

TEACHING MATHEMATICS IN ELEMENTARY GRADES

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Annotation: This article reveals the teaching of mathematics in primary schools. Mathematics in primary school should prepare students well for further mathematical education in primary school, this gives students possession of a certain amount of mathematical knowledge and skills that will give them the opportunity to successfully study mathematical disciplines further at an increasingly complex level.

Keywords: mathematics, elementary grade, students, education.

INTRODUCTION

Primary school is a valuable, fundamentally new stage in a child's life: systematic education begins in an educational institution, the scope of his interaction with the outside world expands, social status changes and the need for self-expression increases.

In primary school age, constant interests and inclinations towards a particular subject are formed, it is during this period that one should strive to reveal the attractive sides of mathematics. In order to maintain students' interest in this subject, as well as activity throughout the lesson, the teacher must properly organize the educational activities of schoolchildren (the use of new information technologies, techniques for developing critical thinking, etc.).

The state educational standard of the new generation requires the teacher to develop the creative thinking of schoolchildren, the formation of universal educational actions. According to the modern concept of mathematical education, its most important goal is "the intellectual development of students, the formation of thinking qualities characteristic of mathematical activity and necessary for a person to live a full life in society".

MATERIALS AND METHODS

Mathematics is one of the most important subjects studied in elementary school. It helps to develop students' thinking, logic, and also forms computational skills. Often, not only studying, but also teaching this subject causes difficulty.

Teaching mathematics plays an important role in shaping students' learning skills. The

main goals of primary mathematics education include:

- a) Mathematical development of primary school children;
- b) Formation of initial mathematical knowledge;
- c) Fostering interest in mathematics and mental activity from the initial stage of education.

The acquired knowledge at the initial stage of studying this subject will be necessary not only for further study of mathematics, but also for other school disciplines, solving many practical problems in adult life.

During the period of studying mathematics from 1st to 4th grade, it is necessary to solve such problems as:

- 1) To form elements of independent intellectual activity of students;
- 2) develop logical, intellectual thinking;
- 3) develop spatial imagination;
- 4) develop mathematical speech;
- 5) develop critical thinking;

As these tasks are solved, students will realize the universality of mathematical ways of knowing the world, acquire basic mathematical knowledge, the connections of mathematics with the outside world and other school subjects.

Due to the age characteristics of younger students, visualization of the educational process is necessary. The use of information and communication technologies will ensure speed, maneuverability, efficiency, the ability to view and listen to fragments and other multimedia functions, as well as the effect of the presence of "I saw it!" will be created - students will have a sense of the reality of events, interest, desire to learn and see more.

We have developed a lesson summary for the 2nd grade of the Perspektiva program, which shows the possibilities of using ICT in mathematics lessons in elementary school.

RESULTS AND DISCUSSION

Topic: One thousand

Purpose: to form students' idea of the number 1000

Tasks:

- 1) Tutorial: learn the number 1000;
- 2) Developing: to develop logical thinking, mental operations;
- 3) Educative: to foster interest in mathematics through achieving results.

The course of the lesson

I. Organizing committee.

- Hello, guys! Are you ready to start the lesson? (children's answers)

II. Updating knowledge. Summary of the lesson topic.

- What topic did we study in the last lesson? ("Multiplication table by 8 and by 9")

- Let's check how well you have mastered the acquired knowledge (oral account): $3 \cdot 3 = 45 : 5 =$

$4 \cdot 2 = 18 : 9 = 16 : 8 = 8 \cdot 8 = 27 : 9 = 9 \cdot 4 =$

- Look who came to visit us (there is an image of Dunno on the board)?

- Dunno was bringing words to our lesson, but all the letters got mixed up in his suitcase.

Help him to recover the words:

- What words did we get? (one, tens, hundreds, thousands)

- Has anyone guessed what new thing Dunno wanted to ask you? (about a thousand)

- Tell me, what will be the topic of the lesson today? (Thousand)

III. Working on new material.

- That's right, let's open the textbook on page 34 and look at No. 1.

- What should be done in task "a" (the number 999 should be represented as the sum of the bit terms)? What does it mean? (children's answers)

- Who is ready to give an answer and write it down on the board?

- Now let's complete the task "b". Name the numbers that stand before the number 999 and after the number 999. (children's answers)

- Consider the proposed text and framed drawings.

- How can we represent this number? ($900+100$, $990+10$, $999+1$)

- Well done. Now let's look at No. 2. What should we do? (find the missing numbers using the scale).

- We are trying to complete the task along the chain. ($1000=800+200$, $1000=400+600$ etc.)

- Look at the screen, guys. (watching the cartoon "In the land of unlearned lessons")

- Tell me, why is it important to be able to count? (children's answers)

V. Reflection.

- Finish the sentence:

"I learned in class that..."

- "I liked it the most..."

CONCLUSION

Mathematics in primary school should prepare students well for further mathematical education in primary school, this gives students possession of a certain amount of mathematical knowledge and skills that will give them the opportunity to successfully study mathematical disciplines further at an increasingly complex level.

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