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TEACHING MATHEMATICS TO ELEMENTARY SCHOOL STUDENTS METHODS

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Annotation
before teaching arithmetic operations, its exact essence is revealed, then the properties of the operation, then the connection between the components, then the result of the operation, and finally the connection between the operations is given.

Key words
number, number, expressions, children's age, exercises

Arithmetic material is the main content of the course. The main core of the elementary course consists of the arithmetic of natural numbers and basic quantities. In addition, this course integrates the basic concepts of geometry and algebra.

The elementary school mathematics course is an organic part of the school mathematics course. The most basic and age-appropriate elementary concepts of mathematics taught in grades V-XI are given. In higher grades, these concepts are taught in an expanded, deepened and enriched manner. So, the content of elementary school mathematics determines the content of high school mathematics. The structure of elementary mathematics has its own characteristics:

1. Arithmetic material is the main content of the course. Arithmetic of natural numbers, basic quantities, introductory courses of elements of algebra and geometry are taught in addition to arithmetical material without being taught in the form of a main section.

2. Primary grade material is structured concentrically. For example, if first the numbering of the first ten is taught, then the numbering within 100 and performing arithmetic operations are taught. After that, perform arithmetic operations within 1000, then multi-digit numbers.

Along with teaching these, numbering, quantities, fractions, algebraic and geometrical materials are also taught.

3. Theory and practical issues are organically connected.

4. Mathematical concepts, properties, and the discovery of legal connections are interconnected in the course.

5. Each concept is explained in detail.

For example, before teaching arithmetic operations, its exact essence is revealed, then the properties of the operation, then the connection between the components, then the result of the operation, and finally the connection between the operations is given.

6. Basic concepts and resulting concepts are given in the interconnection.

For example, multiplication is based on addition.

The elementary mathematics course includes parts of arithmetical, algebraic and geometrical material.

A concentric arrangement of arithmetic material is maintained in the elementary mathematics course.

However, in the current program, the number of counters is reduced: tens, hundreds, thousands, multi-digit numbers. It should also be said that the material is grouped in such a large way that the interrelated concepts, actions, and issues are viewed in time.

At the same time as studying the properties of arithmetic operations and appropriate calculation methods, connections between the results and components of arithmetic operations are revealed. (For example, if one of the addends is subtracted from the sum, the second addend is formed.) Changes in the results of arithmetic operations are observed when one of the components changes.

The introduction of elements of algebra meets the goals of deep, understood and generalized mastery: the concepts of equality, inequality, equation, variable are revealed on a concrete basis.

Number equalities and inequalities from grade 1 (4=4, 6=1+5,

2<3, 6+1>5, 8-3< 8-2, etc.) are considered.

Their study is connected with the study of arithmetical material and helps to reveal it more deeply.

Starting from the 2nd grade, equations of the form (x+6)-3=2, etc. are considered.

Solving the equations is performed first by the method of selection, and then based on the knowledge of the connections between the results and components of the operations.

Practical testing with a variable allows students to acquire functional imagination.

Geometric material serves the purpose of introducing children to the simplest geometric figures, developing their spatial imagination, as well as showing arithmetical laws and connections. (For example, the representation of a rectangle divided into equal squares is used to reveal the permutation property of multiplication...).

Starting from grade 1, straight and curved lines, cross sections, polygons and their elements, right angles and rectangles are introduced.

Students should learn to imagine geometric figures, name them, and make them simple on checkered paper. In addition, they should master the ability to find the length of the section and broken line, the perimeter of a polygon, a rectangle, a square, and the face of any figure (using a palette).

Concept of teaching method.

The goals of teaching mathematics in elementary grades are as follows: general educational goal, educational goal, practical goal. These goals are interrelated and complement each other.

1. The educational goal requires the following from the teacher.

a) imparting knowledge, skills, and competences to students from the system of mathematical knowledge;

b) studying the real world with mathematical methods;

c) to improve oral and written speech of students, to ensure its quality;

g) it is necessary to provide students with such knowledge in mathematics that through this knowledge, through active cognitive activities, their knowledge, skills, and abilities increase.

2. Educational purpose. It is necessary to teach students to be persistent, diligent, thorough, to be able to control their thoughts and conclusions, and especially to achieve the fluency of the opinions expressed on the basis of observation. Symbols are used in mathematics to represent relationships between quantities. This is the mathematical language that needs to be developed. The task of the teacher should be to teach to transfer the mathematical idea expressed in symbolic language to the mother tongue.

The desire to know should cultivate the feelings of self-satisfaction. Teaching mathematics itself educates students to focus and concentrate.

The teacher must ensure that:

a) the student should be able to understand connections in the material world, changes in quantities, and their relationship with each other;

b) to ensure students' keen interest in learning mathematics;

d) education of attitude to work, homeland and people, formation of aesthetic taste;

g) education of the worldview of the history of the Uzbek nation, including the history of mathematics education;

d) education of students' thinking ability and mathematical culture;

3. Practical purpose. The observed practical goal of teaching mathematics is to teach students to apply the acquired knowledge in practice. To be able to apply the acquired knowledge to operations performed on numbers and mathematical expressions, points, to learn how to use them in solving various problems. It is teaching to be able to apply the knowledge to solve problems encountered in everyday life.

The concept of teaching method is one of the main concepts of didactics and methodology.

Thus, teaching methods perform three main tasks: mastering, educating and developing.

It is necessary to study the classification of all teaching methods in order to consciously choose from the teaching methods, those that correspond to the new content and new tasks of education.

1. Information about scientific research methods. It is impossible to develop pedagogy without studying and summarizing work experiences related to pedagogical training, without deep research of the pedagogical process. Current education equips pedagogy with the general method of scientific knowledge, but like any other science, pedagogy has its own research methods.

Scientific research methods are methods of obtaining scientific information for the purpose of establishing legal connections, relationships, connections and constructing scientific theories. It includes observation, experience, familiarization with school documents, study, interviews and questionnaires, scientific pedagogical research methods. Recently, the use of mathematical and cybernetic methods, as well as modeling methods, has been noted.

The methods used in all pedagogical studies are used in the teaching methodology of primary mathematics.

2. Observation method.

The method of observation is the direct perception of the pedagogical process in a goal-oriented way, with appropriate recording of the results of observation under normal conditions. The observation method is used to study how work is progressing in one or another field of educational work. This method makes it possible to collect factual material about the activities of teachers and students in an unforced natural environment.

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