

Textual tasks for empowering students thinking and understanding

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Textual tasks can be a powerful tool for empowering students' thinking and understanding. Development of thinking and in particular development of mental qualities – width, depth, independence, logic, mobility, concreteness, criticism, speed, creativity, target orientation, generalisation, insight, and more, is one of the most important and consistent goals and objectives of math teaching.

Simultaneously, the degree to which this aim is fulfilled determines the level and effectiveness of the teaching process for the overall development of the student's personality. An important psychological and pedagogical condition for the development of quality of thinking is student's reflexive understanding of thinking as a process and their own mental capabilities.

This work attempts to promote the use of textual tasks during everyday mathematics classes, especially during classes for exercises through a few examples. Well-chosen examples not only improve and empower the process of doing mathematics, but also stimulate the process of creative thinking and motivate student's individual development in their current learning and understanding, thus leading to the formation of intellectual reflection. Encouraging this kind of thinking is an effective way to teach students to challenge themselves and get deeper understanding and getting long-lasting structural knowledge.

In conclusion, textual tasks are a powerful tool for empowering students' thinking and understanding.