**Chumachenko Tetiana Ivanovna. Increase cognitive activity of students using non-standard forms of conducting mathematics lessons**

The most important task of modern education is the creation of a new school - a school of competences, based on the principles of partnership between teachers, parents and students. The new school will give the teacher and student the opportunity to choose such technologies of training that would meet the requirements of education of a new person - a creative, able to think independently and solve various life problems. Therefore, the task of education is to search for new, non-standard approaches to conducting training sessions.

Mathematics is one of the main and most complex subjects in the school. Before modern education there is a problem of insufficient interest in acquiring mathematical knowledge, interest in the subject, the reluctance to work independently. To activate the cognitive activity of students, giving it the character of creative, research work - the main task of the teacher. The teacher's creative work should be aimed at developing interesting non-standard forms of learning, which will attract students' interest in the study of mathematics. Neither a program nor a textbook, nor a methodological manual can provide a teacher with a ready-made lesson scheme. The teacher must construct it himself, taking into account the learning conditions and the individuality of the students. Non-standard lessons are lessons that allow students to engage in active cognitive activity as much as possible, help them to learn actively, independently acquire knowledge, develop interest in the subject.

   A non-standard lesson is a lesson with an unconventional structure. This lesson includes techniques and methods of various forms of learning. It is based on the joint activities of the teacher and students, the joint search, testing of new forms of work that affects the cognitive activity of students at the lessons and improving the effectiveness of teaching. There are several varieties of non-traditional forms of learning, each of which solves its educational tasks. However, they all pursue a common goal: to raise the interest of students to study and to mathematics. Among the great variety of non-standard lessons you can find the following: lessons - quizzes, lessons - role or business games, lessons - conferences, lessons-competitions, lessons with group forms of work, travel lessons, fairy tales lessons, relay lessons. The presented research substantiates the expediency of using non-standard forms of conducting lessons for increasing pupils' cognitive activity in mathematics lessons. The work is illustrated by concrete examples. In general, it can be argued that non-standard lessons help children find contact with one another, learn to work in a team and communicate productively.

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