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TEACHING MATHEMATICAL TEXTUAL ISSUES IN ELEMENTARY EDUCATION

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Annotation: In this article, the teaching of mathematical textual issues in primary education focuses on the role of matinee issues in elementary school mathematics, methods of solving textual issues, the scheme of working on the issue.

Keywords: drawing, drawing, notebook, simple issues, arithmetic method, algebraic method geometric issues, simple and complex issues.

Introduction.Textual issues occupy an important place in elementary mathematics. Relevant plaintext issues are used when opening the available content between arithmetic operations. Textual issues are an important tool that introduces children to mathematical relationships. Textual issues help in the formation of a number of geometric issues, as well as in the consideration of elements of algebra. The importance of textual issues is very important when introducing children, for example, to the existing connections between grade, quantity, value, time, speed and distance. Simple issues are taught and solved from the first grade.

Textual issues also perform other important tasks in elementary mathematics lessons, they will also be a useful tool that expands logical thinking, thinking, worldview and improves skills in children. The importance of teaching children to solve textual issues depends on the way they work on them. The success of teaching mathematics to younger school children in solving textual issues largely depends on the way the teacher uses it in the course of his class. It is also important that the lesson is equipped with processinig and the use of visual weapons. Mathematics textbooks for elementary grades are the main teaching tool, which includes the resources provided for in the program. The textbook shows one or another methodological approach to learning something new. Children should learn to open the book on time, to be able to easily find the pages that will be learned in the lesson. On the pages of the textbook there are plot pictures, skillfully taught, children will learn that these pictures in the textbook are not intended for viewing, but for composing issues, for learning to count.

In the first grade math textbook, each page contains logical exercises, comparisons, layouts, and generalizations. Children do them with interest. The lesson is the main link in the teaching process. The initial meaning of the word lesson is a labor assignment that must be completed within a certain period of time. Work on the issue begins with mastering its content. At the initial time, when students do not yet have a reading qualification, they should be taught to listen to the text of the issue that the teacher reads, to distinguish the important elements of the condition by making sound. In order to better reflect on the condition of the issue after that, it is necessary for each reader not only to listen to the text of the issue,but also to independently read the issue.

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Any textual issue is a description of an event (situation, process). In this context, a textual issue is an oral model of an event (situation, process), and as with any model, a textual issue describes only some aspects of it, mainly its quantitative characteristics, rather than the whole event as a whole. Any textual issue consists of two parts - terms and requirements (questions). The conditions provide information about objects and some digital information of the object, about known and unknown values between them. The requirements for the issue are information that needs to be found. It is represented by sentences in the form of orders or interrogations. The work of any issue begins as follows:

1) students independently get acquainted with the condition of the issue.

2) one of the readers reads the matter out loud, he must read the text in such a way that the condition of the matter must be clear to everyone.

3) then the students analyze the issue together.

4) they must highlight the main sentences in the matter and write a short condition for the matter.

5) they draw up a short plan for solving the issue.

6) choose the Masala model (drawing, drawing, table).

7) the solution method is selected.

8) they answer the question of the matter.

9) they check the solution.

Textual issues (either the method of solving them, or the order of actions that will be necessary when solving the issue, or depending on similar content) are divided into the following groups:

1. By the number of actions that must be performed to solve the issue: simple and complex issues. Issues that are performed using a single arithmetic action are called simple issues. Issue

1: the price of one kg of apples is 17,000 soums. How much does 1 kg of pears cost if 1 kg of pears is 12,000 rubles more expensive? Issues performed using two or more arithmetic operations are called complex issues. Issue 2. The width of the rectangle is 8/9 of its height. If it is 32 cm wide, find the area and perimeter of the rectangle.Solving a complex problem is brought to solving several simple problems.

2. On the compatibility of data and the number of people being searched: specific and non-specific issues. The number of terms must correspond to the number of those given and those sought. Then the issue has one solution, and it is called a specific issue.

Issue 3. Two book covers must cover 384 books. One of them covers five books a day and covers 160 books. How many books should a second cover artist cover a day to finish a job with the first cover artist in one day?

If the number of conditions of the issue is insufficient, then the issue may have several solutions and is called an indefinite issue.

Issue 4. In the warehouse there were 392 jars of cherry, raspberry and strawberry jam. Cherry jam dishes were 3 times more than raspberry jam dishes. What will be the mass of cherry jam if each jar contains 800 g of jam?

3. According to the plan of the issue: on action, on work, on mixture, on concentration, on percentage, on part, on time, on trade, etc.z.

4. Solution: by methods, etc.: on the rule of three, on the loss of one unknown, on the middle arithmetic, on percentages and parts, etc.z. When teaching mathematics in high schools, issues can be divided into the following groups other than the above: according to the methods of finding solutions - algorithmic, standard, heuristic; based on the condition of the issue-on making, calculating, proving; according to the degree of Difficulty-Easy and difficult; In terms of complexity - simple and complex; in the application of Mathematical Methods - equations, similarities, arithmetic, algebraic, graphic, practical methods, etc. All this classification allows us to consider mathematical problems from different sides and improve the methodology for

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working on them with students. There are different ways to solve textual problems: arithmetic, algebraic, geometric, logical, practical, Tabular, combinatorial, etc.z.

We use different solving methods when solving a specific problem.

Arithmetic method. When solving a problem in an arithmetic way, various arithmetic operations on the numbers are used when fulfilling the requirements of the problem. One issue can be solved by different arithmetic methods.

Algebraic method. When solving a problem algebraically, it is understood to solve the solution of a problem by condition or by forming a system (or inequality) of equations or equations. A single issue can be solved in a variety of algebraic ways.

Geometric method. When solving a problem in a geometric way, it is understood to solve the problem solution using geometric constructions or the properties of geometric figures. Logical method. When solving a problem in a logical way, it is understood to solve the problem solution using logical reasoning without performing calculations.

Practical method. means finding a response to the requirements of the issue by performing practical actions with objects or their copies (models, layouts). The scheduling method allows you to see the solution of the entire issue by tabulating the issue in the appropriate order.

Combined method. Allows you to get an answer to the issue solution in a simple way. The method of trial and error (the simplest), in which the methods of solving the issue to the question of the problem may differ, but the way to solve them is only one. For example: issues that can be solved arithmetic. The formula $s = v \cdot t$ is used in the following issue. Students should know and understand this formula.

Issue 5: The Sparrow flew 14 km in 2 hours, and the eagle flew 210 km in 3 hours. How many times is the speed of the Eagle?

Issue condition

Sparrow: 2soat-14 km

Eagle: 3soat -210 km

How many times is the speed of the Eagle?

Solution:

14: 2=7 (km/h) – Sparrow speed;

210: 3=70 (km/h) – Eagle speed;

70: 7=10 means that the speed of the Eagle exceeds the speed of the Sparrow.

Answer: 10 times more.

Algebraic method: one of the main directions for improving the quality of teaching mathematics is the improvement of its practical implementation. To this we can include the solution of a textual problem and the method of equations. Indeed, solving textual problems with equations shows the application of natural jaroyons in mathematics. Therefore, attention should be paid to solving algebraic textual problems.

Scheme of work on the issue:

Stage 1-analysis and writing of the condition of the issue.

Draw a drawing if necessary. This stage consists of:

Observation object detection (research;

Separation of processes to be studied;

Determining the magnitudes that go into each process;

Defining the functional relation between the magnitudes, writing the formula for this relation;

Writing a schematic notation of the condition of the issue with unknown magnitudes;

Step 2-finding a solution plan. Defining basic concepts for constructing a system of equations or equations;

Constructing a system of equations or equations;

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Stage 3-implementation of the plan for solving the issue.

Solving an equation or system of equations.

Research the roots (solutions) of an equation or system of equations in accordance with the condition of the issue.

Verification and justification of the solution;

Writing the answer;

Step 4-analysis of the solution of the issue. Explanation of the solution of the issue;

Conclusion: the article extensively covers the importance and peculiarities of the process of teaching mathematical textual issues in primary education. It was noted that textual issues play an important role not only in the formation of students ' computational skills, but also in the development of their logical thinking, strengthening the skills of analyzing life situations.

Through the study of textual issues, students develop the ability to real-life application of mathematical knowledge, independent thinking, analysis, and problem solving. The basic methods and methodology for solving textual issues were analyzed and effective work schemes were proposed. In particular, each of the stages of understanding the condition of the issue, drawing up a plan, solving and checking were considered in detail. These approaches serve to develop important competencies in students, such as the formation of systematic thinking, the ability to substantiate one's own opinion, the approach to the issue from different angles. The analysis showed that the correct Organization of the process of teaching text issues in elementary grades is a prerequisite for improving the mathematical literacy of students, developing skills of independent work and creative approach.

It is also recommended to enrich them with various didactic games, graphic techniques and visual materials to increase interest in solving textual issues.

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