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Even so, a hint is © best shot only And the purpose: when it comes to problems, © it seems that there is no way out for the actual learning process. I encourage you to take a deep look at the Trillia Groupe funded, and fee, Zakon's books: Mathematical Analysis I, which followed by another volume, but to get some basic beginnings, Mathematical Basicconcepts can be a good place to start. In the third book mentioned, is to it was mentioned: Several class tests åyears Å priorå led the author to these conclusions: 1- The earlier a course © given, the more time © gained in the follow-up courses, be it alebra, anåjlise or geometry. The longer students are taught åf" HahnåE". eaneaneaneaneaneaneaneando some fÅr'mulas, more difficult © them to get rid of the equation that the mathematical is just memorizing and manipulating some får'mulas. 2-When teaching the course to freshmen, Å© aadvise start with Sec-tions 1Å-tions 1Å-Haas-7 of Chapter 2, move to Chapter 3, leaving Chapter 1 and Sections 8Th-A-10 of Chapter 2 to the end. Students should be urged to ©-read material to be taught next. (Freshmen have to learn to read matematics by rereading what initially seems to be as gynecologists overshadow them.) The teacher can then limit himself to a brief summary and devote most of his time to solving the greatest possible number of problems (similar to those attributed to him). This is © absolutely necessary. 3-An early and constant use of logical quantifiers (even in the text) © ex-tremendously useful. Quantifiers are there to stay in the matemåtica. 4- Motivations are necessary and good, as long as they are brief and do not use terms that are not yet clear to students. In the second book, this was mentioned: Several years as the test classes led us to the following conclusions: 1- Volume I be (and was) taught © even the second year, although they only gradually learn to read and declare rigorous arguments. A second year often does not even know how to start a test. The main obstacle remains Procedure. Like a medicine © We provide most of the exercises with explanatory suggestions, sometimes with almost complete solutions, leaving only minute ones to be answered. 2- The motivations are good if they are brief and avoid terms not yet known. Diagrams are good if they are simple and appeal to intuition. 3-Flexibility © an imperative. The course must be adapted to the level of the class. Since Starling City's sections are best postponed. (Continuity is not © affected.) Language 4-neaneaneanjanjanjanjanja falls here. We try to maintain the exhibition rigorous and more concise but legible. 5-It is advisable to cause students to harm each peak and prepare the preceding questions to be answered in the context of the next class. 6-Some topological ideas (such as compacting in terms of open coatings) are difficult for students. Trial and error led us to emphasize the sequential approach instead (Chapter 4, 6). People who care about older people are treated in Chapter 4, it is 7. 7-For students unfamiliar with set theory elements we recommend our Basic Mathematics Concepts for additional reading. (In Windsor, this text was used for a preparatory course of the first year of a semester.) The first two chapters and the first ten sections of Chapter 3 of this text are, in fact, summaries of the corresponding levels of the Authorities: Basic Mathematics Concepts, t o which we also refer. © in themes such a s building the system of real numbers, etc. I have not taken much to heart © river these points. So long © I get to read and work on that. It is difficult to find yourself completely trapped somewhere: sewing that everything has been packed for a person who is learning on his own. The clues are provided anywhere you need them. In many instances there are questions like "Why?" which helps to follow the text rigorously.

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