INTERNATIONAL MULTIDISCIPLINARY JOURNAL FOR RESEARCH & DEVELOPMENT
SJIF 2019: 5.222 2020: 5.552 2021: 5.637 2022:5.479 2023:6.563
eISSN 2394-6334 https://www.ijmrd.in/index.php/imjrd Volume 10, issue 11 (2023)

THE SIGNIFICANCE OF USING THE HERITAGE OF EASTERN THINKERS IN PRIMARY CLASS EDUCATION

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Annotation: This article pays special attention to ensuring the effectiveness of education through the effective use of pedagogical design methodology in the content of education, which is the driving force for the development of the state. Thoughts about interest in the formation of project activities of schoolchildren and students in the modern educational process are highlighted.

Keywords: Matematic concept, pedagogical design, educational effectiveness, mathematical research, skill acquisition, concept, subject.

Enter

It is the task of every pedagogue today to make students interested in mathematics and to ensure that they are not indifferent to it. Along with teaching the implementation of the four operations in mathematics, it is also important to teach shapes, their structure, difference and size. Short-term and long-term projects are used in mathematics classes and after school. Parents of students are involved in some projects ("Circle or circle", "The secret of the pyramid", "Ancient measurements of length and area", "Streets of our city", etc.). Work on several projects involves the use of historical and local history materials ("The Secret of the Pyramid", "Ancient Measurements of Length and Area", "Patterns of the Ancient East", "Streets of Our City").

LITERATURE ANALYSIS

Below are examples of such tasks in the description of the "Circle or circle" project. The third condition for the formation of mathematical concepts using the project method is the organization of independent practical activities of students. During the implementation of the project, the following types of independent student work were used:

• work with a textbook (M.E. Jumaev's "Mathematics" notebooks; collection of geometric problems);

• working with references (dictionaries, encyclopedias);

• Work with the materials of Internet sites (search for information, analysis, selection);

• performing training exercises;

• preparation of tasks and exercises;

• writing an essay (article, geometric tale, speech text);

• execution of drawings and drawings (sample of geometric shapes, plan of the area around the city, drawing circles without a compass, etc.); create an album with drawings and photos;

• modeling of real objects (opening of the pyramid, houses on the city street);

• observations (geometric figures on city streets, circular toys, plane and three-dimensional figures around us, etc.);

• Create a computer presentation. Finally, another condition for using the project method in the formation of mathematical concepts is to reflect the activities at the end of the project. Reflection of the students' performance was done during the rehearsal of the performance or during the presentation of the results. The following methods were used here:

• answers to questions (What did you succeed in? What would you do differently if you were to start over? What was the most interesting? etc.);

• "Continue the phrase" technique ("Our project has come to an end and I want to say...", "It was a discovery for me...", "I chose this topic of the project because...");

• make a note for yourself (Make a note for yourself about participation in the next project);

• make a note to another (make a note for students participating in the same project); writing a reflective essay (Students were offered a plan to write a mini-essay: - At first we thought like this ...; - Then we faced a problem; - Then we observed (we compared, did) ...; - We saw (understood) ... So ...; - Now we ...).

ANALYSIS AND RESULTS

Using the project method, the following conditions are met in the formation of mathematical concepts in 3rd grade students:

• formation of students' motivation to work in the project;

• inclusion of geometric concepts in the content of assignment projects;

• organization of independent practical activities of students;

Reflecting the activities at the end of the project. Various methods were used to motivate students to work on the project. The right to choose the topic of the project, the methods of presenting the material, the partners in the activity motivate the elementary school student in the project activity. An effective way of motivation is to create a problem situation. The following methods were used to create the problem situation:

• problematic questions (Which of the objects you are familiar with are circular and which are not circular?);

• riddles (Look at the picture and draw in the album. Three corners. Three sides. Connect them together. It turned out to be not a square, but a beautiful ... (triangle));

• problem assignment (making a "verbal portrait" of right rectangles, acute triangles);

• considering the phenomenon from different positions (a carpenter of the past and a modern builder calculate the area of a square room whose side length is equal to two cubits and three cubits);

• clash of contradictions between theoretical knowledge and practical activity (rectangles from lines 4 cm, 6 cm, 6 cm, 3 cm long);

• problematic practical task (how to draw a circle if the compass point was not invented?)

Another way to encourage work on a project is to set a meaningful practical task. In the "Patterns of the Ancient East" project, students were given the following task: "In the center of our city, in the historical square, new cast-iron fences will be installed. The competition for the best pattern for swordsmanship in the ancient Eastern style has been announced. Let's make our sketches for this challenge." The Mathematical Inquiry method was also used when students were asked to be researchers. For example, students completed the task: Connect two points on a circle with a segment such that the segment passes through the center of the circle. passes. If the radius of the circle is known, write an expression that can find the length of this segment. The interest of the parents encouraged the students of the third grade to do well in the projects. Therefore, explanatory work was carried out with the parents. Seven of the 12 projects of the program were implemented with the participation of parents. The second condition was the inclusion of tasks aimed at the formation of geometric concepts in the content of the projects. The formation of geometric concepts among students in accordance with the theory of formation of concepts developed by N.F. Talyzina according to the tasks of mathematics textbooks 1- and is carried out in grades 2. We carried out the formation of concepts by observing the following stages:

• selection of all types of features in objects;

• distinguish important features from non-essential ones. This stage ends with entering the name of the concept and selecting its important features;

• draw a conclusion that the subject belongs to the given concept;

• Introduction to the concept. In the 1st grade, the concepts of point, straight line, open and closed curve, ray, segment, broken line, right and indirect angles were formed; polygons as closed broken lines. In the 2nd grade, the concepts of flat and three-dimensional figures were formed; sharp and sharp corners; circle, circle. Diagnostic results show that students are familiar with the names of these numbers, but do not have a clear idea of their main characteristics. In the 3rd grade, on the basis of the textbook material, it is planned to form concepts about cube, right-angled parallelepiped, and triangle types.

We to the content of the projects

• selection of all types of characteristics of objects (identification of characteristics of the object, comparison of objects, grouping, identification of reasons for grouping, classification on different bases, etc.);

• distinguishing important features from non-important ones (adding the missing thing, looking for its complement, making a riddle, choosing the opposite element, recognizing the element according to its part);

• obtaining results from the object's belonging to the given concept (naming all the properties of the given figure, determining whether the figure has these properties, etc.);

• we included exercises to generalize the topic under the concept (name it in one word, draw the given picture, determine whether this number belongs to the named group, etc.).

How geometric concepts are formed can be seen in the process of working on the "Circle or circle" project. This project was not planned in advance. The idea of writing a short note about these geometric figures came from the students themselves. In one of the math classes, while studying proportions, the students had to draw a circle, the teacher mentioned that it is possible to draw a circle without a compass. The next day, one of the students brought in a small

printout from an Internet site about some ways to draw a circle without a compass. There was an idea to introduce the methods of drawing a circle without a compass to the guys who forget the compass at home. For this, it was necessary to publish a wall newspaper with inscriptions. During the discussion, the topic of the project was expanded, several group and individual projects united by one topic appeared within the framework of a large project. Project type: creative, informational, practice-oriented, interdisciplinary (mathematics, visual arts, technology); individual-group, average duration. Purpose: to form concepts about circle, circle, radius and diameter of a circle, properties of radii (diameters of a circle), radius and diameter of a circle.

Planned result: a wall newspaper created by students based on information about circles and circles.

In conclusion, it can be said that the project method has recently become widespread in primary school. In many textbooks, including mathematics, authors include educational projects, because project activities of students not only help to develop universal educational activities, which are the basis of learning ability, but also effectively instill scientific concepts in schoolchildren. forms. An analysis of mathematics programs and textbooks for elementary school showed that most of them contain materials for organizing project activities that help in the formation of mathematical concepts. During the implementation of projects, the following conditions are created: encouraging students to work on the project.

Projects, which include tasks aimed at forming geometric concepts, distinguishing the properties of objects, distinguishing important properties from unimportant ones, deriving results from the fact that the object belongs to a certain concept, including it in the concept, independent practical activities of students are organized, as well as the project activity is reflected at the end.

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