

**DO I NEED MENTAL ARITHMETIC?****Abduraxmonova Marjona Abdurasul kizi**

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Mental arifmetika, bola, aql-idrok, xotira, metodika, uslub, miya yarim shari, nutq, qiziqish, fikr.

ABSTRACT

Mazkur maqola bolalarga mental arifmetika nima berishi, mental arifmetikaning matematika faniga aloqadorligi, ota - nalar farzandlarini nega aynan mental arifmetika to'garaklariga qatnashishini istashlari, shuningdek, mental arifmetikaning bolalar uchun faqat matematik bilimlarni mustahkamlash emas, balki umumiy intellektual rivojlanishiga ham ijobiy ta'sir ko'rsatishini ta'kidlaydi. Ta'lim jarayonida bunday yondashuv bolalarni muammolarni hal qilishda ijodiy va tezkor fikrlashga o'rgatadi. Ushbu uslub, bolalar o'z imkoniyatlarini yanada yaxshiroq tushunib, ularning o'qish va boshqa sohalarida muvaffaqiyatli bo'lishlariga yordam beradi.

Maqolada, mental arifmetikaning umumiy ta'lim tizimiga kiritilishi zarurligi, shuningdek, ushbu metodikaning nafaqat matematikadan, balki boshqa fanlar va kundalik hayotdagi qarorlar qabul qilishda ham foydali ekanligi ko'rsatilgan.

Mental arithmetic is needed to develop a child's intelligence and perception. However, this is not the only way — can a child's intellect be developed without mental arithmetic? What do you think?

In today's world, raising and developing children is a central concern for every parent. There are various methods to shape a child's intellectual potential from an early age. One of these is mental arithmetic. In recent years, this method has become very popular. As a result, parents often believe that if their child attends mental arithmetic classes, they will become great at math. But they don't consider that mental arithmetic is mostly limited to addition and subtraction. They often don't realize that their child might still struggle with solving equations, working with fractions, or tackling word problems. Many are unaware that cognitive abilities can also be developed through other subjects.

Let's take a simple example — the **native language** (mother tongue). Through this subject, a child's mental ability and memory can be strengthened. This is simple and easy. For example, you can train them using game-based methods: read a text aloud and then ask the child to write down or orally retell what they remember from the text. This improves both memory and speech. Another method is language learning — memorizing vocabulary in English, for example — this is also a kind of mental exercise, similar to mental arithmetic.

Who needs to learn mental arithmetic?

Mental arithmetic helps develop both hemispheres of the brain equally. It is not essential for a healthy child, but it can be useful. It is an additional activity that reveals a child's potential, but it is not mandatory education.

Why might it not be necessary?

If the child is already developing well, additional classes might put unnecessary pressure on them. Every child is unique — some are interested in drawing, others in sports. Mental arithmetic may not be suitable for every child.

Why might it be beneficial?

If a child is struggling with math or focusing their attention, this could be a helpful exercise.

I believe that every child should attend extracurricular activities based on their own interests. A child will never be able to learn something they are not interested in. For example, if the child wants to go to sports classes, let them — they shouldn't be forced into another direction. It would only waste time. A child should pursue knowledge based on their interests, not just because something is popular in advertisements, because their friends go there, or because it's considered a modern trend. Parents only need to observe what abilities their child has and gently guide them.

A healthy child also tests themselves by learning new things, and this contributes to their development. But it doesn't have to be just numbers — even simple **word games** can serve this purpose. For example, take 10 students and have each say a word. Student 1: "apple," student 2: "apple, book," student 3: "apple, book, bag," student 4: "apple, book, bag, desk," and so on. They must repeat the sequence without skipping or making mistakes. This is a mental game that engages both hemispheres of the brain.

Mental arithmetic is often used as a method for children with delayed mental development, as their brain hemispheres work more slowly. It is one of the techniques used to help them.

Nowadays, mental arithmetic has developed significantly, and many parents are sending their children to such classes. But many parents don't even know why they're doing it. Before writing this article, I spoke with many parents and conducted a small experiment: I asked, "Why did you enroll your child in mental arithmetic classes?" Most parents replied that they had seen it in advertisements and signed up their children because it looked promising. But when I suggested that instead they could try learning a new language or use different home-based methods to develop their child's memory and thinking skills, some parents started to reconsider. A few even admitted, "I never really thought about it that way." Therefore, I believe parents should not only follow advertisements but also think critically: What benefit does this bring to my child? What are the pros and cons? Is my child even interested in it? Children should be enrolled in additional classes based on their own abilities and interests.

Conclusion:

Parents must be attentive to their children and understand what they are truly interested in. They should not act based solely on advertisements but consider what the activity will give the child — both in terms of positives and possible negatives. Mental arithmetic alone cannot

develop a child — other areas should be explored as well. For example, learning a language or engaging in word games can strengthen memory and improve speech.

In the book *"After Three, It's Too Late"* by Masaru Ibuka, the author emphasizes that all young children are born with unique abilities. He explains how much influence the environment has on infants and offers simple, practical ways to ensure early development. According to Ibuka, children acquire skills much more easily through play than adults do through effort. The key is to introduce new experiences at the right time in a child's life.

Parents must take responsibility for their children's upbringing, interests, and future. Before sending them to any club or class, they should understand what their child enjoys, what the activity will give them, and whether it's really necessary. If the child wants to attend and it brings them joy, then mental arithmetic can be a good choice. But it should never be forced.

If a child is happy and healthy, their talent will naturally flourish — and it doesn't have to be in arithmetic. Every child has their own interests and abilities. Helping them recognize these and guiding them is the role of both parents and teachers. No parent should be indifferent to their child's future. Enrolling a child in mental arithmetic classes doesn't guarantee success. It's important to consider the child's abilities and interests. Every child is unique — some may enjoy mental arithmetic, others may shine in creative activities.

Mental arithmetic can be a valuable tool for developing cognitive skills — but it is not the only path. A balanced, personalized approach, combined with other educational technologies, can help children grow in a more holistic and meaningful way.

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