

**TO DEVELOP STUDENTS' PROFESSIONAL UNDERSTANDING IN THE
PROCESS OF TEACHING MATHEMATICS**

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Annotation: *This article presents methodological forms of career guidance in mathematics education, aimed at developing students' professional understanding and increasing the effectiveness of mathematics education.*

Keywords: *mathematics, method, student, profession, interest, teaching, law, direction, activity, mastery.*

Vocational guidance of secondary school students is an annual activity throughout the school year, which explains to students the profession and specialization, types of professions, requirements for the profession and the profession. requires the performance of a number of tasks, such as carrying out their work. In grades 5-6, students are more interested in math, which is one of their young psychological states, and at the same time, they are more motivated to do math. During this time, most students in the class try to master math and eventually succeed. In grades 7-8, when mathematics is taught in Algebra and Geometry, a certain percentage of students' mastery decreases. This is due to a number of factors, including the age crisis and the complexity of the content of science. In the 9th grade, students begin to have problems with career choices, professional self-determination, the emergence of the first professional aspirations, the choice of the most suitable from different areas of work, the choice of subjects related to their profession. begins to understand. They are interested in where mathematical formulas and rules are used, they are looking for areas of application. For example, students ask, "Why do we need trigonometry?" will be asked. In grades 10-11, most students lose interest in math. The transition to the basic concepts of mathematics is explained by the fact that they become more complex. For example, limit, product, integral, etc. In fact, they do not understand that the purpose of teaching mathematics is to develop thinking. Each more complex topic helps to develop the student's mental capacity. Engaging students in math does not diminish their desire to learn math over the years. Therefore, it is necessary to teach mathematics in a professional way. Doing this over the years will help the student choose the right career and apply math to his or her career.

Career guidance in the teaching of mathematics is provided in the classroom and in extracurricular activities in mathematics.

Career guidance in math classroom work

- Explore mathematical concepts and laws in relation to professionals

- Use of mathematical professional problems

- Use of mathematical visual aids (tables ,hshs, models, various models) in mathematics

lessons related to professional fields.



Exploring mathematical concepts and laws in relation to the field of study requires fromial skills from a mathematics teacher. This requires the teacher not only to explore the theoretical part of mathematics, but also to connect it with the concepts of the field, depending on the scope of the subject, to carry out explanatory work, reflecting the possibilities and situations of application. It should be noted that the theoretical part of mathematics cannot be explored in part because of the work of professional orientation, because certain theoretical knowledge of mathematics can be the basis or used for other theoretical laws. That fact must be taken into account.

The use of mathematical professional meaningful issues is one of the effective means of professional orientation work. The solution of the problem of professional meaning can be determined by The Reader using mathematical laws, methods and methods, and in addition to the fact that this creates a certain concept of the student's profession, he directly understands the applications of mathematics. Especially in the school course of mathematics, supervisory work is organized by giving examples and issues in the usual case of pure mathematics “language”and, depending on their results, the knowledge of the students is assessed. It will be possible to determine not only their mathematical knowledge but also their respective competences by adding professional meaningful questions to the control questions that will be given to the students, avoiding the system of questions that exist in the same pattern, further increase the interest of the students and carry out the work of professional orientation by linking the applied.

The use of mathematical training-visual weapons (tables, graphs, layouts, various models), which are reflected in the mathematics lessons in their relevance to the professional sphere.

A special place is occupied by visual acuity in the armament of students with mathematical knowledge. The definition of graphs, tables and various forms of figures related to mathematics in the form of an incarnation of professional circumstances allows students to have mathematical knowledge on the one hand, while on the other hand, a certain cross-section is formed in relation to the profession on the other.

The work of directing students to the profession in the process of only one lesson is scarce, because, as already mentioned above, the work of directing students to the profession should be carried out every academic year. Therefore, it is worthwhile to organize vocational orientation work in extracurricular activities from mathematics.

Vocational orientation from mathematics to extracurricular activities

- Conversations about the application of mathematics in professional activities, in life, organization of extractions
- Establishing mathematical circle works which include mathematics and professional involvement
- Carry out propaganda work within the framework of the school mathematics science month, which opens the possibility of directing mathematics to the profession



Conversations about the application of mathematics in professional activities, in life, the organization of extractions involve the transfer of students either individually or with 20 students of the snif team. Students who have set a goal before their profession and now want to choose, try to know the degree to which mathematics is related from the teacher to the profession and to the chosen profession. Sometimes they also apply for professional interest. It will be necessary to establish separate conversations with them, to understand that mathematics is necessary in human life and professional activity to students.

Establishing mathematical circle works that embody the relevance of mathematics and the profession. In general secondary schools, circles are organized and usually they are conducted for students who are low self-mastering, high self-mastering, interested and preparing for the Olympiad. Mathematical circles, which embody their relevance to the profession, serve to formulate the students ' professional concepts. Bunda should be given by the teacher a system of questions that must be solved by mathematical formulas, methods that reflect the real situation, professional problems or professional concepts. Several issues that need to be addressed around a situation form the skills of solution when the students understand that all the solutions around the situation are interrelated. And this makes them realize that it is important to pay attention to all aspects surrounding a particular problematic situation.

Carry out propaganda work, which opens up the opportunity to direct mathematics to the profession within the framework of the school mathematics science month. Within the framework of the mathematics science month, there are mathematical visual stands with images for the profession, preparation of video games, holding various essay competitions, such as “mathematics and the profession of my choice”, “the role of mathematics in my future profession”, and at stage events in mathematics, organizing poetry, presentations or stage performances on various professional topics, such as “mathematics and art”, “

Systematic vocational orientation work carried out in the process of teaching mathematics will serve to ensure the successful implementation of the future professional choices of the students. Students are formed on the basis of professional orientation of mathematics in accordance with the requirement of state educational standards. As a result of the professional orientation work carried out by the mathematics teacher, a conscious independent professional choice is formed on the basis of the mathematical knowledge and skills acquired by the students.



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