

**USING THE CAPABILITIES OF SPECIAL COMPUTER
PROGRAMS IN TEACHING PERCENTAGES**

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Modern computer technologies offer great opportunities for the development of the educational process. Today, drawings, tables and drawings are available in very good quality. Today, information technologies can serve as a means of cognition in lessons in various classes, they contribute to the development of motivation, communication abilities, skills formation and open the way to the development of information literacy. Multimedia affects human nature even more. Obviously, a computer cannot emphasize a person's place, their reciprocity. It can only support their desire for access to new resources and is convenient for use in educational situations.

Multimedia such as slide, presentation, video clip or video presentation have been available for many years. Today, a computer can create conditions for full-fledged processing of materials, which is convenient for classes. The use of visual teaching aids in the classroom has an impact on the observation, attention, attention, thinking and speech of students. The greatest opportunities in this direction are provided by modern computer technologies.

In comparison with simple technical means, computer technology training not only provides the lesson with a large pre-selected volume of ready-made materials, but also allows you to develop students intellectually and creatively.

The use of computer technologies in school is directly related to how they were introduced into the educational process at the beginning. In general, at school, this event can be held in the following stages: creating a media library on mathematics at school. Distribution of disks to schoolchildren, which can be used as a reference tool on the subject.

Determining the content of the lesson by considering ready-made samples of lessons, which are currently considered the most numerous. Of course, it is desirable that the media library be located in a mathematics room equipped with a computer and a multimedia projector[1].

The conclusion here is as follows: no matter how difficult and boring the topic of the lesson is, it will be interesting for the student if the material is presented on the screen in color and using sound capabilities. Master the technology of preparing slides with rollers for the lesson by the teacher. Of course, the simplest for him is the PowerPoint environment. If you have experience, making a presentation for the lesson is very easy, very convenient. Even if the teacher is free from drawing a special drawing for the lesson, this will save time, and then showing the drawing from the screen will have a different effect on the student than the drawing drawn with chalk on the blackboard. Such a drawing will be large, straight, beautiful and clear. It is better to explain the lesson with such drawings. It is also very convenient to use animated slides to explain the lesson. Highlighting which element or object needs to be paid attention to, displaying the necessary information after a predetermined time is a great help to the teacher. When writing a mathematical dictation, you can add sound [2]. Information technologies and special programs can be used in mathematics lessons in the following cases:

-- To present the topic. The topic of the lesson is shown on the slide and the key stages of the analyzed problems are briefly described.

-In addition to the materials explained by the teacher. Usually, each teacher, for their own convenience, prepares multimedia abstracts on a specific lesson, which includes a short text, basic formulas, drawings, drawings, and video frames. When explaining a new topic using video clips, you can show the main points of the topic. Certain definitions and drawings appear on the screen,

and students can copy them into their notebooks, and a large amount of materials is provided, even if the teacher does not spend time repeating them. The demonstration of such videos (in this case, writing a synopsis on this topic) is carried out through a single computer.

As an information and teaching tool. The main emphasis in learning is now left to the child himself, the main activity of searching and processing information. In this case, the teacher acts as an organizer of the educational process, a leader in the independent activities of students, helping and supporting them. The use of computer testing to control Knowledge increases the effectiveness of the educational process, activates the cognitive activity of the student.

The combined use of multimedia presentations and workbooks should be the focus of attention. The subject of percentages is considered one of the most complex topics in mathematics. Most students are very bored when they write reports on the topic "percentage". And knowledge of the concept of "percentage" and the ability to solve related problems is absolutely necessary not only in mathematics, but also in everyday life. The Applied Value of "percentage" also deals with the economic, financial, demographic, and other aspects of everyday life.

In the lessons of using ICT on percentage topics, as in other lessons, the teacher will have to solve the following tasks: - didactic (preparation of educational material of the lesson, analysis of the computer program); - methodological (determination of methods of using ICT in the assignment of the topic, analysis of the results of the lesson, setting the following educational goals); - organizational (organization of work in such a way as to avoid overloading the student and inefficient spending of time); - training (strengthening and consolidating students' knowledge on the topic under consideration and skills and abilities in the proposed program).

The effectiveness of classes largely depends on the safety and optimal order of use of technical training tools.

Therefore, it is necessary to take into account the duration of the use of technical means. The combination of information technologies and innovative pedagogical methods will improve the quality and effectiveness of Education, improving the compliance of the education system with the level and features of the development of students, which is one of the main principles of state policy in the field of education.

References

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THEORETICAL FOUNDATIONS OF USING THE POSSIBILITIES OF INFORMATION TECHNOLOGIES IN MATHEMATICS LESSONS

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The purpose of using a computer in a math lesson is to develop an interdisciplinary relationship between mathematics and computer science, develop computer literacy, and develop the student's self-study skills in the classroom. The use of ICT in mathematics lessons allows the teacher to save time on teaching materials due to visibility, test students' knowledge in an interactive mode, develop intelligence, and improve the student's information culture.

The concept of using information technologies means using various computer programs and technical means and making them as effective as possible for use. Multimedia technologies can be considered as an explanatory and illustrative method of teaching, which is used to convey educational material to students through the use of vision and to make their perception more productive. The use of multimedia technologies in the classroom does not radically change the structure of the lesson. In the structure of the lesson, all the main stages are preserved for a long