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Use of Interesting Problem-Solving Methods in Developing the Logical Thinking of Primary Class Students

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Abstract: This article describes the use of methods of solving interesting problems in the development of logical thinking of elementary school students in mathematics classes. There are also examples of tests that can be used to help students acquire knowledge and quickly apply life problems.

Keywords: Thinking, thinking processes, analysis, synthesis, arithmetic problem, logic problem, numerical connection, mathematical puzzle, logic puzzle, test.

Solving mathematical problems is an important component of teaching mathematics. Learning mathematics without solving problems is unthinkable. It is an important way to put the theory of solving in mathematics into practice. Problem solving plays an important role in the process of mastering one or another theoretical material studied in primary grades and in developing students' thinking abilities. Problems are created based on the system of practical cases. This means that the formation of each new concept is always done by solving some problem that requires its application to help explain the significance of this concept.

The child meets the problem on the first day of school activities.

Math problems teach students correct mathematical concepts to form, to understand the surrounding environment more deeply, at the same time

helps the child's thinking to solve problems.

By solving one of the most basic problems, the student thoroughly studies the four arithmetic operations and their properties. The language of mathematics develops. in short, the issue is an important link between theory and practice.

A way of describing issues. The most important text method that allows you to emphasize the number of given numbers in the problem and to develop the ability to determine the relationship between them is to describe the problem. It is also useful for children to become familiar with the ways in which things are represented in drawings. The first 1-2 problems are described by the teacher himself.

The teacher drew a picture of a basket with 5 mushrooms inside and one mushroom in front of it. After finding out what the teacher has drawn, the children create a problem about what they want. It is necessary to convince the children that they should draw the condition of the problem, not the answer, and the teacher advises on choosing quick things to draw. It selects a few good pictures and 1-2 bad ones. Children find out who made up what problem. They will find out which picture can be solved, which picture can't be solved, and why it is wrong. It is good to cross-check to make sure that the numbers given in the problem are shown in the picture. When doing a subtraction problem, you often have to draw two pictures, one with the numerator and the other with the remainder and the denominator.

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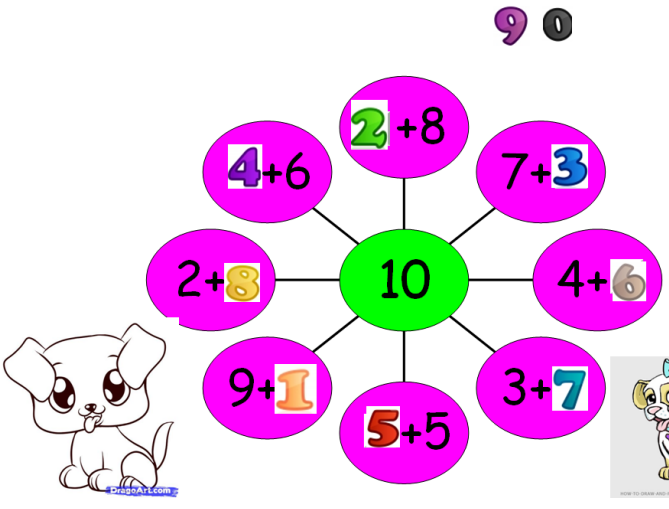
For example: 6 trees are drawn in the first, and 5 trees in the second Teaching children how to count. After children learn to express and justify arithmetic operations, they can be introduced to the methods of calculation. They should learn addition and subtraction by adding and subtracting 1's. In mastering these methods, children must rely on understanding the connections and relationships between adjacent numbers and knowing the order of units of number. Part of the activity in the process of teaching arithmetic operations teaches to consolidate knowledge about the composition of numbers and the composition of units of numbers. How to teach children how to count? It is possible to propose the following problem based on the picture. In order to teach children to be able to distinguish between arithmetic operations and calculation methods, it is appropriate to use the suffixes "from" when adding + "to" when subtracting - "from". Children repeat arithmetic operations along with the answer obtained during calculation. Only then will they answer the problem question. First, children calculate based on the instructional material, later in the brain, based on the knowledge of the correct and inverse sequence of numbers and their understanding of the connections and relationships between the problem.



At the end of the year, children should be able to distinguish between the condition and the question in a problem, distinguish the given numbers, determine the quantitative relationships between them,

correctly collect arithmetic operations and find the result of the action using the methods of calculating the expression, and know how to fully answer the question of the problem.

Solving arithmetical problems.

When solving the problem, it is necessary to use the mathematical terms "Addition", "Subtraction", "Equal". Children practice writing.

1-2 children read what they wrote independently.

"If you add 1 ball to 3 balls, you get 4 balls."

Who will solve the problem? Add 1 to 3.

How many balloons did Lola have?

4 On the board, 3 students say 4

Children often confuse a problem with a story or a riddle. For example: There were 6 fish in the

“Zukko hisobchi” o’yini

• On the weekend, Jamshid went fishing with his father. His father caught 17 fish and Jamshid caught 7 fish less than him. How many fish did Jamshid catch?

aquarium. They put in some more fish. Can this issue be resolved? Or 4 brothers live under one roof. These are not problems, but stories and riddles. At least two numbers should be involved in the issue.

Tests can also be used to help students acquire knowledge and quickly apply life issues.

For example, the following tests can be used for 1st grade.

Numbering numbers 1-5

1. Mark the omitted number. 1 2 3 ... 5.

a) 2 b) 4 d) 3

2. Mark the adjacent number before the number 3.

a) 2 b) 4 d) 1

3. Mark the adjacent number before the number 5.

a) 3 b) 2 d) 4

4. Mark the number between 3 and 5.

a) 2 b) 4 d) 1

5. If one number is less than the other number, what sign is used?

a) = b) < d) >

6. If one number is greater than the other, what sign is used?

a) = b) > d) <

7. Find the Add icon. a) - b) + d) =

8. What action is performed to increase the number?

a) addition b) subtraction

9. What action is taken to reduce the number?

a) subtract b) add

Add and subtract numbers from 1-5

1. Fill in the correct number in the box to make the expressions correct.

4 + 2 = ...

a) 6 b) 2 d) 1

2. Fill in the correct number in the box to make the expression correct.

... + 3 = 5

a) 4 b) 2 d) 8

3. Mark the example with the correct answer.

a) 4-3 = 1

b) 5 - 2 = 1

d) 3 - 2 = 5

4. Mark the example with the correct answer.

a) 2 + 1 = 5

b) 3 + 2 = 5

d) 4 + 2 = 5

5. Mark the row with the correct order of numbers.

a) 1247689 10 35

b) 123456789 10

6. Put the correct number in the box to make the expression correct. .

... + 2 = 4

a) 1 b) 3 d) 2

7. Put the appropriate number in the box to make the expression correct. 5-2 = ...

a) 1 b) 4 d) 3

8. Mark the example where the answer is correct.

a) 2 + 3 = 5

b) 5 - 4 = 2

d) 4 - 2 = 8

9.

a)6 b)2 d)5

Summary so we can say that the above-mentioned materials are close to children with their interestingness and structure. Puzzles, mathematical logical problems put students in such conditions that they are forced to think. Tests teach students to be quick. The positive feelings created by students during the lesson are one of the main conditions for the formation of mental abilities. A positive result of systematic work aimed at forming the mathematical thinking of elementary school students leads to the formation of logical thinking.

We recommend this article to primary school teachers and graduate students of higher education.

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