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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.

EN

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

**Douglas E. Cruikshank, Linda Jensen
Sheffield**



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

Education and Research for the Future D. N. P. Murthy,N. W. Page,2023-05-13 This book takes a fresh look at the fundamental character of education its history interaction with society purpose changing focus over time and interactions with technology It surveys the role of research in increasing the body of knowledge leading to new technologies that have helped serve the needs of humankind In our lifetime there have been profound changes to the world we live in the technologies used the problems we struggle with and the education systems intended to prepare this and following generations for the future Many of the problems we face now are more complex than in earlier times requiring broadly based approaches our traditional silo specialisations are ill prepared to deal with They involve technologies whose range of positive and negative effects are not well understood Many of these problems are global in nature and can no longer be treated just as local issues Our current approach to education does not adequately prepare us to tackle these problems New approaches to education are needed to prepare us for the changes that are to come The future of our planet our civilisation our community and our economy depend on it This book proposes changes that will better prepare us for this future

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 **Resources in Education** ,2000 **Scholarship and Loan Program** United States. Congress. House. Committee on Education and Labor. Subcommittee on Special Education,1958 **Scholarship and Loan Program** United States. Congress. House. Committee on Education and Labor,1958 **Research in Education** ,1973 **The Encyclopedia of Middle Grades Education (2nd ed.)** Steven B. Mertens,Micki M. Caskey,Nancy Flowers,2016-08-01 The second edition of The Encyclopedia of Middle Grades Education has been revised updated and expanded since its original publication in 2005 The Encyclopedia is a comprehensive overview of the field it contains alphabetically organized entries that address important concepts ideas terms people organizations publications and research studies specifically related to middle grades education This edition contains over 210 entries from nearly 160 expert contributors this is a 25% increase in the number of entries over the first edition The Encyclopedia is aimed at a general audience including undergraduate students in middle level teacher preparation programs graduate students higher education faculty and practitioners and administrators The comprehensive list of entries are comprised of both short entries 500 words and longer entries 2000 words A significant number of entries appearing in the first edition have been revised and updated Citations and references are provided for each entry *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 **Fueling the High Tech Workforce with Math and Science Education** United States. Congress. House. Committee on Science,2004 Second Handbook of Research on Mathematics Teaching and Learning Frank K. Lester,2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community s willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research fi ndings might be for those outside their immediate community **Aerospace America** ,2001 Building foundations: How neighborhood social and built environment factors impact

children's learning Parisa Parsafar, Brett Miller, 2024-01-25

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Table of Contents Mathematics For Elementary School Children A Foundation For The Future

1. Understanding the eBook Mathematics For Elementary School Children A Foundation For The Future
 - The Rise of Digital Reading Mathematics For Elementary School Children A Foundation For The Future
 - Advantages of eBooks Over Traditional Books
2. Identifying Mathematics For Elementary School Children A Foundation For The Future
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Mathematics For Elementary School Children A Foundation For The Future
 - User-Friendly Interface
4. Exploring eBook Recommendations from Mathematics For Elementary School Children A Foundation For The Future
 - Personalized Recommendations
 - Mathematics For Elementary School Children A Foundation For The Future User Reviews and Ratings
 - Mathematics For Elementary School Children A Foundation For The Future and Bestseller Lists
5. Accessing Mathematics For Elementary School Children A Foundation For The Future Free and Paid eBooks
 - Mathematics For Elementary School Children A Foundation For The Future Public Domain eBooks
 - Mathematics For Elementary School Children A Foundation For The Future eBook Subscription Services
 - Mathematics For Elementary School Children A Foundation For The Future Budget-Friendly Options
6. Navigating Mathematics For Elementary School Children A Foundation For The Future eBook Formats

- ePub, PDF, MOBI, and More
 - Mathematics For Elementary School Children A Foundation For The Future Compatibility with Devices
 - Mathematics For Elementary School Children A Foundation For The Future Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Mathematics For Elementary School Children A Foundation For The Future
 - Highlighting and Note-Taking Mathematics For Elementary School Children A Foundation For The Future
 - Interactive Elements Mathematics For Elementary School Children A Foundation For The Future
 8. Staying Engaged with Mathematics For Elementary School Children A Foundation For The Future
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Mathematics For Elementary School Children A Foundation For The Future
 9. Balancing eBooks and Physical Books Mathematics For Elementary School Children A Foundation For The Future
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Mathematics For Elementary School Children A Foundation For The Future
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Mathematics For Elementary School Children A Foundation For The Future
 - Setting Reading Goals Mathematics For Elementary School Children A Foundation For The Future
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Mathematics For Elementary School Children A Foundation For The Future
 - Fact-Checking eBook Content of Mathematics For Elementary School Children A Foundation For The Future
 - Distinguishing Credible Sources
 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
 14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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