

METHODS OF INCREASING MATHEMATICAL EDUCATION AND INFORMATION CULTURE QUALITY OF THE STUDENTS STUDYING INTERNATIONAL ECONOMIC RELATIONS

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The main goal of teaching mathematics to students of International Economic Relations specialties within the framework of the qualification requirements is to develop in them the knowledge, skills and competences necessary for their future professional activities. In this regard, they should have such a level of mathematical training that is necessary for the implementation of professional activities, for continuing education. A scientific approach using mathematical methods is used both in academic research and in the practice. To improve the quality of mathematical training, it is necessary to:

- formulate the goals of mathematical education, taking into account modern requirements for the character and level of skills, which are necessary for students of International Economic Relations;
- apply new approaches to the selecting and structuring of the educational material;
- develop diagnostic methods of assessing the state of the "teacher-student" system for the implementation of compensatory and corrective teaching goals;
- create schemes for the development of training programs, tests, presentations, project works, etc.;
- develop a system for demonstrating the effectiveness of mathematical methods to enhance the motivation of students, especially at the early stages of learning mathematics, using computer technology.

It is advisable to apply a technological approach to the construction of the educational process, which involves both the practical implementation of developing, student-centered learning and levels of differentiation and individualization. With the technological approach, the student is placed in a situation of choice, has the opportunity to develop creative abilities and to satisfy the vital needs of a future specialist. The methodological system of teaching mathematics to students of the Faculty of International Economic Relations, aimed at improving the quality of mathematical training, integrates many progressive ideas and relies on the technology of module learning, the technology of problem-based learning, the technology of phased formation mental actions, technology of programmed learning. The technological approach to the construction of the educational process makes it possible to form the information technologies culture of the students as the part of the basic culture of the individual. As a result a set of acquired competencies helps to work with information sources; be flexible to a creative approach in the field of information activity, which allows you to work effectively when searching, transmitting, receiving information; have the ability to generate qualitatively new information on this basis.

At present, a high level of skill in the chosen field of activity is no longer enough; the need to update knowledge, improve skills, and develop new types of activity is increasing. Properly organized independent learning activity encourages the students to master the complex skills and abilities necessary for its implementation and makes it possible to integrate the acquired competencies in their professional activity. Rationally organized classroom and extracurricular

forms and types of independent work, their integration into a single interconnected system can contribute to the formation of full-fledged knowledge, creative thinking, a positive attitude to learning, optimal methods and techniques of mental work, as well as the formation of an information culture competencies.

The tools for the formation of information culture are libraries with a modern search engine; personal computer with programs and devices for receiving, transmitting, processing and storing information and local and global information networks. The student masters rational methods of searching, analyzing and synthesizing information, the method of "information self-service", and the ability to analyze the capabilities of software products in order to identify the appropriateness of their use in educational and future professional activities. Thus, the formation of an information culture should be a specially organized, purposeful process, involving the acquisition of special knowledge and skills by students.

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