INFLUENCING MEMBERS OF SOCIETY THROUGH THE ASSESSMENT OF MATHEMATICAL KNOWLEDGE

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Abstract. *The article talks about the important and useful role of community members in learning mathematics, individual student assignments in class and homework to provide the necessary activities, influencing community members to solve problems.*

Keywords. *Algebraic problems, community members, development, choice, connecting sciences*

The need for everyone to have a basic knowledge of mathematics is becoming more and more evident. No one can deny that mathematics is a subject of study, a tool that brings man to all-round perfection.

Cultivating intelligent people i.e fully developed people is a very hard work. Nowadays, it is carried out not only by schools and educational institutions of different levels, but also with the participation of all members of society. It is known that the closest members of society to pupils are their parents, brothers, sisters. First of all, it is appropriate to give them mathematical knowledge through the student. For this purpose, in the initial stages, parents are taught basic mathematical actions through the child. This means, for example, giving students tasks such as:

When talking to your parents at home, what it means by the three angles? How are the angles divided according to their angles? How does each angle relate to its sides? How do three sides relate? These questions can be answered by creating several triangles directly and using a protractor (a tool for measuring angles), a compass (a tool used to create circles and their radii), and a ruler used to measure length and calculation. In this way, we aim to facilitate the student's interaction with their parents and ensure the continuity of education through regular parent-teacher meetings held in our schools. By discussing and evaluating the results in parent-teacher meetings, we ensure the continuity of education. Evaluating the parents' interaction with their children in terms of mathematical concepts, examples, and problems allow for practical work beyond the classroom for the student. Secondly, it creates opportunities for parents to review and compare their knowledge of mathematics with current education. Indeed, if any subject is not regularly reviewed, educational continuity is not adequately provided. If the solutions to various mathematical problems are included in various local and regional events held in the next stage, both in oral and foreign languages, this also promotes the wide

dissemination of mathematical sciences. For example, presenting problems related to solving equations, both algebraic and geometric, as well as problems expressed from a linguistic point of view, ensures the student's purposeful work and solidifies written works in front of event participants. Such educational events not only enrich citizens with mathematical knowledge but also contribute to the overall development of society through the advanced knowledge of other subjects such as chemistry, physics, and other sciences. It is necessary for evaluation in community-based activities to be sufficiently financially incentivized. For example, a community meeting is organized annually based on a set of activities. In this program, all community members participate with questions, solved problems, and examples related to written mathematics and other subjects. The community meeting consists of life members consisting of consultants, students who discuss their work, and select the best works based on the results of this competition. This decision is delivered to the community members and educational institutions in the community, and it is known when the event will take place. Such activities encourage both financial and spiritual interest and ultimately contribute to their education. The question may arise, what do parents whose sons and daughters have already graduated from school do when they do not have children now?

This question can be answered by the parents of such students who are studying in school. They participate as mentors to such students. It is known that families living in a conducive environment for good education have children who are less likely to engage in delinquent behavior compared to children from families living in unfavorable environments. It is also known that public events at the city, district, regional, and national levels are regularly held. However, the questions related to mathematics are very difficult in such events. Currently the main purpose of asking questions based on the basic concepts of subjects are being taught in schools at such events. The participation of students in front of their parents and community members helps them to develop skills such as self-control, effective communication, and writing. For example, connecting citizens to textbooks and subject teachers can be done as follows: The head of the neighborhood gathers a few citizens and assigns them the task of checking how the current 7th grade students at the local school are adapting to mathematics. Citizens who take on such tasks first determine which topics have been taught in the current curriculum and teaching plan in algebra and geometry. Then they repeatedly study the topics in algebra and geometry textbooks. They contact the teacher teaching that class privately and understand the places they did not understand by phone. Then they prepare questions, solve problems, and create similar problems and examples. In this process, citizens who have already graduated from school re-learn mathematics. It is known that time is allocated for reviewing the subject in each teaching plan. In the next stage, it is necessary for neighboring students to learn from each other. This process is important because it creates a specific, beneficial, and conducive environment for reviewing the

topics taught to older students. In this process, students gradually learn to control themselves and reach maturity among their peers.

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