

Make my homework

Do My Homework

Why is it important to focus on the development of competencies

Professional Teacher's Standard is:

tool for implementing the education strategy in a changing world,

tool improve the quality of education and the release of domestic education at the international level,

Objective teacher qualification meter,

Means for the selection of pedagogical frames in educational institutions,

The basis for the formation of an employment contract recording the relationship between the employee and the employer.

The standard registered a wide range of teacher's competencies - both general and special for different items - which will be submitted to control. The list of labor functions includes labor actions, the necessary knowledge and the necessary skills. The term of retraining, re-certification of education workers - 2017-2020.

ICT competency development

Among the necessary common-breeding skills, the ownership of ICT competences is indicated, which is still new for many teachers. Species marked:

Software ICT competence,

Competence of Boot ICT competence,

Subject-pedagogical ICT competence (reflecting the professional ICT competence of the respective field of human activity).

Develop this skill helps the use of digital educational resources. In particular, electronic forms of textbooks (EOR) - digital analogues of paper publications, complemented by multimedia and interactive components. A large selection of electronic resources is presented on the Lecta platform. There is also the largest catalog of electronic textbooks, among which are also offered to allowances for mathematics. You can spend their testing, using the action "5 textbooks for free."

Competences of the teacher in the educational process

The content of modern educational sets provides for a variety of forms of activity, and they comply with the competences prescribed in the standard.

Line UMK G.K.Maravina, O.V.Vigorous.Mathematics (5-6 classes)

Line Ukk G. K. Mauravina, K. S. Moravina, O. V. V. V.Algebra (7-9 classes)

Line UMK G.K.Muravina, K.S.Maravina, O.V.Vigorous.Algebra and start of mathematical analysis (10-11 classes, basic level)

Line Ukk G. K. Moravina.Algebra and began mathematical analysis (10-11 classes, an in-depth level)

Mathematics: algebra and began mathematical analysis, geometry.Algebra and beginning of mathematical analysis.Grade 11.In-depth level.Textbook

The textbook is included in the CMD in mathematics for the 10-11 classes studying the subject at the base level.The theoretical material is divided into mandatory and additional, the system of tasks is differentiated by the level of complexity, each chapter item is completed by control issues and tasks, and each chapter - home control work.The textbook includes project topics and made links to Internet resources.

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Labor actions that are performed by the presented CMC:

The formation of skills associated with information and communication technologies.

Formation of learning skills to apply the means of information and communication technologies in solving the task where it is effective.

Together with learning to create and use visual representations of mathematical objects and processes, drawing outline from hand on paper and a blackboard, using computer tools on the screen, building volumetric models manually and on a computer (using a 3D printer).

Some tasks in textbooks provides for working with a calculator and work with computer programs.They are marked with appropriate icons.Also in textbooks described how and what is needed by the use of ICT technologies.

To own forms and methods of training, including those who go beyond the training sessions: Project activities, laboratory experiments, field practice, etc.

Assistance in the preparation of students to participate in mathematical competitions, competitions, research projects, intellectual marathons, chess tournaments and student conferences.

The authors of the benefits took into account project activities and submitted topics for her. For example: "The origin of algebra", "Mathematics - the language of nature" (grade 7), "Blaise Pascal and his triangle", "The history of the appearance of square roots" (grade 8), "Static experiment in school", "Mathematics in my future profession" (Grade 9).

Ensure the assistance of students who did not master the necessary material (from the entire course of mathematics), in the form of a proposal of special tasks, individual consultations (including remote); Perform step-by-step control of the implementation of relevant tasks, if necessary, resorting to the help of other pedagogical workers, in particular the tutors.

The theoretical part of the textbooks and working notebooks includes the repetition of the main material necessary for further study of the subject, which helps to catch up. For example: Rules for the procedure for performing actions in expressions (grade 5), rules of comparing natural numbers, decimal fractions, integers, ordinary fractions (grade 9), etc.

Formation of universal training actions.

Formation of learning skills to use a given mathematical model, in particular, by the formula, geometric configuration, algorithm, to estimate the possible result of modeling (for example - calculations).

Analyze the proposed learning argument with the result: confirmation of its correctness or to find an error and analysis of the reasons for its occurrence; Help learning in self-localization of the error, its correction; Assistance in improving (generalization, reduction, clearer presentation) reasoning.

Formation of learning skills to check mathematical evidence, lead a refuting example.

A variety of tasks help the teacher work not only with the subject knowledge of the student, but also with meta-delta skills. In the process of performing such tasks as "finding the right statement", "formulate a rule", "select an example, refuting approval," fill the passages in sentences", the student is developing universal actions. Many tasks provide for the elaboration of algorithms.

Provide communicative and educational "inclusiveness" of all students to the educational process (in particular, an understanding of the formulation of the task, the main terminology, the general meaning of the discussion in the classroom).

Promoting the formation of students' positive emotions from mathematical activity, including from finding a mistake in its constructions as a source of improvement and a new understanding.

Maintaining a dialogue with a learning or group of students in the process of solving the problem, identifying dubious places, confirmation of the correctness of the decision.

In methodological manuals for textbooks, the authors offer surveys (with answers), themes for training dialogues, tasks for front-parsing (different levels of complexity) and other recommendations. The working notebooks provide questions for self-esteem.

Thus, in the process of using textbooks, the teacher follows educational standards and develops its own competences, topical in the current teaching system.

See also webinars in CMK G.K.Maravina and O.V.Chairman:

Project activities in learning mathematics

Rational techniques for calculations

Formation of financial literacy in the course of class 7-9 algebra

Algebra.8th grade.Workbook (with test tasks of the USE).Part 1

This workbook (part 1) corresponds to the material of chapters 1 and 2 of the textbook and is intended to perform practical tasks that will help students learn learning material.Contains control tasks in the EGE format to chapters 1 and 2 textbooks.

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