

ABSTRACTS

УДК 378

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A TASK AS THE TYPE OF LEARNING ACTIVITIES IN TRAINING FUTURE TEACHERS OF MATHEMATICS

The article examines learning tasks from the systemic approach's perspective as a part of pedagogical (educational) system. The pedagogical system is designed on the basis of teacher's deductive goals, particular learning tasks (questions, exercises, sums), their system and the subjects of educational performance (teachers, students). The research has shown that the term «task» has a relative character and depends on the subjects of educational performance; only the tasks that require a research approach are considered to be problematic by a person. In the publication, the term «learning task» is used to refer to three different categories of tasks: objective tasks of learning; learning and teaching tasks or «didactic tasks» that are set by teachers; tasks that are given to students to achieve the objective of learning in their solving. The article also highlights the efficient usage of educational tasks connected to creation of prospective methodologies and technologies that allow future primary school teachers to master project learning as a base of their own creativity in the innovational pedagogical performance. The analysis of categorical apparatus of the term «task» and the idea of practical implementation of problem education through tasks has been made in this article. The idea of the practical implementation of problem-based learning has also been grounded.

Key words: educational task, problem-based learning, pedagogical system, subject of learning activity.