, and align instructional strategies to ensure continuity across grade levels.

9. Access to resources: Securing adequate resources such as manipulatives, textbooks, online tools, and supplementary materials to support effective mathematics instruction.

10. Formative assessment: Using ongoing formative assessment techniques to monitor student progress, identify areas of difficulty, and provide timely feedback to guide instruction and support student learning.

By implementing these strategies, schools can work towards addressing the challenges faced in teaching mathematics and create a more supportive and effective learning environment for students.

The effectiveness of instructors' discourse tactics for supporting students' learning and development has been the subject of some well-established research on teacher-student interactions in classrooms.

The efficacy of the intervention program on learning activities and social interaction was evaluated through interviews conducted with teachers and students in the targeted classes. Teachers and students in the focus group of each target class were questioned at the end of the project to find out how they felt it affected the way they worked. Teachers were also given frequent chances to report to researchers any changes they saw in students' speaking and listening skills.

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