

EMPHASIS ON THINKING IN ELEMENTARY GRADE MATHEMATICS LESSONS

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Annotation: The state standard of Education encourages each of the students to create equal opportunities in their education, encourage each of them to achieve a higher result and thereby ensure that the educational - cognitive process is organized differently. The production of state educational standards in the field of Science, Education on the basis of choice of educational disciplines implies the modernization of educational methodological complexes, including the teaching of in primary classes. The implementation of arithmetic in primary classes on the basis of the principle of linking and coordination of knowledge serves to ensure the internal linkage of Educational Sciences and Inter-interdependence of Educational Sciences. The Fulfillment by the students of the requirements for the performance of arithmetic operations in the primary classes helps them to acquire the necessary knowledge, skills and conics.

Solving text problems in children is first of all an excellent math formation of concepts theoretical defined in their software along with mastering their knowledge, they also develop students ' thinking skills it is important in the development. For example: you add to our readers if we want to formulate a correct concept about the children, then the sum of the children for this collect enough simple questions about finding packages almost every time unification is necessary in fulfilling its action and take off. For example: the following issue is given. Ahmed has 6 colors and three simple pencils. All in Ahmed how many pencils are there? To solve this, they First Take 6 sticks, and next to it another 3 pieces they suck the stick, and in all they count how many sticks there are. Then to solve the issue, it is necessary to add 6 to 3, and the resulting 9 number understand how to divide the sum of these two numbers. Similar issues many took off and gradually mastered the concepts about the practice of adding children they go and count them together to add it on a generalization basis they must be understood. For example: to find an unknown campaign of action when solving the issue, students will be able to use arithmetic divide the link between the results and apply it to the solution of the issues they will try. As a clear material in matters and with the help of them in the students new knowledge comes into being as well as thinking practices in the process of solving it they will learn to perform. To this from simple questions in the 1-th grade mathematics course we bring . 1.8 pieces in one saucer, 2 pieces of pomegranate in the second saucer there are. How many pomegranates are in the second saucer?

Results: $8+2 = 10$

Existing knowledge and finalization skills in the process of implementation will strengthen. With a clear material in the formation of issues an opportunity to deal with the theory of living by practicing provides. Many mathematical concepts are clear when solving reader issues it makes sure that people in life have their own roots in the experience. Knowledge and experience through solving issues with information that is important in the field they will get acquainted. Example of many issues to be solved in the initial classes in its content, the work of children and adults is the national struggle of our country, the technique lies in the achievements in sports and culture. Resolving issues the process itself is quite intelligent development of the reader in a certain methodology it shows a positive effect, because it allows for intelligent operations: analysis and synthesis clarification and the comparison requires generalization.

For example: the issue that the reader wants makes an analysis on the solution.

Separates the question from the condition of the issue

Solution plan when compiling, synthesizes, in this it uses clarification, a kind of as a result of solving the issues many times, the reader is given in these types of issues and summarizes the knowledge of connections between the numbers being searched.

To address the issue in the development of students ' thinking skills to determine the link between the given and the searched numbers and on the basis of this, the choice of arithmetic operations and their implementation it is a phrase from training. Issues should occupy the pupils in the period of resolution the link between the numbers being and the number being searched they will master. It is these educational lessons that students can take to address the issues depends on how much he mastered. In the elementary classes, the

solution is between the given numbers and the numerator based on the same connections. While with the exact content and the finite ones work is carried out with a group of different issues. Work on issues students first solve issues of one type and then another type it is necessary to teach to solve. Students with numbers and between numbers connecting are taught. To achieve this it is necessary to keep in mind several stages.

At Stage 1, the teacher will be able to solve the issues of the current type he leads the preparatory work. At this stage, students are writing issues mastering the links, which will be the basis for choosing the appropriate actions it will be necessary.

At Stage 2, with the solution of the issues of the type of the teacher introduces students, students are given numbers and an unknown number determine the connection between. On the basis of this, the choice of arithmetic actions they learn, that is, from the exact situation expressed in the matter, the appropriate arithmetic they learn to switch to the choice of action. As a result of this work students learn to solve issues and what actions to take, how to choose it.

Reference

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