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**FEATURES OF CREATION OF TASKS OF EDUCATIONAL PROJECTS FOR IMPLEMENTATION OF INTRA-SUBJECTS OF THE BASIC SCHOOL ALGEBRA**

Intra-subject connections play a significant role in the learning process of algebra for basic school students. Due to these connections, not only a clear logical mutual subordination of various algebraic concepts, theorems, rules, laws, processes of solving tasks, which contributes to the integrity of the course, but also follows a certain continuity in the study of algebra. Essential is not only the installation of intra-subject connections, but also a clear mechanism for the appropriate use of them in the learning activities of students, in particular, organized in the use of the project technology of teaching algebra. In the process of applying project technology, students develop, execute and protect educational projects. Unlike traditional algebra training for basic school students, project training involves thorough student research.

This introduces certain peculiarities in the method of implementation of intra-subject connections.

Before the beginning of the educational project, it is advisable for the teacher to explain to the students the theoretical foundations of intra-subject connections, while focusing on the high level of student's research activity, as tasks of the project, tasks can be proposed that relate to:

* accumulation and analysis of theoretical and practical material and the self-determination by the pupils of intra-subject connections in it;
* putting students under an algebraic concept on the basis of intra-subject connections;
* the installation of intra-subject connections by the students between groups of algebraic concepts;
* the installation of certain properties of concepts by students on the basis of intra-subject;
* the use of intra-subject connections by students in solving tasks, etc.

Taking into account the peculiarities of the creation and execution of such tasks, the teacher can effectively differentiate the mastering of the material by students at the obligatory and advanced levels. Project tasks for the implementation of intra-subject relationships are related to the organization of studying new material, taking into account the previously acquired knowledge, and systematization and structuring of the studied material as a whole. The content of these tasks (both theoretical and practical) and, in fact, the process of solving them motivates students to timely study the program material, induces them to advance and in-depth knowledge of the separate topics of the course of algebra of the basic school.

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