

IMPLEMENTATION INTERAKTIVE METHODS OF TEACHING MATHEMATICS

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Interactive teaching is a form of organization of cognitive activity that has a specific prescribed purpose - to create a comfortable learning environment in which every student will feels his need, will discover his abilities and demonstrate proficiency in the subject, to feel confidence.

During interactive teaching learning process is carried out by continuous active participation of all students. Interactive teaching requires each student's the ability to communicate with one another, to think, to make decisions. Depending on the interactive forms student learns to process information, make reference circuits, algorithms and notes, imparting his knowledge to others, express his opinions, solve a variety of different levels and make the task to evaluate his own work and his other students.

Learning mathematics is also of great importance to the scientific perception of the world, to develop creative, intellectually developed person. The modern educational system of mathematics education requires improving the methods of teaching mathematics. You must provide the student store of knowledge through interaction with the teacher, with other students, with the group, while interest in employment and increase its effectiveness . Therefore, we believe that the subject of our research to date is relevant.

Objective: to identify and justify the use of interactive teaching methods in the classroom for math in high school I and II accreditation levels, improve and enhance teaching and learning of students.

At various stages of the study, the following methods:

- Theoretical - analysis of psychological and educational research literature on the subject of research to uncover the concepts of "interactive teaching", "interactive methods", classification and systematization of theoretical and experimental data, analysis and synthesis of interactive methods in terms of the feasibility of their use in the educational process.

- Empirical - methods of mass gathering information (surveys, tests, interviews, pedagogical supervision), which contributed to the study of the problem; pedagogical experiment.

- Methods of processing the results of research - comparative methods, quantitative and qualitative analysis.

After analyzing a number of scientific and technical literature, my own experience of teaching mathematics, experience of colleagues, we concluded that the introduction of interactive teaching methods helps to activate learning, positive impact on various areas of future professionals, provides a high level of communicative activities in the performance of tasks forms the collective skills of cooperation makes it possible to combine theoretical knowledge with practical activities.

The introduction in the educational process, particularly in teaching Mathematics interactive teaching methods contributes to a culture of debate, the ability to make joint decisions, the ability to communicate, to report. Interactive teaching methods also allow students to act as authors, creators, raise the level of practical knowledge of the material forming the skills of self-employment, provide non-standard lessons, and make creative, fun, exciting and effective lessons.

As the results of the study, it is appropriate for classroom use in mathematics interactive methods such as "Brainstorm", "Circle of ideas", "Troubleshooting", "Find Error", "Finish this sentence", work in groups, pairs.

After the introduction of interactive methods can state the following changes: deepened motivation, increased activation in the classroom, students have acquired cultural debate, evolved the ability to make joint decisions, improved ability to communicate, report, has changed the level of perception - it became personal meaning, rather than "learn", "remember" has become "consider", "apply", has changed the main level of mental operations - analysis, synthesis, generalization, abstraction.

Interactive methods of making the educational process varied, interesting and effective and the most useful in this study is that students begin to like Mathematics.