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CONTINUITY OF MATHEMATICAL TRAINING "SCHOOL - UNIVERSITY"

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Abstract: the article discusses the process of implementing continuity in teaching mathematics at school and at the university.

Keywords: continuity, mathematical training, school, university, continuous mathematical education, humanitarian orientation.

"Live and learn" today, this saying is more relevant than ever. The modern picture of the world requires continuity in education, i.e. Education does not end with graduation from school and university, but continues throughout a person's life. At the same time, as we understand that teaching mathematics at school, and then at the university, is a complex and multi-level process that consists of a number of stages.

To ensure the integrity, continuity of the educational process within a certain subject, conditions are necessary that allow for a close, organic internal connection between these stages, such as the efficiency of mastering knowledge, skills and the way they are applied. As a result, one of the essential components of successful learning is the implementation of continuity.

Works of N. L. Berezovich, A. P. Smantser, V. L. Matrosov, I. I. Melnikov, A. G. Mordkovich, G. L. Lukankin, Yu. V. Sidorov, V. A. Testov, G G. Khamova, M. I. Shabunina and others are devoted to the disclosure of the problems of the variability of school and university mathematical education.

Works of N. L. Berezovich, A. P. Smantser, V. L. Matrosov, I. I. Melnikov, A. G. Mordkovich, G. L. Lukankin, Yu. V. Sidorov, V. A. Testov, G G. Khamova, M. I. Shabunina and others are devoted to the excitation of the problems of the variability of school and university mathematical education. Most of them emphasize that the basis for successful teaching of mathematics to schoolchildren and students is modern continuous mathematical education, i.e. continuity in the content of mathematical education, in the forms of organization and teaching methods, as well as between the school and the university, the interaction must necessarily be mutual and smoothly move from one level of mathematical training to another.

In pedagogical processes and phenomena, the process of continuity is understood as a natural and conscious transition from the old to the new, and if dialectical contradictions arise, they are resolved through the organized interaction of the relevant components.

With continuity in training, it is necessary to take into account the goals of training, content, forms of organization and methodological techniques. At each stage, the learning objectives are subordinated to the ultimate goal of teaching a given discipline and education in general, and also reflect what should be obtained as a result, provided that the process continues in this complex for several years of study. And the results obtained at this stage are the input for the next stage. Thus, we get the target continuity of the educational process.

Recently, when conducting research, great preference is given to a humanitarian orientation aimed at the individual, i.e. on education through mathematics, on the general intellectual and cultural development of a person, is built on absolute respect for the interests, inclinations and inclinations of a person. This approach involves taking into account the interests and inclinations of all students, including those for whom the study of mathematics is an interesting and productive field of activity that creates prospects for a personal future.

Solving questions about the content, content, technological and psychological continuity will increase the effectiveness of training in the system of stable education. So the psychological component of the continuity of the removed mental illness of the adaptive "transitional" periods, namely the school transition - from elementary school to secondary school and the adaptation of first-year students in teaching mathematics.

In addition, continuity in teaching also contains continuity in the content of the material being studied, i.e. continuous development of subject-content material included in the creation of the general logic of the course deployment as a whole, namely at each stage of the study of the subject at a higher level due to the expansion and deepening of topics for study, propaedeutic, the use of studies of concentricity and cyclicity in the content of scientific articles and interdisciplinary connections. For example, the topic "Set", studied throughout the entire school course, from grades 1 to 11 inclusive, is a mandatory topic when studying mathematics for any direction at a university and is considered in more depth.

The interaction of means, forms and teaching methods used at different levels of the educational ladder characterizes the requirements for the knowledge and skills of students at each stage of education, as well as the forms and methods of explaining new material and expresses technological continuity.

When studying mathematics at different levels of education at school, technological continuity is determined by the same approaches in explaining new material - from the inductive to the deductive method of introducing a new concept and their combination, and in the university course, mainly - by the deductive method.

As we know, the main form of education at school is a lesson, which includes both the study of new material, and its consolidation, as well as control, and the main system of education at a university is lecture-seminar, which implies a clear division: the study of new material lectures and its consolidation in practical, seminar or laboratory classes. As a result, such a change in the distribution of the load causes great difficulty for students, most of whom are not accustomed to working independently, and one of the main tasks of a higher education teacher is to teach students to work independently with lecture notes in preparation for practical or laboratory classes.

Thus, the university acts as a creative source and an informal organizer in the possible expansion and deepening of school teaching of mathematics (including through the publication of the necessary methodological materials for the school, manuals on elementary mathematics and the basics of higher mathematics), as well as

in the training of specialists capable of develop customized, flexible and timely solutions in a rapidly changing world.

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