

# Methodology of Organization and Management of a Student's Microenvironment in Mathematics Lessons

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**Annotation.** The article is devoted to the problem of ecology of education. Our experience of teaching at schools of various levels allows us to make some judgments about the significance of invariant techniques in relation to various methods of teaching disciplines and levels of schools.

**Keywords:** Ecology, environment, population, microenvironment, macroenvironment, classification (clustering)

## Managing the flow of educational information and education.

Suppose there is an array of data, some amount of information stored in any form. And it is clear that there must be a language by which it is also read in any form and accessible to the understanding of the consumer. In other words, there is a repository containing a certain amount of information, and there is a means by which it can be retrieved from the repository. You can always randomly divide this information with markers or certain features into portions in a special way. Suppose the classification (clustering) was done in this way. Then the array of information can be represented as not all , in addition, it is clear that with this approach to data

classification, we can have 1. , or 2. .  $\cup_{i=1}^{i=k} x_i \quad x_i = \emptyset \quad \bigcap_{i=1}^k x_i = \emptyset \quad \bigcap_{i=1}^k x_i \neq \emptyset$

If 1. case, then the signs of classification are described "rigidly"; in the second case, a "soft" description is allowed for the selected objects. Generally speaking, it is necessary to explain what description means, in which language, but the conditions previously put forward allow us to believe that the language is accessible.

This classification scheme is quite feasible on a set of words, concepts studied in the process of learning any knowledge. In fact, all knowledge of the subject, especially in terms of training, is in the thesaurus of this academic discipline. If the assumption about the formation of the student's lexicon is some constituent part of learning is true, then in this case we can transfer the scheme shown above as a model for teaching the conceptual composition of knowledge. Moreover, such formation models an iterative approach to the strict formation of an understanding of the basic concepts, in other words, a consistent approximation to any strict concept of the knowledge being studied. In fact, it is possible to construct , and the formation of meaning is controlled by the lexicon (personal thesaurus of the individual).

$$x_i^k \subseteq x_i^s, \quad k < s$$

A few words about the history of the problem, in which the interpretation of human ecology in educational systems acquired a methodological basis.

It is clear that humanity in its development sought to survive. The processing, accumulation and transfer of knowledge is the main content of such an aspiration. Comfort, Availability, Time characteristics reflecting the process of each of the parameters of the content of knowledge. Changing attitudes in the course of development or degradation of social strata, formations significantly changed the goal-setting of the educational process. Therefore, it is clear that in order to more accurately describe, for example, the history of the development of mathematics and mathematical education, it is necessary to study both social history and the IPS of education necessary for the study of a specific problem of the historical period. Very, in this sense, the history is indicative, the etymology of the concept of "numbers": from zero (sunya, siphre, cipher) to digitalization and digitalization of anything, but at the heart is "zero". Perhaps the use of the term "number" was more successful. It and the search for a correct understanding of it led to the creation of several important sections in mathematics.

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