

TEACHING MATHEMATICAL TEXTUAL ISSUES IN PRIMARY EDUCATION

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Annotation: This article analyzes the importance, methods and effective approaches to teaching mathematical textual issues in primary education. Textual issues play an important role in the development of students' logical thinking. The article discusses problematic education, the use of visual and interactive techniques, and approaches to the age characteristics of students. Also considered are the difficulties encountered in understanding textual issues and ways to overcome them.

Keywords: Elementary Education, mathematical thinking, textual issues, problem education, interactive methods, visual approach, student activism, problem solving strategy, cognitive development, experience-based learning.

Mathematics is one of the main subjects of primary education, and it plays an important role not only in calculating, but also in the development of logical and systematic thinking. In particular, mathematical textual issues shape students' understanding, analysis, and ability to find a suitable solution to their life situations. However, elementary students have difficulty understanding textual issues. For this reason, it is important to research innovative methods of teaching them effectively. In the process, it is important that the teacher not only explains the issues, but also arouses interest in children. Because elementary students perceive new concepts figuratively and understand them better by connecting them with real life.

Textual issues are one of the most effective tools in explaining mathematical processes to students. Because they are not limited to learning only numbers and actions, but also help to form thinking. For example, "there were 12 trees in the Garden. In the Spring, 8 more trees were planted. How many trees are in the garden now?" such issues were solved through a simple addition action, but in the process the child understands the concept of a garden, the increase in the number of trees and the practical meaning of the addition action. For this reason, issues should be related to the life experience of Primary School students. In the primary class, it is considered important to give insightful, vital and interesting examples for children when teaching text issues. For example, issues can be drawn up based on simple life situations, such as buying sweets in a store or distributing toys. For example, "Dilshod bought 5 pens, his brother gave him 3 more. How many pencils do Dilshod have now?" such a matter will be interesting and understandable for children. At the same time, the matter should not be too simple or, on the contrary, overly complicated. Otherwise, students may

become bored or have difficulty understanding. The use of various methods in the teaching process helps to easily understand issues. Increases the efficiency of explanation through visual materials, drawings, diagrams or practical experiments. For example, if there is an Apple in the matter, it will be much more understandable for children to explain using real apples or show a picture of them. In addition, it is also very important to solve issues in stages. For example, "there were 20 students in the Class, 7 of whom went to a sports competition. How many students are left in the class?" such an issue that children must first understand, then master the solutions and, finally, find the result.

The development of independent thinking of students is also considered important in teaching textual issues. If the teacher completes all the steps himself, the student may not understand how to solve the issue by accepting the finished answer. Therefore, it is necessary to create conditions for them to analyze themselves and try to find a solution. For example, the teacher said that "the gardener planted 24 bushes of flowers. He installed one lamp between each of the four flowers. How many lights are in the garden if all the lights are installed correctly?", when given to students, children can first imagine, and then find answers using physical objects. Textual issues may seem difficult for children, so it is necessary to educate them from simple to complex. First it is necessary to introduce one-stage issues, and then two or more-stage issues. For example, "there was 10 kg of sugar in the store. They bought 4 kg of it. Then 6kg of sugar was brought. How many kg of sugar are in the store now?", through more complex issues, children's mathematical thinking is developed.

The use of game elements in teaching issues also gives a good result. For example, organizing a game in groups on which team will solve more issues or who will get answers faster will make readers more interested in issues. An interesting and effective result can be achieved when children compete with each other and in the process of solving issues. Also, by associating issues with life, children learn to apply mathematics not only in the classroom, but also in everyday life. For example, "if you read 2 books every month, how many books do you read in 10 months?" or "how many teaspoons of sugar will you need in total if you need to pour 5 teapots of tea for your family members and 3 teaspoons of sugar are placed in each teapot?", through which children learn to solve real-life issues.

Textual issues are considered one of the most important tools for the development of Mathematical Thinking for elementary school students. Some readers find it difficult to understand the content of issues, to distinguish between important and excess information. For example, "there were 12 trees in the nursery. The gardener planted 3 times more trees. How many trees are in the garden now?" In this matter, the phrase "3 times more" can be misinterpreted by some readers. They are likely to add 3 to 12 and Answer 15. In fact, the number of trees planted by the gardener should be $12 \times 3 = 36$, for a total of $12 + 36 = 48$. To do this, the teacher must explain mathematical terms and phrases separately, describe issues using pictures and diagrams, or, together with the students, reveal the meaning of phrases.

One of the main problems students face when understanding textual issues is to turn them into mathematical expressions or to understand the content of the issue and create an appropriate equation or mathematical model. Often readers have difficulty transforming the condition of the issue into a numerical expression, even if it is understood correctly. For example, "the Training Center has 60 students. 2 out of 3 of them study in a mathematics course. How many students take a math course?" Some readers may not understand the phrase "two-thirds" properly and know what action to follow. They have difficulty understanding the total number of readers given on the issue and how they relate to the fraction. In such matters, it is necessary to disassemble the main parts. In total, students must find 60 students, mathematics course students $\frac{2}{3}$ qismi, how many students are

in the math course. According to the condition of the issue, the number of students taking a mathematics course will be equal to $\frac{2}{3}$ of 60.

This is written with the following expression:

$$60 \times \frac{2}{3} = 40.$$

So, the math course has 40 students. In order for students to have a good understanding of the concept of a fraction, the issue can be described using diagrams. For example, a solution can also be reached by dividing 60 students into 3 equal parts by 2 of them. This approach is especially useful for students who find it difficult to model mathematical problems. In primary education, the use of various techniques in the process of teaching mathematical textual issues is also important. The use of techniques that correspond to the age and level of thinking of students develops their ability to correctly understand and independently solve issues. Through cross-stage analysis, color coding, real-life dependency, role-playing games, and graphical modeling techniques, the teacher can make the process of explaining issues to students more efficient. In the teaching of mathematical textual issues, the method of real-life dependence is one of the most effective approaches. Because students may have difficulty understanding abstract concepts, but if the issue is connected with their daily lives, they will perceive it much easier. Through this method, the teacher explains issues with situations that are close to students. It also attracts them to practical activities. For example, "Anwar bought 3kg of apples and 2kg of pears from the store. the price of 1 kg of Bolma is 6,000 baht, and the price of 1kg of pears is 8,000 baht. How much does Anwar spend in total? If you come with 50 000pcs, how many sums will return to it?" One group of readers plays the role of salesmen, while the others, being buyers, perform a real sales process.

Teacher will help students to distinguish the main information in the issue:

Apple weight: 3 kg;

Apple price 1kg: 6000 soums;

Pear weight 2kg;

Price of pear 1kg: 8000 soums.

Money Anwar brought to the store: 50000;

Then the calculation of the issue in sequence begins:

Money spent on Apples: $3 \times 6000 = 18000$

Money spent on pears: $2 \times 8000 = 16000$

Total money spent: $18,000 + 16,000 = 34,000$

Increased money: $50000 - 34000 = 16000$ soums;

In conclusion, the teacher explains that the importance of real-life calculations and the ability to properly handle issues is necessary for everyday life.

Using the "role-playing games" method, readers perceive issues not as dry numbers, but as a phenomenon associated with real-life situations. This helps them not only to better master mathematical concepts, to form the skill of independent execution of calculations found in everyday life. The use of various techniques in the teaching of mathematical textual issues increases the

interest of students and develops their skills in understanding and solving issues. With the right approach, each reader can easily understand and approach textual issues with interest.

Teaching mathematical textual issues in primary education is important in developing students' logical thinking skills, problem analysis, and solving skills. Textual issues provide opportunities for teaching children to think independently, directing them to solve real-life problems in a mathematical way, and putting their knowledge into practice. For effective teaching, the teacher must use different techniques. Teaching issues from simple to complex, using visual tools, applying game elements, and composing issues based on life examples increase students' interests. It is possible to further strengthen their mathematical literacy by giving students the opportunity to think and analyze independently. In general, the teaching of textual issues is not limited to strengthening mathematical knowledge, but also serves to solve students' problems, to think independently and to gain life experiences. Therefore, it is considered important to approach this process creatively and increase the interest of students.

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