International Electronic Journal of Mathematics Education 2015 vol.10 N3, pages 199-209

Differentiated tasks system in math as a tool to develop university students' learning motivation

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Abstract

© 2015 by iSER, International Society of Educational Research. The relevance of the study is due to the direction of the modern education model on the formation of a competitive creative personality, with the need for continuous self-improvement and self-development. It should be emphasized that the effectiveness of training students is largely determined by the level of motivation, interest, and the subjects' personal involvement. Therefore, the article is aimed at the disclosure of the mechanisms of development of learning motivation of students through the system of differentiated tasks. The leading approach to the study of the problem was the personal-active approach, which aims to reveal the discussed question from the perspective of dialogism, subjectivity and individuality. The article presents the characteristics of the developed and proven system of differentiated tasks in mathematics, focused on the development of learning motivation of students, as well as providing empirical evidence about the results of implementation. The article describes the principles on which we identified three levels of tasks in mathematics: "algorithms", "problem-search tasks", and "creative tasks". The article may be useful to teachers of higher education.

http://dx.doi.org/10.12973/mathedu.2015.115a

Keywords

Differentiated tasks, Learning motivation, Mathematical training, System of tasks in mathematics