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The Introduction of the Singapore Methodology in Mathematics Lessons in Order to Prepare Primary School Students for International Tests

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ABSTRACT

The article will talk about the introduction of the Singapore methodology in mathematics lessons to prepare primary school students for interethnic tests. Research methodologies were widely used to cover the topic of the article.

KEYWORDS: cognitive, education, students, speech, "Singapore" teaching methodology, modern education, lesson education.

It's no secret that the modern education system and its constant changes require teachers to be very flexible and able to use new tools in their work. As quickly as the world has been changing lately, the forms of work in the classroom are also changing. Considering the main provisions of educational standards, we will read that along with the results of the educational process, the lesson should provide socialization, the development of cognitive, emotional and volitional spheres of students, the development of the rules of speech behavior, the formation of a friendly attitude and tolerance to each other. The teacher should focus on the interaction of students with each other so that each of them becomes an active participant in the educational process in a comfortable environment.

New educational priorities are pushing teachers to search for and implement modern teaching technologies in schools that help achieve more tangible learning and upbringing results. There is a technique that allows the teacher to involve all students in the classroom in the learning process and achieve maximum efficiency of this process.

We are talking about the so-called "Singapore" teaching methodology.

The methodology is based on the corporate training system of Dr. Spencer Kagan, a former Soviet and now American specialist. Also, the methodology is based on the ideas of the famous Russian psychologist Lev Semenovich Vygotsky and Soviet teachers Vasily Vasilyevich Davydov and Danil Borisovich Elkonin;

A modern lesson on the Singapore methodology is:

- A lesson in which an individual approach is carried out to each student.
- A lesson containing different types of activities.

- A lesson where the student is comfortable.
- A lesson in which the activity stimulates the development of cognitive activity of the student.
- The lesson develops creative thinking in children.
- The lesson educates a thinking intellectual student.
- The lesson involves cooperation, mutual understanding, an atmosphere of joy and passion.

Thus, using the teaching structures of the Singapore teaching methodology in mathematics lessons, students' motivation for the subject under study increases. Which leads to a more effective mastering of the educational program by students on the subject.

Description of the Singapore methodology

The class is divided into groups of 4 people, each group is a cohesive team equipped with working materials: paper, notebooks, pens, etc. Teams receive tasks and perform it noisily in their environment. At a signal, the team changes quickly, groups are mixed and new teams (fours or pairs) are formed. A question or a new task is given, children actively exchange information and skills in a limited time. There are no bored students in such lessons.

At the teacher's signal "stop!" self-study stops and the teacher begins summing up the overall results.

For a better study of the material in mathematics lessons, I use thirteen structures, but in fact there are several dozen of them.

Structures:

1. MANAGE MAT – classroom management, distribution of students in one team of 4 people: who is sitting next to, and who is opposite, as an opponent, how to communicate with them.
2. HIGH FIVE – concentration of attention on the raised palm of the teacher as a signal for the beginning of the lesson or assignment.
3. KLOK BADDIS – "friends in time", the performance of a specific task by a group for a specific time, since after the signal, the composition of the team will change.
4. TECH OF TOUCH DOWN – "get up and sit down" – the structure of getting to know the class and getting information. When students get up to answer a question as a positive answer, those who disagree continue to sit.
5. JOT TOAST – "write down a thought" - prompt execution of the task in writing, saying it out loud. Immediately after the analysis of the results.
6. TICK – TOCK – TOE – the development of critical and creative thinking in children in the task of making a sentence with mandatory words in the scheme. Words are perfectly replaced by numbers, for example.
7. STEP ZE CLASS – "mix the class" - students are allowed to roam freely around the classroom to collect maximum thoughts and answers on their list. After the mandatory general analysis.

8. CONERS – the distribution of students in the corners of the class according to their chosen options.
9. SIMALTINIUSS ROUND TABLE is a structure in which all four members of the group perform written tasks, and at the end they pass them around to a neighbor for verification.
10. QUIZ-QUIZ-TRADE – "survey – survey – exchange cards" - students check each other and teach according to the studied material.
11. TIME TRIAL of PEA SHEA – two participants exchange complete answers on the task by time.
12. PEA SHEA MIX is an arbitrary mixing of the class to the music, forming a random pair when the music ends, and discussing the topic in short answers (RELLY ROBIN) or in full.
13. MIX FRIEZE GROUP – mixing students to music, when it stops, they freeze and create groups, the number of which depends on the answer to the question asked.
14. Warm-up time - the TIM CHEER structure is a fun exercise to lift the mood and spirit, a chant. Inhale, shake off, and smile.

Achievements of Singapore structures

Many teachers are faced with a lack of interest in reading and creativity among modern schoolchildren, and this is the most powerful tool in gaining knowledge on the subject and the multilateral development of abilities. Singapore's technology of teaching in the classroom increases the variety of forms and means that enhance and stimulate any, including creative, activity of students.

The use of progressive learning structures allows you to rethink the learning process in a new way and direct training towards group and pair forms of work with students.

The techniques of the Singapore methodology are as follows: the team is divided into groups or pairs and studies a small proportion of the material independently. Each student periodically tries on the role of a teacher, explaining the essence of the issue to his neighbor in his own words, and vice versa. And the teacher carries out the so-called "included control": listening to one of the representatives of the micro group in turn, evaluates them, corrects, helps and directs.

The Singapore training system has a lot of advantages:

1. About half of the children in the class learn to speak and hear at the same time, correct other people's mistakes, thus consolidating, correcting and supplementing their knowledge.
2. The activity of each student in the process increases dramatically, especially in the "teacher" function.
3. Each student finds himself in the center of the question, he needs to communicate in order to teach a friend what you know yourself, thereby creating a positive attitude to the learning process.
4. Education for every child, without exception, becomes interesting and effective, and the quality of knowledge on the subject increases significantly.
5. Students develop communicative qualities, creative thinking, they learn to cooperate, criticize and accept criticism.

6. Any lesson becomes like an exciting and intense game and carries only positive emotions.

In order for our students to really become successful, we need to teach them the skills of effective communication, cooperation and teamwork. They also need to master the skills of critical and creative thinking to find solutions to the problems they will have to face in a world unlike ours. Lessons should be aimed at this. When working in groups, when they move around, everyone is involved in this process, they have fun and the information is easy to remember. Teaching by this method boils down to a kind of game in which everyone takes part.

The application of the Singapore methodology in math lessons in the 6th grade began in the second quarter, before that, preparatory explanatory work was conducted with the children.

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