Information Horizons: AMERICAN Journal of Library and Information Science Innovation
Volume 02, Issue 01, 2024 ISSN (E): 2993-2777

Methodology of Teaching Problem Solving to Primary Classes

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Abstract: In this article, the history of solving mathematical problems, its place in mathematics and information on how to teach children clearly and clearly the problems are presented.
Keywords: Skill, problem, simple, complex, method, methodology, content, development, comparison.

INTRODUCTION

At the current stage of our rapidly developing society, educating and developing a well-rounded person is one of our most important and urgent tasks. At the same time as the reforms in the field of education and the transition to the new Uzbek script based on Latin graphics, a mathematics program for primary grades was conducted. In particular, in the development of pride, intelligence, attention, children's memory, activity, agility, sensitivity and independence of thinking, teaching to problem solving plays an important role in elementary school students.

The emergence of the science of mathematics continued until the 5th - 7th centuries BC, and by this time, mathematics was developed as an independent science. The beginning of this period goes back to primitive times. During this period, mathematics was not yet formed as a science, and the nature of the work performed consisted of collecting materials based on the results of observation and verification.

In mathematics, the problem has a special place. For centuries, calculating and solving problems has attracted the attention of mathematicians. Scientists have written down interesting information about the matter and its essence. Let's get acquainted with the opinion of some mathematicians.

1) Arithmetic is a school of thought, so it does not lose its value by solving problems arithmetically. (I. Y a. Devoman.)

2) It is more useful for a person studying mathematics to solve one problem in three or four ways than to solve three or four problems in one way. It is possible to solve the same problem with different methods and determine which one is shorter and more effective by comparison. This is how experience is gained. (U.U. Sawyer.)

3) Break the problem you are studying into as many parts as possible and into as many parts as you need to make it easier to solve. (R. N. Descartes.)

A problem is a question expressed in words that can be answered using arithmetic operations. Primary school teachers should be taught what to pay attention to when solving a problem, and how to solve a problem. It is more effective to teach children in the following sequence.

1. Reading the problem and imagining what is being discussed in the problem.
2. Determine what is known and what is unknown in the matter.
3. To write it briefly so that he can understand the matter well.
4. Solve the problem and write the answer.

5. Checking the correctness of the solution to the problem.

Teaching problem solving in this sequence makes learning much easier for children. These sequences are mainly conducted under the guidance of the teacher

There are a few rules to follow when creating a short stipulation on the issue. A short condition in the problem is created after the content of the problem is introduced. A brief should be concise, clear, and show relationships between quantities. Different arrows can be used in a short condition. These arrows indicate accuracy.

It is very important to teach children to read the problem correctly. It is easier to solve the problem by reading and paying attention to words like "was", "left", "total" and numerical data that determine the choice of action. Problems are solved in two ways. Oral and written. Arithmetic operations and explanations are performed verbally in verbal solving. Almost half of the problems given in elementary grades must be completed orally. For example, let's take the following problem: 32 birds in a cage were sold. Of the sold birds, 18 fewer birds remained in cages. How many birds were in the cage? First, I know how many birds are left in the cage. For this I subtract 18 from 32. 14 remain. Now I will find out how many birds were in the cage in total. To do this, I add 14 to 32, and I get 46. Answer: There were a total of 46 birds in the cage.

Verbal problems are solved verbally in the same way. Actions are written in the written solving method.

It is necessary to check the solution of the problem. Checking the solution to a problem means determining whether the solution is correct or incorrect. The following inspection methods are used in primary classes. Formulate and solve an inverse problem to the given problem. If a known number is obtained as a result of solving the inverse problem, the given problem is considered to be solved correctly. Solving the problem in different ways. If a problem can be solved in different ways, the same result is produced, which confirms that the problem is solved correctly.

In primary grades, when they write the problem abbreviated, they come across the following words and teachers should explain it. Marta is less, many times, ta less, ta more, ta more. In this case, the word times means multiplication and division. Marta means multiplying, multiplying, multiplying, multiplying, subtracting, multiplying, multiplying.

For example: Tulip has 5 notebooks. Bonu has 3 times more notebooks than Lola. How many notebooks does Bonu have?

Given:

Lobard - 5

Bonuda -? 3 times as much from Lobar

Bonuda -? notebook.

Solution:

5 • 3=15

Answer: Bonu has 15 notebooks.

Mathematical problems in elementary grades are divided into 2 types. Simple and complex in content.

1. Simple problems include problems that can be solved with one action.

For example: There are 4 bags of apples in the store. 3 more bags of apples were brought. How many boxes of apples are in the store?

Given:

There were - 4 boxes

Delivered - 3 boxes

Total -? box

Solution:

4+3=7

Answer: There are a total of 7 bags of apples in the store.

Complex problems are made up of several simple problems and therefore are problems that can be solved using two or more steps.

For example: There are 40 flowers in the shop. Aziz received 15 flowers. Dilshad got 3 fewer flowers than Aziz. How many flowers are left in the shop -?

Given:

There were 40 of them

Dear - 15

Dilshad - 3 less than Aziz.

Left -?

Solution:

1) method. 2) method.

15 - 3=12 15 -3= 12

15 +12=27 40 - 15=25

40 -27=13 25 -12= 13

Answer: There are 13 flowers left in the shop.

In elementary grades, students are taught and solved mathematical problems in this order.

Summary. To sum up, it is necessary to further develop mathematical science, i.e. deeper application of problems, clarification and comparison. In mathematics lessons, the importance and role of mathematical problems is very important. I think that more attention should be paid to problem solving in mathematics classes. The reason is that the problems raised children's thinking, thinking, and comparison skills.

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