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## CONCLUSION

The proposed idea of the introduction into educational practices of the system of differentiated tasks is based on a personally-meaningful approach, which allows for the implementation of the principles of subjectivity, dialogism and individuality.

The result of the experimental work was the development of learning motivation of students through motivational-and-adaptive (consideration of psycho-physiological peculiarities and individual characteristics of students, creation of stimulating situations (situations of success, the introduction of elements of competition, and others), ensuring an atmosphere of cooperation and dialogic interaction); subjective (granting to students the right to self-selected learning path with its subsequent correction; intensification of cognitive and learning activities through the provision of professional orientation training); integrative (integration of the content of math and sciences disciplines with elements of professional knowledge based on common concepts studied and interdisciplinary communication); diagnostic and regulatory (implementation of operational feedback; providing continuous pedagogical support of classroom and extracurricular work of students) possibilities of the system of differentiated tasks.

The promising lines of this problem research can be the use of information and communication technologies in teaching mathematical disciplines; establishment of research projects based on the implementation of interdisciplinary integration of mathematical and scientific disciplines.

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