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IMPROVING METHODS OF SOLVING PROBLEMS OF A PRACTICAL NATURE IN PRIMARY GRADE MATHEMATICS CLASSES

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Abstract

In this article, psychologists proved that the full value acquisition of knowledge, training and skills can be achieved as a result of their independent application in changing conditions. One of the important issues of primary education is the formation of students' conscious and solid calculation skills (often brought to automaticity) and improvement of practical problem solving based on pedagogical technologies. A lot is required of a teacher in this field. In this case, the need to gradually increase the demand for their independent work during the education process of organically growing children's independence was given.

Key words

Problems, pedagogical technologies, elementary grades, problem solving, known and unknown, independent writing, arithmetic, condition of the problem, short writing, theoretical materials, text problems.

INTRODUCTION Problem solving is an important component of mathematics education for primary school students. It is impossible to imagine mastering mathematics without solving problems. Problem solving is one of the effective exercises in the mathematics education system. Solving problems is first of all important for the formation of perfect mathematical concepts in children, as well as for their acquisition of theoretical knowledge specified in the curriculum. Masala is a natural language representation of situations that we encounter in our daily lives. The issue consists mainly of three parts.

1. The condition of the problem means information about the known and unknown quantitative values characterizing the studied situation and the quantitative relationships between them.

2. The requirement of the problem means to express what should be found in the quantitative relations in the condition of the problem.

3. The operator of the problem is a set of actions performed in relation to the quantitative relations in the condition to fulfill the requirement of the problem. The

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history of human development testifies to the need for qualified personnel capable of meeting its demands and solving existing problems. This is one of the urgent issues even at the current stage of development of the society. For this, it is necessary to continuously work on spirituality and enlightenment, regular development of the individual on the basis of the personnel policy. By a perfect person, we first of all understand people who have a high level of consciousness, who can think independently, who are an example to others with their behavior, who are educated and enlightened. The appropriate use of practical problems in elementary school helps to consciously and in-depth mastery of the material and expands the students' thinking. Appropriate use of practical issues opens opportunities for wider use of modern advanced teaching technologies.

THE MAIN PART

Relevance of the topic - Man has been created to live a free, free life, to create, to be creative as a way of life, as in the pamphlet. When he was attacked, he always fought back and set himself the highest goal of achieving freedom. Because every person can find an opportunity to determine his own value and build a worthy future for his descendants only when his will is in his hands. Otherwise, a life lived without these goals will eventually disappear without a trace like a mirage.[21]

As Uzbekistan lives in the era of deep reforms, it sees its future in the image of the growing young generation. In order to take a worthy place in the world community, the country needs not only economic development, but also spiritual and educational growth. In our country, teaching mathematics in elementary grades is generally considered as the first stage of mastering the school mathematics course. Therefore, when working in primary classes, it is necessary to take into account the general issues involved in the teaching of mathematics in secondary school and correctly assess the importance of primary education in solving these issues. It is necessary to take into account the above-mentioned considerations when it comes to children's conscious and solid acquisition of a certain amount of knowledge, studies and skills in the field of mathematics in the primary grades of the school. One of the important issues of primary education was and remains the formation of students' conscious and strong calculation skills (often brought to automaticity). Psychologists have proven that it is possible to achieve full value acquisition of knowledge, training and skills as a result of their independent application in changing conditions. A lot is required of a teacher in this field. In this case, it is necessary to gradually increase the demand for their

[21] Sh.M. Mirziyoyev "Developing our national development, we will reach the highest peak" T-2018.

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independent work during the education process of organically developing children's independence. In the first days of elementary school mathematics classes, it is necessary to explain to children the difference between the term problem and other assignments.

For this, the following 2 problems can be compared:

1. A picture with two blue and one red cars is used. The teacher asks: What do you see in the picture? (Two blue and one red car.) How many cars are in the picture? (3 items) the teacher emphasizes that all the information in the example is clear. (Everything is visible in the picture). After that, he recommends to consider another issue.

2. Karim had 2 stamps, and Polat had 4. How many stamps are there in Karim and Polat? The teacher first takes 2 stamps and puts them in an envelope, then takes 4 stamps and puts them in the same envelope. What is known and what is unknown for us in this matter? (It was known that Karim had 2 stamps, and Polat had 4. However, the total number of stamps in them is unknown) To answer this question, it is necessary to apply arithmetic operations, that is, to add the amount of known stamps or subtraction will be required. So, which of these actions can be used? (Add) - the task you want to do now is also called a problem.

The conditions of the matter are as follows:

Karim had 2 brands, Polat had 4.

Question: How many brands are there in Karim and Polat?

At the end of the lesson, the teacher explains what is known and what is unknown in the matter. Then show the solution in written form (2+ 4 = 6 marks) and the answer (6 marks). The new method of solving the problem (method of relations) is compared with the previously familiar method and the difference between these methods is determined. Proportionality issues. In order to deepen the students' knowledge of the methods of solving problems related to proportionality, it is necessary to compare the solution of two different problems.

For this purpose, the following problems can be given for independent solution:

1) Two schools received portraits of writers at the same price. One school received 6 portraits, and another school received 8 portraits. 70,000 soums were paid for all portraits. How much does each school have to pay?

2) Two schools received 14 portraits of writers at the same price: One school paid 30,000 soums, the second school paid 40,000 soums. How many portraits did each school receive?

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3) Problems of finding the unknown according to two differences. Successful solving of these problems largely depends on students' deep understanding of the important features of the problem. These properties consist in the fact that the difference of the values of one quantity known in the problem must correspond to the difference of the values of the second quantity. The next difference is not given explicitly in the problem, finding this difference makes it much easier to find the next solution. Before starting to solve the problems of finding two unknown differences, it is possible to give preparatory exercises, for example, such problems: Gasmol in one ball is 4 m more than in the other ball, and it costs 24,000 soums more. How much does 1 meter of gazmol cost? The following question is asked: why is the first gas mol more expensive than the second gas mol? The difference in total cost of 24,000 soums corresponds to the difference in length of 4 m, so it is concluded that 4 m of gazmol costs 24,000 soums. From this comes the solution of the problem: 24000:4=6000 (soums). Answer: 1 m gasmol costs 6 soums. Mathematics education in primary school is aimed at forming and developing students' logical thinking skills, being able to express their thoughts independently, applying the acquired knowledge in their social activities, and providing mathematical preparation to continue studying at the second stage of education. serves.

The importance of organizing a lesson on the basis of high technologies is incomparable in the perfect acquisition of mathematical knowledge by students. Therefore, in order to modernize multimedia tools and teaching-methodical activities, introduce interactive and pedagogical technologies, the modern student should be ready for innovative activities. Therefore, we believe that it is appropriate to divide the issues related to the daily activities of people with a practical character in the primary class into the following sections.

CONCLUSION Instead of a conclusion, it should be said that in the work of advanced teachers, several stages of teaching students to solve independent problems can be distinguished:

Stage 1. The problem is solved according to the guiding questions of the teacher, and the solution is done simultaneously on the board and in notebooks.

Stage 2. The condition of the problem is analyzed under the guidance of the teacher and a solution plan is drawn up. The solution itself is not written on the board, nor is it spoken orally, the students do it independently.

Stage 3. The problem is only analyzed under the guidance of the teacher. The solution plan and the solution itself are carried out by students independently.

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Step 4. Solving the problem independently without any help from the teacher. Creative exercises are also important in developing students' problem-solving skills. This includes:

1. Solving problems in different ways.

2. Solving problematic issues.

3. Tasks on creating problems and replacing them. In the end, we recommend that in the process of working on a mathematical problem, you should strive to make each problem a real source of knowledge for children. For this, it is necessary to direct the attention of the student to get more information from the condition of the problem in order to develop his thinking and cognitive abilities.

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