

METHODOLOGY FOR TEACHING MATHEMATICS IN ELEMENTARY GRADES

Chirchik State Pedagogical University, 2nd Year Student Of The

Faculty of Primary Education **Fayzieva E'zoza**

Scientific leader: **Fayazova Diloram Tuychievna**

Annotation: In this article, the methods of teaching elementary students mathematics, how to implement them, it was thought to give students a thorough knowledge, to teach them ways to form the worldview of students, to show a person in the process of teaching mathematics to love Labor, to educate such qualities as respect for each other in his dignity.

Keywords: method, methodology, comparison, didactic goals, qualifications and skills, lesson types, new goals, didactic materials.

In recent years, the teaching of Mathematics at school in our country has made changes that are extremely large, especially in terms of their scale and importance in the primary education system. Paragraph 3.3.1 of the "national program" outlines plans for the organization of training in grades 1-4 in the development of continuing education.

The imposition of completely new goals before school education is leading to a radical change in the content of teaching mathematics. Mathematics requires development both in the content of the elementary course and in the methodology of using textbooks and manuals.

The word mathematics is derived from the Greek word "mathema", which means "knowledge of the sciences". The object of study of mathematics consists of spatial forms and quantitative relations between them. The purpose of the school mathematics course is to give students a system of mathematical knowledge, taking into account their psychological characteristics. This system of mathematical knowledge is communicated to students through certain methods (methodologies).

The methodology is a Greek word meaning "method" "meaning" "path". Mathematical methodology is a branch of pedagogical science that is part of the system of Pedagogical Sciences and applies the teaching laws imposed by society at a certain stage in the development of mathematics. The imposition of new goals in teaching leads to a radical change in the content of teaching mathematics. In order for elementary students to be taught mathematics effectively, it is necessary for the teacher to master the methodology of teaching mathematics in elementary grades in depth.

The subject of the methodology of elementary education in mathematics consists of:

1. From teaching mathematics to substantiate the intended goal(why mathematics is taught, taught).
2. Scientific development of the content of teaching mathematics (what to teach) how the level of knowledge brought into one system is distributed in accordance with the age characteristics of the readers, consistency is ensured in the study of the basics of Science, the load on teaching work is eliminated, the content of Education corresponds to the opportunities for students to know specific knowledge.

3. Scientific development of teaching methods (how to teach, that is, what should be the methodology of educational work so that students acquire the iqisadi knowledge, qualifications, skills and abilities of mental activity that are currently needed?

Teaching tools-the use of textbooks, didactic materials, visual aids and educational techniques (what to teach using).

Scientific development of the organization of education (how to organize the lesson and the carrier forms of education from the lesson).

The purpose, content, methods, tools and forms of teaching are complex in the basic contents of the methodological aspects, which can be described with a specific graph.

The methodology of teaching mathematics relies on set theory in the foundation of the concept of natural number in other disciplines, most avalo, mathematics - modern mathematics, inextricably linked with its base science. We will face the following assignments for the first class of a mathematics textbook designed for elementary grades: "how many trucks are in the picture, paint so many cells in one row, paint so many cells in Row 2 if there are several buses in the picture". Completing such assignments encourages children to establish a reciprocal one-value correspondence between the elements of the specified sets, which is important in shaping the concept of natural number.

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The study of mathematics helps students to master the skills of being able to correctly form a culture of speech in their native languages, to clearly, clearly and succinctly state their opinion. Such knowledge is given to the orgal, while the spatial imagination of the students is formed and logical

their contemplation is further developed. The task is to determine the knowledge of the students of the 1st grade, to equalize the knowledge of the students of the class, that is, to deliver it to students who are well versed in the knowledge of students with low knowledge. The teacher takes into account the knowledge of students in a special notebook in the following order"

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How much does he know how to count?

How much does he know how to add numbers?

How many know how to subtract numbers?

$>$, $<$, $=$ can the characters be used?

Can you find these unknowns in addition and subtraction given by unknowns?

Which shapes know and can draw names?

How long can I write numbers?

Can it distinguish 0'ng, left, more, more, "ta", "Martha", equal?

Can Money, price, clock, minute, length, weight deal with furnace units?

The main method of work in preparing children for training should be aimed at the formation of skills for performing mental operations, such as analysis, synthesis, comparison, generalization, stratification. It helps a lot in this to narrate the oral and written speeches of your readers, to improve their mathematical knowledge the interest in mastering goes to kuchaya. The main didactic goals in mathematics lessons: the purpose of each individual lesson is to determine the purpose of the system of lessons, with the help of which it reveals the content of the topic being taught to students. In this case, it is necessary to introduce learners with new concepts, in the second case to expand and deepen the familiar concept, in the third, to form some skills and abilities, in the fourth, to check knowledge, skills and skills, etc.k. is done. Repetition of what has been done involves putting the previously mentioned lessons into a new system, thus checking knowledge. School experience has created a certain system of the lesson that most students follow this system, achieving certain good results. Usually at the beginning of the lesson, homework is checked or the dead topic is repeated, and then a question and answer is held on the past topic. After that, the new material will be described and unimproved, examples and issues will be solved or control questions will be asked. At the end of the lesson, instructions on the task are given to the House.

Sometimes, it can be devoted to one of these goals. This one goal is called the main didactic goal of the Dar, and others are rich in it.

Types of lessons in mathematics and the course of the lesson:

In elementary grades, mathematics can be shown the types of classes in Qui:

classes to introduce students to new concepts, generate new knowledge and co-nikmas (in these lessons, knowledge of computing, graphics or problem solving is generated);

lessons for strengthening new knowledge, skills, skills with the help of various exercises;

at the next stage, independent knowledge, skills and classes of examination of ko nikma in order to prevent atolaring. In each lesson, different didactic goals can be implemented: checking homework, outlining the purpose of the lesson and content, preparing shooters to master new material with repetition of the previous ones, special exercises for calculating pain, learning new material (the main section of the lesson), strengthening children's previously mastered knowledge and skills, calculating learned knowledge, applying exercise, knowledge and skills (the main, repeat the previously mastered material, give the house a task and draw conclusions.

In order to actively prepare students for the assimilation of new educational material, previously mastered materials are repeated, materials of a repeating nature are often performed by oral calculation. It is also possible to independently solve examples and issues aimed at mastering new material. To determine the degree of Dar in the curriculum and teacher plan.

Determination of the main didactic purpose of the Dar.

Determine the content of the lesson.

Drawing up the lesson stages.

Drawing up a lesson plan.

Writing the text of the lesson.

Determination of course methods.

Determining the time spent on each stage.

Performing examples and issues that are given in class and at home.

Preparation of visual weapons, etc.k.

The plan or text of the mathematics lesson shows the teacher the general direction and sequence of the type, examples, examples of algebraic expression, the work he does with students.

The most important feature of the elementary mathematics course is its practical orientation. If in the upper classes some issues of the mathematics program are of a theoretical nature, in the elementary classes each new concept, characteristic, law is introduced for practical activities. For example in Grade 4, students ' mastery of the concept of a rectangle means that they now know the definition of a rectangle, know how to cause its symptoms logically and prove certain properties, and can use it to solve practical issues of definition, signs and properties. In elementary grades, students determine the equality of the opposite sides of a rectangle in a reciprocal way and learn how to make a rectangle, sharpen and calculate its subject and face. The large number of practical studies that are formed in Primary School in students is of fundamental importance for the school mathematics course, but this cannot be said about imagination. For example, the perception of the number that students in grades III and IV have is fundamentally different. However, the written and pain-performing axes of arithmetic operations, which are shaped in the following classes, are used both in the middle classes and in the upper classes. Thus, the formation of a thorough practical training and qualifications in students begin ich is one of the main tasks of the class teacher.

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