

RU

## Содержательные основы подготовки будущего учителя математики к формированию математической грамотности учащихся основной школы

Бычков А. В.

**Аннотация.** Цель исследования – выявить содержание математической грамотности учащихся для определения содержательных основ методической подготовки будущего учителя математики. В статье рассмотрено понятие математической грамотности в контексте формирования функциональной грамотности учащихся основной школы. Проведен анализ структуры математической грамотности и исследований, посвященных вопросам формирования содержания отдельных ее компонентов. Показано, что в отечественных исследованиях не сложилось единого подхода к определению набора действий, которым необходимо обучать школьников при выполнении ими этапа формализации ситуации, представленной на естественном языке, и интерпретации полученного результата при решении практико-ориентированных задач. На основе анализа инструментария международного исследования PISA и работ отечественных исследователей составлен перечень действий, целенаправленное обучение которым позволит подготовить будущего учителя математики к формированию у учащихся умений по построению математической модели и интерпретации полученных результатов в процессе решения практико-ориентированных задач. Научная новизна исследования заключается в обосновании необходимости включения в содержание методической подготовки будущего учителя математики специальных действий, лежащих в основе этапов формализации ситуации, представленной на естественном языке, и интерпретации полученных результатов в ходе решения практико-ориентированных задач, с целью формирования математической грамотности учащихся. В результате показана связь между некоторыми специфическими действиями, необходимыми для осуществления этапа формализации ситуации, представленной на естественном языке, и коммуникативными, учебными и информационными умениями, определяющими функциональную грамотность учащихся основной школы.

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## Substantive Foundations of Future Mathematics Teachers' Training for Mathematical Literacy Formation in Primary School Students

Bychkov A. V.

**Abstract.** The study aims to identify the content of students' mathematical literacy in order to determine the substantive foundations of future mathematics teachers' methodological training. The paper considers the notion of mathematical literacy in the context of functional literacy formation in primary school students. The author analyses the structure of mathematical literacy and research papers addressing the formation of the content of its individual components. The work shows that in Russian studies, there is no unified approach to determining the set of actions that need to be taught to schoolchildren when they operate at the stage of formalisation of a situation presented in a natural language and interpretation of the result obtained in the process of solving practice-oriented tasks. Having analysed the toolkit of the international PISA study and papers by Russian researchers, the author has compiled a list of actions targeted training of which will prepare future mathematics teachers for the formation of students' skills in building a mathematical model and interpreting the results obtained in the process of solving practice-oriented tasks. Scientific novelty of the study lies in providing rationale for the need to include in the content of future mathematics teachers' methodological training special actions underlying the stages of formalisation of a situation presented in a natural language and interpretation of the results obtained in the course of solving practice-oriented tasks with the purpose of forming students' mathematical literacy. As a result, the relationship between certain specific actions necessary for the implementation of the stage of formalisation of a situation presented in a natural language and communicative, educational and informational skills that determine primary school students' functional literacy has been shown.

# Mathematics For Elementary School Children A Foundation For The Future

**Center for Science, Mathematics, and  
Engineering Education, National  
Council of Teachers of Mathematics  
and Mathematical Sciences Education  
Board, National Research Council**

## **Mathematics For Elementary School Children A Foundation For The Future:**

Teaching Mathematics to Elementary School Children Douglas E. Cruikshank, Linda Jensen Sheffield, 1988-01-01

**Foundations for the Future in Mathematics Education** Richard A. Lesh, Eric Hamilton, James J. Kaput, 2020-10-07

The central question addressed in *Foundations for the Future in Mathematics Education* is this: What kind of understandings and abilities should be emphasized to decrease mismatches between the narrow band of mathematical understandings and abilities that are emphasized in mathematics classrooms and tests and those that are needed for success beyond school in the 21st century? This is an urgent question. In fields ranging from aeronautical engineering to agriculture and from biotechnologies to business administration, outside advisors to future-oriented university programs increasingly emphasize the fact that beyond school the nature of problem-solving activities has changed dramatically during the past twenty years as powerful tools for computation, conceptualization, and communication have led to fundamental changes in the levels and types of mathematical understandings and abilities that are needed for success in such fields. For K-12 students and teachers, questions about the changing nature of mathematics and mathematical thinking beyond school might be rephrased to ask: If the goal is to create a mathematics curriculum that will be adequate to prepare students for informed citizenship as well as preparing them for career opportunities in learning organizations in knowledge economies in an age of increasing globalization, how should traditional conceptions of the 3Rs be extended or reconceived? Overall, this book suggests that it is not enough to simply make incremental changes in the existing curriculum whose traditions developed out of the needs of industrial societies. The authors, beyond simply stating conclusions from their research, use results from it to describe promising directions for a research agenda related to this question. The volume is organized in three sections. Part I focuses on naturalistic observations aimed at clarifying what kind of mathematical thinking people really do when they are engaged in real-life problem-solving or decision-making situations beyond school. Part II shifts attention toward changes that have occurred in kinds of elementary but powerful mathematical concepts, topics, and tools that have evolved recently and that could replace past notions of basics by providing new foundations for the future. This section also initiates discussions about what it means to understand the preceding ideas and abilities. Part III extends these discussions about meaning and understanding and emphasizes teaching experiments aimed at investigating how instructional activities can be designed to facilitate the development of the preceding ideas and abilities. *Foundations for the Future in Mathematics Education* is an essential reference for researchers, curriculum developers, assessment experts, and teacher educators across the fields of mathematics and science education.

**Helping Children with Mathematics** James Riley, Marge Eberts, Peggy Gisler, 1995-08 Educational resource for teachers, parents, and kids

*Future Curricular Trends in School Algebra And Geometry* Zalman Usiskin, Kathleen Andersen, Nicole Zotto, 2010-06-01 This volume contains papers from the Second International Curriculum Conference sponsored by the Center for the Study of Mathematics Curriculum (CSMC). The intended

audience includes policy makers curriculum developers researchers teachers teacher trainers and anyone else interested in school mathematics curricula     **The Challenge of Excellence** Stan Bailey,Eddie J. Braggett,Maureen Robinson,1990

*The Publishers' Trade List Annual* ,1991     *Foundations of Embodied Learning* Mitchell J. Nathan,2021-09-27

*Foundations of Embodied Learning* advances learning instruction and the design of educational technologies by rethinking the learner as an integrated system of mind body and environment Body based processes direct physical social and environmental interactions are constantly mediating intellectual performance sensory stimulation communication abilities and other conditions of learning This book s coherent evidence based framework articulates principles of grounded and embodied learning for design and its implications for curriculum classroom instruction and student formative and summative assessment for scholars and graduate students of educational psychology instructional design and technology cognitive science the learning sciences and beyond     **Scholarship and Loan Program.85-2** United States. Congress. House

Education and Labor,1958     **Development of Mathematical Cognition** Daniel B. Berch,David C. Geary,Kathleen Mann Koepke,2015-10-03 *Development of Mathematical Cognition Neural Substrates and Genetic Influences* reviews advances in extant imaging modalities and the application of brain stimulation techniques for improving mathematical learning It goes on to explore the role genetics and environmental influences have in the development of math abilities and disabilities Focusing on the neural substrates and genetic factors associated with both the typical and atypical development of mathematical thinking and learning this second volume in the *Mathematical Cognition and Learning* series integrates the latest in innovative measures and methodological advances from the top researchers in the field Provides details about new progress made in the study of neural correlates of numerical and arithmetic cognition Addresses recent work in quantitative and molecular genetics Works to improve instruction in numerical arithmetical and algebraic thinking and learning Informs policy to help increase the level of mathematical proficiency among the general public     100 Innovative Ideas for Florida's Future

Marco Rubio,2006-11-01 The 100 ideas contained in this book reflect the thoughts of thousands of Floridians who have taken the time to offer their personal insights into what it will take to preserve the state s legacy of opportunity This book is a written commitment that will detail Florida s vision for the future and how to make it a reality 100 Innovative Ideas for Florida s Future shows how every Floridian can enjoy freedom opportunity and the pursuit of happiness and leave for their children a better life than their own

**Research in Education** ,1969     **Resources in Education** ,2000     *Scholarship and Loan Program* United States. Congress. House. Committee on Education and Labor. Subcommittee on Special Education,1958     *The Nature and Role of Algebra in the K-14 Curriculum* Center for Science, Mathematics, and Engineering Education,National Council of Teachers of Mathematics and Mathematical Sciences Education Board,National Research Council,1998-10-07 With the 1989 release of *Everybody Counts* by the Mathematical Sciences Education Board MSEB of the National Research Council and the *Curriculum and Evaluation Standards for School Mathematics* by the

National Council of Teachers of Mathematics NCTM the standards movement in K 12 education was launched Since that time the MSEB and the NCTM have remained committed to deepening the public debate discourse and understanding of the principles and implications of standards based reform One of the main tenets in the NCTM Standards is commitment to providing high quality mathematical experiences to all students Another feature of the Standards is emphasis on development of specific mathematical topics across the grades In particular the Standards emphasize the importance of algebraic thinking as an essential strand in the elementary school curriculum Issues related to school algebra are pivotal in many ways Traditionally algebra in high school or earlier has been considered a gatekeeper critical to participation in postsecondary education especially for minority students Yet as traditionally taught first year algebra courses have been characterized as an unmitigated disaster for most students There have been many shifts in the algebra curriculum in schools within recent years Some of these have been successful first steps in increasing enrollment in algebra and in broadening the scope of the algebra curriculum Others have compounded existing problems Algebra is not yet conceived of as a K 14 subject Issues of opportunity and equity persist Because there is no one answer to the dilemma of how to deal with algebra making progress requires sustained dialogue experimentation reflection and communication of ideas and practices at both the local and national levels As an initial step in moving from national level dialogue and speculations to concerted local and state level work on the role of algebra in the curriculum the MSEB and the NCTM co sponsored a national symposium The Nature and Role of Algebra in the K 14 Curriculum on May 27 and 28 1997 at the National Academy of Sciences in Washington D C

The Nature and Role of Algebra in the K-14 Curriculum National Research Council, National Council of Teachers of Mathematics and Mathematical Sciences Education Board, Center for Science, Mathematics, and Engineering Education, 1998-10-23 With the 1989 release of Everybody Counts by the Mathematical Sciences Education Board MSEB of the National Research Council and the Curriculum and Evaluation Standards for School Mathematics by the National Council of Teachers of Mathematics NCTM the standards movement in K 12 education was launched Since that time the MSEB and the NCTM have remained committed to deepening the public debate discourse and understanding of the principles and implications of standards based reform One of the main tenets in the NCTM Standards is commitment to providing high quality mathematical experiences to all students Another feature of the Standards is emphasis on development of specific mathematical topics across the grades In particular the Standards emphasize the importance of algebraic thinking as an essential strand in the elementary school curriculum Issues related to school algebra are pivotal in many ways Traditionally algebra in high school or earlier has been considered a gatekeeper critical to participation in postsecondary education especially for minority students Yet as traditionally taught first year algebra courses have been characterized as an unmitigated disaster for most students There have been many shifts in the algebra curriculum in schools within recent years Some of these have been successful first steps in increasing enrollment in algebra and in broadening the scope of the algebra

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**Fueling the High Tech Workforce with Math and Science Education** United States. Congress. House. Committee on Science,2004 **Scholarship and Loan Program** United States. Congress. House. Committee on Education and Labor,1958 **Sixteen Trends, Their Profound Impact on Our Future** Gary Marx,2006 Sixteen Trends Their Profound Impact on Our Future Highlighting key factors which are destined to reshape the world Marx is quick to identify how each of these trends will influence educational policy in various ways With improving academic achievement for ALL students as the main goal Sixteen Trends provides an enlightened look into the learning processes of the children of tomorrow Some of the many issues discussed within its contents include the shift in population demographics and its role in life long learning the need for school curriculum and practices to reflect the dawning of the information age the importance of equilibrium and acceptance of divergent viewpoints in preparing for emerging generations how continuous improvement will replace quick fixes and challenge the status quo theory of education why the globalization of politics and the economy today will mandate the need for interdependence in educational practice When asked about the importance of his book Sixteen Trends author Gary Marx states Linear goals are not enough Looking at tomorrow and seeing it only as a little bit more or a little bit less of today just won t cut it as we move into the future Surrounded by a world filled with discontinuities we desperately need to set at least a few audacious goals the kind that took us to the moon and planets reduced computers from a dozen racks of equipment to a single hand held device and envisioned educational opportunity for all Much of what happens as we break ground on the future will come at us out of the blue We are in a constant unrelenting and exciting race to lay the groundwork for an even brighter future for our children and ourselves We at ERS are pleased to bring you the latest in Marx s groundbreaking series According to ERS President Dr John Forsyth Gary Marx s work provides an impetus for our educational community The ability for ERS to share the information contained within Sixteen Trends is a positive and progressive step in ensuring that we are well prepared in today s educational system for what the future holds

**Congressional Record** United States. Congress,2004 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873 The

School World ,1908

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