NURTURING THE MATHEMATICAL THINKING SKILLS OF THEIR STUDENTS IN PRIMARY EDUCATION

Yusufzoda Shabnami Yunus
Urganch davlat pedagogika institute Boshlang'ich ta'lim fakulteti "Boshlang'ich ta'lim metodikasi" kafedrasi mudiri p.f.f.d.(PhD), dotsent
Jumanazarova Munojot Elmurod qizi
Urganch davlat pedagogika institute Boshlang'ich ta'lim fakulteti Boshlang'ich ta'lim yo'nalishi 3-bosqich 236-guruh talabasi
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ABSTRACT

The article describes the methods of working on logical issues to be solved in order to increase the effectiveness of teaching. It is said that the role of performing interesting tasks, logical problems and non-standard problems is great in developing children's mathematical speech, encouraging students to think independently, to approach work creatively on each task, and to draw reasonable conclusions.

One of the requirements of today's time is to educate creative young people who can think logically. The service and role of primary school teachers in educating such young people is incomparable. A primary school teacher should teach students to be creative in classes. The more interesting the mathematics lessons are, the more the students' thinking, reasoning and calculation abilities improve. In order to improve the effectiveness of teaching and to develop children, it is beneficial to pay attention to the method of working on the issues and the content of the issues. A lot of time is given to working with examples in mathematics lessons, and due to the fact that we pay little attention to working with problems, especially tasks related to resourcefulness: rebuses, interesting problems, puzzles, crosswords, the abilities of independent thinking are not developed in young students. Pupils do not think enough about the given problem, they determine the conditions according to the given and sought numbers in it, without deep research, perform the actions mechanically, and sometimes they get absolutely unnecessary results. Basically, when solving a problem, we are used to squeeze the students into one solution frame and solve it in the same sequence as in the example solved in class. This leads the students to use the number given to the problem based on one system, ignore the content of the problem and the amount asked, and the child makes a conclusion without thinking logically.

These issues reflect the actions observed by children, often directly performed by themselves. Here it is not the answer to the question that can be seen from the visual basis of these given numbers. First-class children often do not know how to solve the issue, because they do not understand the meaning of words that represent (spent, shared, gifted and hakozo) this or that action. Therefore, at school, in a preparatory group, special attention

should be paid to revealing the content of the words that represent this or that action. To this end, it is necessary to take into account what practical actions need to be included in the basis of the issue. In this, it is advisable to compare the opposite action: came-went, came close-moved away, took-gave, raised-lowered, brought-took, flew away from the intended gathering and the issues related to finding the residue. Initially, children are told about the content of the topic, and pictures are shown depicting the given numbers.

The first issue on the picture is drawn up by the teacher himself.He teaches children to look at pictures, to distinguish between given numbers and life actions that led to changes in quantitative relationships. For example, the painting depicts a child holding 5 balloons, giving 1 balloon to a girl. Observing the picture, the teacher says: what is depicted here? What is the child holding? How many balloons are in it? What is he doing? What do we know? Draw up the condition of the issue. What can you ask about? he asks. The teacher changes the issues given, encouraging children to come up with issues of varying content on the same topic and find the balance, to draw up an issue based on a picture of the content they want to use in teaching storytelling.

Mathematical problems are separated into simple and complex ones. Issues that can be solved with one action are called simple issues. Issues compiled from several simple issues and therefore solved using two or more actions are called complex issues. For example: there were 6 birds on the tree branch. 2 of them flew? It is possible to draw up 2 inverse problems on this issue.

1) there were several birds on the tree branch. After 2 Birds took off, 4 birds remained on the tree branch. How many birds remained on the tree branch?

2) 6 birds were landing on a tree branch, 2 birds were left after several birds took off. How many birds flew? A directly expressed issue is separated from a simple one. Issue 1. There are 8 apples in one box these apples are 5 more than the second box. How many apples are in the second box. Solution: 8-5=3 (apples) Answer: in the second box there are 3 apples. Issue 2. Wali painted 6 pictures of rabbits. Valini's drawings are 2 more than those of Zokir. How many Rabbit did Zokir draw? Solution: 6-2=4. Answer: Zakir drew a picture of 4 rabbits. Collected from simple issues and issues to find the balance. Issue 3.Ahmad painted 3 dolls and two balls. How many toy pictures did Ahmad draw? Solution: 3+2=5. Answer: Ahmad drew 5 toy pictures. Issue 4.Zakir took 7 apples from the apple tree and had 3. How many apples are left in Zakir? Solution: 7-3 = 4 (apples). Answer: there are 4 apples left in Zakir. Issue 5 had 4 red pencils on the table-again adding 4 blue pencils to it. How many pencils were on the table: Solution: 4+4=8 Answer: there were 8 pencils on the table. Another of the types of simple issues is issues related to how many units you want or reduce the number.

1.There are 6 pencils in Ahmad and 2 more in Salim. How many pencils do I have in Salim? Solution: 6+2=8 (pencil Answer: Salim has 8 pencils.

2. Salim painted 4 red cars while Ahmad painted 3 green cars. How many machine pictures did the two draw? Solution: 4+3=7.

Answer: the two drew a picture of 7 cars. 3. Vali painted 5 pictures of carrots, and Nadir 3 pictures of carrots. How many carrots did the two draw? Solution: 5+3=8. Answer: the two drew a picture of 8 carrots. The conditions of simple issues should be understandable to children, and issues related to residual finding fall into such a set of issues. With the help of

solving simple problems, one of the main concepts of the elementary course of mathematics is the concept of arithmetic operations, and a number of other concepts are formed. They learn to solve complex problems after they have mastered the simple problem. Because complex issues will be structured from several simple issues.

Issue. The saucer had 2 green apples, 3 red apples. After eating 2 red apples of them. How many apples are left in the saucer? 3+2=5 (ta Solution: 5-2=3 apples. Answer: there are 3 apples left in the saucer.

2.Karim has 3 pencils, Sobir has 6 more. 2.How many pencils do Sobir have? In Karim - 3 Sobir -? - 6 more. Solution: 3+6=9 (Pen) Answer: Sobir has 6 pencils.

3. From poliz, elyor cut off 7 watermelons. And Nadir cut off 3 watermelons from the floor. How many watermelons did the two break off? Solution: 7+3=10 (watermelon). Answer: the two cut 10 watermelons.

If the condition of the problem is confusing, it is appropriate to give students one to three minutes to think about the content of the problem independently. If elementary classes in mathematics classes require the study of the properties and methods of arithmetic operations in accordance with the laws specific to the operation of multiplication as the reverse operation, on the other hand, in the analysis of special cases, the comparison with the characteristics of the operations becomes important. is enough. This has a positive effect on the development of students' imagination.

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