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TYPES OF PROBLEMS AND CREATIVE WORK ON THEM. WORK ON SOLVING PROBLEMS ON CONCENTRATIONS (10, 100, 1000 AND MULTIPLE NUMBERS)

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1. Methodology of working on issues on the subject of "Ten".

1. Issues related to increasing and decreasing the number by several units. From the first day of training, preparations are made to introduce more difficult problems of increasing (decrement) a number by several units, in which two sets of subjects are compared. During practical exercises, children learned to establish a one-valued correspondence between the elements of two sets of objects (exercises such as: make as many squares as there are windows in the classroom, as many legs as the table , draw as many sticks, etc.). In addition, they have learned to determine which of the compared sets has more objects and which has less, and so on.

2. Issues of differential comparison. It is recommended to introduce these issues first using demonstration and then individual counting materials. In the first case, the teacher himself conducts work with the demonstration material, involving students only in some stages of the work; in the second case, even if the students do the work independently, it is very difficult to organize the work, mainly to check the result of this work.

Conducting practical work helps to effectively organize independent work.

When solving the given problem (as well as when working with didactic materials and pictures), students find the difference (remainder) directly by counting the objects, because the picture reflects the number of objects and practically deduces the solution. ate. When children can solve such problems on the basis of a learned general rule, that is, when they learn how to know how much one number is larger or smaller than another, there is no need for such use of pictures.

Finally, we show how short notes of the type of issues under consideration are written. Let's look at this problem: "There are 10 pencils in one box, and 6 pencils in the second box. How many more pencils are there in the first box than in the second box?'

I — 10 q.

II — 6 q.

How many more pencils are there in the first box than in the second box?

Solution: 10 - 6 = 4.

In order to avoid mistakes in the choice of action, as well as in order to distinguish different problems from each other, it is necessary to give the problems of separate comparison with the problems of increasing (decrement) a number by several units.

2. Methodology of working on issues on the subject of "Hundred".

1. The first acquaintance with a complex issue. Solving some types of complex problems. First of all, it should be mentioned that students can move on to solving complex problems only after

they acquire the skills of analyzing the condition of a simple problem and choosing an action based on it.

There are a number of options for developing the skill of analyzing the condition of the problem. Let's look at some of them. First of all, children should be given exercises not only for solving with numbers, but also for another purpose, that is, to analyze a condition and choose an arithmetic operation. There can be different options of exercises. We will give examples.

1) Pupils picked 2 kg of tomatoes from one bush and 1 kg more tomatoes from the second than the first. How many tomatoes did the students pick from the second bush?

2) Pupils picked 2 kg of tomatoes from one bush and 1 kg less tomatoes from the second than the first. How many tomatoes did the students pick from the second bush?

3) Pupils picked 2 kg of tomatoes from one bush and 1 kg from another bush. How many tomatoes did the students pick from both bushes?

4) students picked 2 kg of tomatoes from one bush and 1 kg from another. How many kilograms more tomatoes did the students pick from the first bush than from the second?

The teacher gives the students a series of such problems and asks them to show the problems that can be solved by addition (subtraction). Or give the students a problem and ask them to say only the action that solves the problem (without writing the solution). Readers' attention is also drawn to the fact that the questions of the first two problems are the same, but are solved by different actions, because their conditions are different. The questions of the next two problems are different (while the conditions are the same), so they are solved by different operations. Thus, the choice of action depends on both the condition of the issue and the question.

In other ways, it is necessary to strengthen the full analysis of the condition of the problem in children, in which it is necessary to find such a situation that it is necessary to pay attention to the question of the problem.

We will give examples.

1. How much money did the scientist have? He had 5 soums and his mother gave him 2 soums.

2.a) Bahram has 3 apples, Wali has 5 apples. How many apples does their grandmother have?

b) 4 boys were playing in the yard, 3 more girls joined them. How many girls started playing in the yard?

In the first problem, it is difficult to determine what is given and what to find for children, because the given and the question of the problem have changed places. The next two issues are joke issues. In this case, all the children's attention should be focused on the problem question.

From the very first steps, children should be allowed to "notice" what is new about the problem, they should be faced with difficulties by sharply distinguishing new conditions from the conditions that have become a habit for them. Children need to be able to predict what mistakes they will make based on their previous experience solving single-action problems. For example, when solving simple problems, students did not think about how to compare the numerical data with each other , because there were only two numerical data in the problem condition, and they only compared the data in the problem condition to answer the problem question. ate It is quite natural that students come with such a guide to solving a complex problem.

So, the teacher's goal is first of all to create such conditions that the need for additional information that is not given in the context of the problem becomes clear for the students, and therefore, in this way, the children are able to solve the problem immediately with one action. will end his natural desire.

There are two different points of view as to what kind of problem to start with. According to the first point of view, it is better to start work with complex problems, which include simple problems of reducing a number by several units and finding a sum. For example: "6 boys and 2 less girls from the same school came to the puppet theater. How many children came to the puppet theater?":

According to the second point of view, it is necessary to start with complex problems, which include simple problems of finding sums and remainders. For example: "Salim cut 5 red and 3 green flags. He gave 6 flags to his sister. How many flags are left in Salim?"

2. Problems solved by multiplication and division.

a) Problems revealing the exact content of multiplication and division operations. The exact content of the multiplication operation is revealed when solving problems related to finding the sum (product) of the same addends. These problems are solved practically (children work with various didactic materials and pictures) and are solved on the basis of addition. In this regard, the problem in the second grade mathematics textbook is characteristic: "Make a picture that matches the condition of the problem and solve the problem."

1) There are 5 apples in each distribution. How many apples are there in the three distributions?

2) There are 10 eggs in each box. How many eggs are in two boxes?

Among the above problems, for example, the solution of the first one is written as follows:

5*3 = 5+5+5=15 (apples).

The exact meaning of the act of division is revealed when solving the problems of dividing by content and dividing into equal parts. During all 30 lessons allocated to the creation of the multiplication table and learning, the division problems are solved based on demonstrability. The main task of demonstrability at this stage is to demonstrate the process of division by content and division into equal parts. For this purpose, didactic material, subjects and conventional pictures are used.

b) Problems of increasing and decreasing the number several times. In relation to "more than a few times", introduction is given using the subject indicative. Students work with didactic materials (circles, sticks, notebooks, pencils and other things) and perform exercises of this type under the guidance of the teacher.

move on to doing exercises of this form (first under the guidance of the teacher, and then independently): draw 3 times as many cells; Draw 5 triangles, draw 2 more triangles under these triangles, etc.»

c) Problems on multiple comparison of numbers. The children's knowledge of solving problems related to increasing (decrement) a number several times is the basis for introducing problems related to multiple comparison. The use of visualization helps children to explain the meaning of the multiple ratio expressed by the words "so many times more", "so many times less". In the

methodology, it is recommended to start the work using didactic materials: "Three squares are placed on a checkered board. The teacher asks the student how many squares there are in the square and suggests getting 2 times more triangles. The student must explain why he got 6 triangles. (more than 2 times, so 2 times out of 3).

It is very important to rely on direct experience and measurements when explaining the meaning of multiple comparisons. For example, how many times more water was put in one container than the other; you can suggest how many times the length of a piece of hemp (ribbon, rope, etc.) is, etc.

After completing a series of such exercises, the students will come to the following conclusion: to find out how many times one of the given numbers is greater or less than the other, it is necessary to divide a large number by a small number. Children begin to solve problems based on this conclusion.

g) Issues related to the consideration of proportional quantities. Consideration of problems expressing proportional relationships between quantities begins in 2nd grade. In this case, the following three interconnected quantities are considered: price, quantity, how much it costs (total, money); mass of one object, number of objects, total mass; material consumption per year, number of items, total material consumption; one-day (one-hour) consumption rate of a product, number of days (hours, etc.), total consumption.

Students solve such problems in the II grade and the relationship between quantities; learn the connections between the components and results of multiplication and division operations; acquire the relevant terminology (price, amount, cost, consumption rate, etc.). It is necessary to move from observations to generalization of facts, to notice connections between quantities. For example, price, quantity and cost; it is necessary to know the relationship between the mass of one object, the number of such objects and their total mass.

By the end of the second year of education, children should know how to find the value of one of the quantities from the known values of the other two. At the same time, children should know this in a general way, that is, they can, for example, find out the price if the number of several items is known (words using the terms price, "amount", "how much" they should explain with).

d) Problems on finding the sum (difference) of two products and the difference of two divisions. Let's look at this issue: "The builders built 8 houses with 6 apartments each and 7 houses with 5 apartments each. How many apartments were there in all these houses?"

The condition of the problem can be briefly written as follows:

It is advisable to solve such issues by expressing:

6-8+5-7 = 83 (sq.)

Answer: 83 apartments.

e) Proportional quantity problems. First of all, we would like to emphasize that in teaching to solve the various problems under consideration, the knowledge gained in solving simple problems is proportional to the amount; it is necessary to rely on learned rules for finding one of three interrelated quantities in terms of two given ones.

f) Problems of applying the properties of multiplying a number by a sum and multiplying a sum by a number. You can start familiarizing yourself with the problem of the application of the

property of multiplying the number by the sum by looking at this problem: "The students of the first grade planted 4 rows of 3 bushes each, and the students of the second grade planted 4 rows of apples with 7 bushes each. . How many apples did the first and second graders plant in total?"

Work on problems whose solution is based on the application of the properties of multiplying a number by a sum is structured similarly.

Students will not encounter new issues in the topic "Minglik". In this case, the issues on the topic "Yuzlik" will be considered. The only difference is that in this case, not only one-digit and two-digit numbers are used, but also three-digit numbers. We will limit ourselves to considering one such issue: "A boy read three books. All of them consist of 653 pages. The first book has 256 pages, the second has 58 pages less. How many pages is the third book?

We write the condition of the problem as follows:

Solution:

Answer: the third book has 199 pages.

2. Working on problems on the topic "Multi-digit numbers".

a) Unitization problems to be solved by the ratio method. The essence of the method of ratios in solving problems related to the simple rule of three is that first you need to know how many times one number is in the other (or how many times one number is greater than the other), and then you need to increase or decrease the known magnitude of the second quantity by the same number of times. We emphasize that the considered problems can be solved by this method only when the numbers representing two values of one quantity are multiples of each other.

To prepare students for solving problems related to the simple rule of three, which can be solved by the method of ratios, it is useful to offer them approximately such exercises: "How many times 4 l are in 12 l?" "How many times are there 5 m in 30 meters?", "How many times is the number 36 greater than the number 12?" and so on.

After completing the preparatory exercises, students can be offered a simple rule of three problem: "Two identical cakes cost 12 soums. How much do you have to pay for 6 such kulchas? First, the problem is solved by a method familiar to students. The new method of solving the problem (relational method) is compared with the previously familiar method, and the difference between these methods is determined.

b) Proportionality issues. In the methodical literature, before introducing such problems, it is recommended to give such preparation problems that are solved by two actions: "First time they bought 3 identical cups, and second time they bought 2 such cups. They paid 2 soums 50 soums for all bowls. How much is one bowl?"

In the first lesson, children should be introduced to writing the conditions of proportionality problems using tables, and students should also be shown how to write down the solutions of such problems with explanations of arithmetic operations. For this purpose, for example, it is possible to look at the following problem: "There is 5 m of gas in one section, and 7 m of gas in the other section. If 36 soums were paid for both pieces, how much does each piece of gaslama cost?

After getting acquainted with the content of the problem and what amounts (grade, amount, total money) are included in it, the students, under the guidance of the teacher, write a short summary using the table:

The price is the same

The amount is 5 m 7 m

Total money (how much it costs) 36 soums

Before introducing problems of the second type concerning proportionality (including multiplicity), it is necessary to solve problems that are solved by two actions, for example, such a problem: "Two girls took from the same tape. One girl paid 90 soums for the tape she received, the other paid 60 soums. If the price of one meter of tape is 30 soums, how many meters of tape did each girl get?"

In the process of analyzing the problem, it is known that there are three interrelated amounts in the problem (price, amount, how much it costs (total money)), two values of the total money (90 soums and 60 soums) is determined; since the girls bought the same tape, the price of the received tapes is the same, that is, 1 m of tape costs 30 soums, and finally, it is necessary to know how many tapes each girl bought.

With the analysis of the problem, its condition is briefly written using the table:

Children use the table to explain what each number means and what the problem requires to know. .

Short notation helps to break the problem down into two simple problems, each requiring finding the number according to the price and the total amount. Solving any simple problem will not cause any difficulties for students:

90 : 30 = 3 (m) 2) 60 : 30 = 2 (m)

Answer: the first girl received 3 m of ribbon, the second girl received 2 m of ribbon.

After the children solve this problem independently, the teacher offers them to find how many tapes both girls got together. Students do the addition operation:

3+ 2 = 5 (m).

A proportionality problem is then formulated under the new condition: two girls bought 5 m of tape at the same price. One of them paid 90 soums, the other 60 soums. How many meters of ribbon did each girl get? The condition of this problem is briefly written in the table:

After repeating the problem according to the table (that is, after determining what each number means and what is required to know in the problem), it is necessary to start analyzing it.

- What should be done to find out how many meters of tape each girl got? (It is necessary to know how much each of the girls paid (this is known), and at what price each girl received 1 m of tape (this is unknown).)

— What information is needed to find out how much 1 m of tape costs? (You need to know how much both girls paid together and how many meters of tape they got together.)

— How to find out how much 5 tapes cost? (60 soums should be added to 90 soums.)

From this comes the plan for solving the problem: first we will find out how much 5 m of tape costs, then we will find out the price of 1 m of tape, after that we will find out how many meters of tape the first girl got, and how many meters of tape the second girl got.

The solution is done by writing a question for each action or by explaining the results of the actions.

1) 90+60 = 150 (tiy.)-5 m of tape costs this much;

2) 150 : 5 = 30 (tiy.)-1 m tape price;

3) 90 : 30 = 3 (m)-the first girl bought so many ribbons;

4) 60 : 30 = 2 (m)-the second girl bought so many ribbons (or 5 —q3 = 2 (m).)

Check: 3+2 = 5 (m).

Answer: Girl I bought 3 m of tape, girl II bought 2 m of tape.

In order to deepen students' knowledge of the methods of solving proportionality problems, it is necessary to compare the solutions of two different problems. For this purpose, the following questions can be given for independent solution:

1) Portraits of writers were taken at the same price for two schools - 6 portraits were taken for one school, and 8 portraits were taken for the other school. 70 soums were paid for all portraits. How much should each school pay?

2) Two schools received 14 portraits of writers at the same price. One school paid 30 soums, the second school paid 40 soums. How many portraits did each school receive?

Each issue is briefly written in the table:

After that, the solutions to the problems are written with actions:

1) 6+8 = 14 (p.), 1) 30+40 = 70 (sum),

, 2) 70 : 14 = 5 (sums), 2) 70 : 14 = 5 (sums),

3) 6-5-=30 (sum), 3) 30:5 = 6 (p.),

4) 8-5 = 40 (sum). 4) 40:5 = 8 (p.).

At the end, with the help of the teacher, the solutions to the problems are compared and their similarities and differences are determined.

The problems discussed above are based on the group of quantities such as price, amount, total amount. In the textbook of class III, there are also problems based on other groups of quantities.

c) Problems of finding the unknown by difference of two. Successful solving of these problems depends to a large extent on students' deep understanding of the important features present in the problem. These features are that the difference of the values of one quantity known in the problem must correspond to the difference of the values of the second quantity, the next difference is not given explicitly in the problem, finding this difference makes it much easier to search for a further solution.

Before starting to solve the problems of finding the unknown by the difference of two, it is possible to give preparatory exercises, for example, such problems: the gazmol in one ball is 4 m more than the other ball, and it costs 24 soums more. How much does 1 meter of gazmol cost?

The following question is asked: why is the first ball gasmol more expensive than the second ball gasmol? The difference of 24 soums in the total cost corresponds to the difference of 4 m in length, so it is concluded that 4 m of gazmol costs 24 soums. The solution to the problem follows from this: 24 : 4 = 6 (soums).

Answer: 1 m of gazmol costs 6 soums.

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