



Methods of Teaching Mathematics in Elementary Grades as Well as Ways to Use Them Effectively

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Annotation: There is described in the article the methods of teaching mathematics in elementary grades by learning sources and ways to implementing these effectively. Also, there are provided some examples of these methods implementation in practice.

Keywords: discussion, explanation, induction, deduction, analogy, analysis, synthesis, comparison, problem, explaining, illustrative, reproductive.

The rapid development of the fields of Science, Technology and production requires the relevance of raising the quality of education in all educational institutions to a new level in terms of content, especially increasing the quality of primary education, educational standards, the widespread introduction of advanced pedagogical and information and communication technologies. This places a higher level of responsibility and responsibilities on the part of elementary school teachers.

It is known that the issue of teaching methods, their systematic enrichment and renewal, is one of the most important aspects in teaching and, in general, in achieving high results in the educational system. Reading and teaching methods are methods of joint activities of teachers and students, with the help of which new knowledge, skills and skills are achieved. The ability, thinking of teachers develops. Therefore, teaching methods enriched on the basis of advanced achievements of modern science and technology and information technology are important in improving the effectiveness of Education. In order to consciously select from the teaching methods available in practice today those that correspond to the new content and new tasks of education, it will first be necessary to look at the classification of all teaching methods and existing teaching methods. Teaching methods provide for the organization, promotion and control of the joint activities of the teacher and students. Therefore, they are divided into three groups: – methods for organizing educational-cognitive activities; – methods for stimulating educational-cognitive activities; – methods for controlling the samadoricity of educational-cognitive activities.

Methods for organizing educational and cognitive activities are divided into several groups, these are:

1. According to the sources from which students receive knowledge: oral, indicated, practical methods.
2. In the direction of the reader's thought: induction, deduction, analogue.
3. Pedagogical influence on the level of management, the level of independence in the study of students: the method of educational work performed under the guidance of a teacher, as well as the method of Independent years of students.
4. By the degree of independent activity of students: explanatory-illustrative, reproductive, method of puzzle statement of knowledge, partial method of research and research.



Now let's go through a separate analysis of the group, which is distributed by the sources from which students receive knowledge. From the above, it is known that these consisted of oral, indicative and practical methods. Oral methods allow you to provide the most information by volume in a short period of time, to put puzzles in front of students, to help them track down the directions for solving them, in general, to develop the ability of the student to work orally. These methods create specific conditions for the development of students' thinking. Considering them, i.e. oral methods, separately:

A) Explanation. The method of explaining knowledge is such that in this, the teacher states the material, while students receive knowledge ready-made. The description of the educational material should be clear, understandable, concise. The explanatory method is used to familiarize students with theoretical materials in the history of data, to give instructions on the use of educational tools.

It is necessary to state a number of issues of the elementary mathematics course by the method of oral explanation. In the method of oral explanation, modern Information Technology, special gadgets can also be used wisely, which can greatly help students visualize and realize mathematical figures.

B) Interview. Being one of the most common and leading teaching methods, it can be used at different stages of the lesson, for different purposes, that is, when describing, strengthening, repeating a new material, when checking tasks assigned to the house, independent work. Conversation is a question-and-answer method of teaching, in which teachers, relying on students' bi LIMS for their appropriation and practical experience, lead students to solve educational and educational issues posed by a system of specially selected questions and answers to them. In teaching, catechetical and heuristic types of conversation are used. Catechetical conversation is compiled on the basis of such a system of questions that these questions require a simple recall of previously acquired knowledge, definitions. This is mainly done by checking and evaluating knowledge, strengthening new materials, repeating. The teacher does not give students ready-made knowledge, but leads them through the questions posed to come to new concepts, conclusions based on their previous knowledge and observation of themselves.

In order for the questions asked to activate the thinking of the students, they must force them to compare, compare, separate or group events and arguments, to look for connections between them. The following questions call: "Why?", "What does it mean?", "How else can this be done differently?", "How to understand this?" etc.

C) Story. The teacher can carry out the explanation of knowledge in the form of a story (fairy tale). It is primarily used to provide information about the development of mathematical history, the development of measurement systems, and other mathematical history. The effectiveness of the given story will certainly be higher if the child is involved in the events that he is facing in everyday life, elements and issues that make him think.

D) Let readers work with the book. It is one of the manifestations of oral teaching methods. Textbooks and teaching aids describe a systematic course of the foundations of Science, provide material for the independent work of students. At all stages of the teaching process, work with a textbook and a book is carried out, but this work requires certain qualifications and teacher support from students. Depending on their acquisition of reading qualifications, it is necessary to involve readers in independent reading of the text given in the book.

Reading a text or issue text in mathematics is new to students and somewhat difficult to understand, so it is necessary to check what the student has read from the textbook. In textbooks, care should be taken to read the instructions given before each exercise. When teaching mathematics, students'



reading of pictures, drawings and schemes is of great importance in enriching their skills, in particular the skills of understanding the mathematical records that make up the main content of the textbook. In this case, it will be necessary to take advantage of the opportunities that the conclusion of the work reveals a textbook for independent acquisition of new knowledge using painting, drawing, oral expressions, mathematical notation.

E) Instruction methods. This method of teaching allows students to gain knowledge based on observations. Observation is a manifestation of emotional thinking, and in the elementary grades it is necessary to use it widely and effectively. The object in the surrounding being, the phenomena and their different models, the instruction manuals in different languages are observational objects. Instructional methods cannot be distinguished from verbal methods of teaching. It is advisable to always carry out the demonstration of instruction manuals in conjunction with the explanations of the teacher and students. Four main forms of joint use of instructional tools with the teacher's word have been identified.

In the implementation of the visual method in mathematics lessons, relying on the perception of students on the one hand and their imagination on the other is an effective aspect. The correct use of instructional methods in mathematics lessons allows the formation of meaningful concepts of quantitative representations, develops logical reasoning and speech, helps to come to the generalizations that are subsequently applied in practice, based on the consideration and analysis of specific phenomena.

F) Practical methods. Methods related to the process of formation and perfection of skills and abilities are practical methods. This can include written and oral exercises, practical laboratory work, some types of independent work. Exercises are mainly used as a method of strengthening and applying knowledge. Exercise is said to be a planned repetition of an action with the aim of mastering or strengthening it. Exercises are used to generate numerical skills, computational skills and competencies, arithmetic problem solving skills. Exercises should be used in a particular system, following the principle of switching from light to complex. It is necessary to develop students' independence from training, training and creative exercises. To strengthen the solution of this or that action, method, issue, the initial exercises are performed under the guidance of the teacher. A teacher provides one or another help to students for a while. After that, it is advisable to do the exercises independently.

Exercises of a creative nature include solving problems and examples in different ways, drawing up an issue on expression, drawing up an issue according to a short writing scheme, solving issues of a perceptual, enigmatic nature. Practical and laboratory work is fully used when introducing quantities and their scalability. Conducting practical and laboratory work allows students to actively acquire knowledge, skills and skills, elements related to independent judgment and making conclusions develop research skills, enrich the imagination of students and expand their range of knowledge. It is for this reason that both practical and laboratory work are considered one of the effective methods of teaching. Based on the experience of organizing mathematics classes in the primary classes of secondary schools of the Kashkadarya region on the basis of modern pedagogical technologies, and on the basis of our research, we propose the following in this direction – the teacher should have basic knowledge of modern pedagogical and information technologies, work on himself methodically in this area; – the presence of multimedia and disseminated materials applied from the subject of mathematics in the required and sufficient volume of content based on the needs of students; – the use of each lesson by adding a little new elements to the didactic games close in content to each other, paying attention to the correct interpretation of the condition of didactic games.



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