

ASPECTS OF TEACHING MATHEMATICS TO GIFTED STUDENTS IN THE CONTEXT OF INCLUSIVE EDUCATION

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ABSTRACT

The purpose of this article is to point out some aspects of working with talented students of primary school age in the teaching of mathematics in the context of Inclusive Education.

Based on the objective we assigned ourselves the task of creating a system of exercises for studying the topic of *"Counting Possibilities"* which will contribute to the development of the students' logical-mathematical thinking, allowing them to practice skills and knowledge of combinatorial nature. The system components, requirements for the content selection and structure, and teaching methods are presented herein. Technological interpretation of the system of exercises in the study of the topic *Problems of Counting Possibilities* offers methodology for solving problems and demonstrating the ability for it to be integrated in the curriculum of mathematics at the primary stage of education.

Key Words: Inclusive Education, logical-mathematical thinking.