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WAYS TO LEARN TO NUMBER NUMBERS IN A THOUSAND CONCENTRATION AND MULTI-DIGIT NUMBERS

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Annotation: This article analyzes effective methods for teaching numeration in the thousands place and multi-digit numbers. Methodological approaches and advanced pedagogical technologies that help students easily and quickly graps these concepts are examined.

Keywords: thousand place, numeration, multi-digit numbers, teaching methodology, innovative approaches.

Introduction: one important aspect of Mathematics Education is the correct nailing of numbers and the explanation of their structure. In particular, the correct visualization of numbers with a thousandth concentration and higher has a major impact on students ' future mathematical literacy.

In the decree of the first president of the Republic of Uzbekistan “on education and maturation of the perfect generation”and the law “on the Talim mountain”adopted by the Supreme Assembly,compliance with the primary education program – the article covers the topics of multi-digit numbers,number order and a thousand-meter, which corresponds to the program of mathematics intended for primary classes.

The main part: the thousandth concentric numbers are the set of numbers that are formed on the basis of the thousandth units. In other words, they are 1000, 2000, 3000..... 10,000 are numbers growing along millennia such as. They can be used visual methods – visual tools (cubes, diagrams, electronic resources). With practical assignments, it is possible to strengthen the skills of explaining and numbering numbers to students. We can see several effective assignments below.

Working with thousandth blocks. Readers are given cards describing blocks such as 1000, 2000, 3000, and are asked to add different numbers to form new numbers. For example: 5000+200+70+3=5273. Number analysis: students are given multiple multi-digit numbers and are asked to distinguish the thousandth, hundredth, decimal, and unit numbers of each of them. For example: in issue 4725, the 4th thousanders, the 7th hundreds, the 2nd tens, The 5th units. Comparison of numbers: different multi-digit numbers are presented, which are ordered by size or the largest, which is assigned to increase. For example: the numbers 3570 and 3620 can be compared. Composing numbers by coding method. Students are given numbers that are buried using letters or symbols and asked to solve them. For example, if A=4000, B=600, C=50, D=9, Then A+B+C+D=? Finding a solution based on life examples: students are given the following problem: the population of the city was 357,000, in a year 12,500 people moved. Calculate the current population. This type of assignment helps students understand the real-life application of numbers.

Another way to teach numbers in a thousand concentration is through interactive approaches that help to activate the participation of students and speed up the process of mastering their knowledge. The following interactive techniques can be used. Numeric puzzle (Number Puzzle) students are given numbers written in a confusing order, and are asked to construct multi-digit numbers on a given condition. For example, numbers: 3, 5, 7, 2 – from them it will be necessary

to make the largest and smallest four-digit number. Number grouping (Grouping Numbers) students are instructed to assign different digit numbers and place them correctly in the order of thousandth, hundredth and decimal units. For example, in the number 4256, which number represents the thousand, which represents the hundred. Who's faster? (Speed Challenge) the teacher says different multi-digit numbers and students must correctly determine the position of the numbers that belong to them. For example, what are the hundreds in the number 8924? (Math Quest): the trainees complete certain missions and progress to the next stage. For example, it would be necessary to find the smallest number greater than 5000, then write down the resulting result. The number Pyramid (Number Pyromide) students work on numbers arranged in a certain order. For example, using thousands of units such as 1000, 2000, 3000, they form a pyramid.

Before teaching multi-digit number numbering, let's mention information about multi-digit numbers. Multi-digit numbers are numbers made up of two or more digits. Union (1, 2, 3,...9) the ten (10, 20, 30,...90) hundreds (100, 200, 300,...900) millennia (1000, 2000, 3000,...9000) tens of thousands, hundreds of thousands, millions, etc. Multi-digit numbers can be different: even numbers divisible by 2 (320, 8426, 10000) odd numbers divisible by 2 (127, 395, 10001). Complex numbers are numbers made up of several prime factors (18, 45, 100). Prime numbers are only 1 and self-divisible numbers (2, 3, 5, 7, 11,...). Multi-digit number numbering is used on a variety of roads. When expressing numbers in written form (e.g. 45732 forty-five thousand yeti one hundred thirty-two). Divide, multiply, add and subtract numbers while performing mathematical actions.

Teaching the numbering of multi-digit numbers can be done in the following ways. One way to explain the importance of number order is to divide numbers into colors: their position is better understood by marking thousands with red, hundreds with green, Tens with blue, and units with yellow. In issue 5342, the 5th millennium is red, the 3rd hundred is green, the 4th decimal is blue, and the 2nd unit is yellow.

Explaining through life examples shows readers how the order of numbers works in real life, which makes it easier for them to understand. 5342 soums through monetary units means 5 thousand soums, 3 hundred soums, 40 soums and 2 soums. Through the population, the town has 12,345*6 inhabitants – meaning 100 mimgs, 20,000, 3,400, 50 and 6 people. Writing phone numbers in the wrong order or placing numbers can completely change where to call. Comparing the order of numbers it is possible to conduct interactive activities so that students can strengthen the order of the numbers. Put the game number. Students are given an incorrectly placed numerical number and asked to place them in the correct order. M: what number is formed if 8 is placed instead of ten thousand, 3 instead of one hundred? Making the largest and smallest number. It is required to make the largest and smallest numbers using the given numbers. Example: 3, 7, 9, 1, 4 using numbers, the largest number is 97431 while the smallest number is 13479. Interactive group assignments: working in a group allows students to share their opinion and learn from each other. Each group is assigned a 5-digit number. They break this number into pieces and independently develop how it can be encoded. Groups prepare a presentation on their results.

Conclusion

In conclusion,the study of algebraic materials in elementary grades provides theoretical foundations, giving students the skills of elegant,resourceful and working on their own in kelejak, giving them the foundation to work without difficulty in examples in those who go to senior classes, serving and progressing in the path of the goal that they set for them. The main task of teaching algebraic material in grades I-IV is to carefully shape the number and imagination in

students.It is the concepts and visions that are formulated in the later stages of education,the further activities of young people in general serve as the basis.

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