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Problem Solving In Primary Schools

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Abstract: *This article provides examples and problems related to problem solving in elementary school, one of the most important topics in mathematics. various simple problems, such as finding the index, dyeing it with equal colors, multiplying (decreasing) the number several times, comparing the numbers briefly, finding the nomaium component of the operations, as well as complex problems of different forms. Solving different types of problems reveals the meaning of actions, in addition to the formation of this or that conceptual relationship, serves to deepen students' knowledge of certain quantities and the connections between them in the expansion of knowledge.*

Keywords: These tools include simultaneous analysis of the problem situation, writing a short plan, solving the problem, writing the solution with appropriate oral or written explanations, checking the correctness of the solution, solving simple problems.

INTRODUCTION

1. Goals and objectives of the topic.

Solving different types of problems reveals the meaning of actions, in addition to the formation of this or that conceptual relationship, serves to deepen students' knowledge of certain quantities and the connections between them in the expansion of knowledge. Students need to be taught to understand the connections between the various life-giving and the sought-after in order to develop problem-solving skills. Problem-solving skills are important in how students master the general method of problem analysis and how children learn the tools to help them solve problems on their own. These tools include simultaneous analysis of the problem situation, writing a brief, making a solution plan, writing the solution with appropriate oral or written explanations, and verifying the correctness of the solution.

Thus, when working on problems, the student should only care about the systematic development of specific skills that form the skills to solve a particular problem. Because the general complex skill of problem solving consists of these special skills.

We look at what skills students need to acquire in the primary grades.

METHODS

2. Methods of problem solving.

l. Ability to listen to the problem and read it independently. Working on an issue begins with mastering its content. To better understand the content of the case

each of your readers should not only hear the content, but also read it independently. If the situation is difficult, it is a good idea to give students two to three minutes to think about the problem independently. Children need to be taught to use logical reasoning in reading. In addition to understanding the structure of the problem, the mathematical term helps to understand the relationship between the given and the unknown.

2. Preliminary analysis of the problem (the ability to distinguish the known from the unknown). When working on a given problem, students should first focus on the meaning of each word and each number in the problem; they should be helped to visualize the scene depicted in the issue; to separate the conditionally given and the question; to understand what changes are taking place in the quantities in question; emphasis should be placed on understanding the issue at hand.

One of the most important skills is the ability to distinguish between the unknown and the important, to reveal the connection between the given and the sought, without which one cannot be taught to solve problems independently.

3. Ability to write a short problem. After oral work on the problem, the content of the problem should be translated into the language of mathematical terms and its mathematical structure should be expressed in the form of a short note (diagram, table). In

the second grade, when introducing a mathematical model of a problem or solving a more complex problem, a complete subject gradually shifts from instructional (e.g., all the problems are represented by objects) to incomplete instruction (e.g. all the data of the problem are not described with complete objects), then move on to conditional summary writing (graphic description).

It should be borne in mind that in all cases, in addition to making a brief note, the condition of the matter is also analyzed. That is the task of short writing. In fact, writing a short summary of the condition is based on the student's memory, and the number It allows you to understand and create information, which helps you determine what is being given and what to look for.

When the context of a problem is complex, when it is difficult to analyze the connections between the data, and when solving problems of various kinds, it is advisable to use a short note. Let's start with the choice of action in solving a simple problem. This skill begins to develop in the first grade, and in the second year of study, this development is continued. This development will change the way we choose to act on certain familiar issues.

For example, “Five birds landed on a tree and two birds flew away. How many birds are left in the tree? ”The first grader says that the number of birds has decreased since they flew away, so it is necessary to divide 5 by 2.

If a student solves the same problem in the second grade, he or she might think, “This is a problem of finding the remainder. Such issues are resolved by multiplication. Dividing 5 by 2, we know how many birds are left in the tree. ”

In the second grade, when solving the problem of finding the unknown component of addition (subtraction), students justify their choice by referring directly to the relevant rule.

For example, “There are several pencils in one box and 4 in the other box. There are 11 pens in both boxes. How many pencils are there in the first box? ”

"We don't know how many pencils there are in the first box - it's unknown; the second box has 4 pencils and the two boxes have 11 pencils. Here we need to find the sum (11) and one term known, the second term. To find it, you have to subtract a certain participant from the sum. "

The student had a rough idea of how to increase the number in 1st grade by a few units: “The problem is that on the first day, 24 bags of potatoes were sold in the store, and on the second day, more than 8 bags of potatoes were sold. On the second day, it is necessary to determine how many bags of potatoes were sold. It is known that on day II 8 more bags of potatoes were sold than on day I, which is the same as on the first day and 8 more bags of potatoes were sold; We need to add 8 to 24, and then we know how many bags of potatoes were sold on Day II. ”

“It is known that 8 bags of potatoes were sold on the second day than on the first; it is necessary to determine how many bags of potatoes were sold on the second day. So you need to find a large number in the problem, and this problem can be solved by adding. "

These examples show that as students become more proficient in solving simple problems, they will gradually move to a higher level of generalization.

4. Problem-solving skills (i.e., problem-solving planning) play a key role in solving complex problems. Analyze the problem to know what and with what, in what sequence; it means knowing how much and what arithmetic operations to perform at each stage.

Analytical and synthetic methods of problem analysis are explored in elementary mathematics textbooks.

Synthetic analysis of a problem means that the combination of two numerical data determines what can be learned from that data, and then the newly generated data is combined with the subsequent information, such merging into the question of the problem. continues until an answer is found.

Analytical analysis of a problem consists of a chain of feedback that begins with the question. In order to answer the question, the necessary information, whether indicated in the question condition or not, is selected. However, this information may be generated using other data.

Thus, the analysis of the problem is carried out using the analytical-synthetic method, because in solving the problem, the opinion of the problem solver must always move from the known to the unknown and from the unknown to the known. Problem analysis can begin with both his question and the given. It is important that the search for solutions is goal-oriented, with guidance on what to know about the information provided should always be checked with questions such as "Do I need to know this?", "Can this

help solve the problem?", And rather, what you need to know to answer the question of the question is "Is it possible to know this by looking at what is given in the matter?" should be checked with the question. For example, let's look at the analysis of such an issue:

“There were as many shirts and shirts in the workshop as there were suits. 3 m of material went for one shirt and 4 m for one suit. If 24 m of material was used for all the shirts, how much material was used for that many suits? ”

Summary of the issue:

3 m for each ---------- shirt

Number of clothes ---------- * - 4 m for the suit

Total material consumed —s * - From the same 24 m.

The analysis may be roughly the same depending on the numerical data in question. What do you need to know about the issue? (How much material went for the whole costume). Is it possible to know this all of a sudden? (No). Why? (We don’t know how many suits were sewn). Is it possible to know at once how many suits are sewn? (Possible). Why? (It is known that the more suits, the more suits are sewn. The number of shirts sewn is 3 m for one shirt and 24 m for all shirts). What do we know with the first action? (How many (suits, shirts are sewn). How do we know? (We divide 24 by 3). 24: 3 (pieces) are written on the board and in students' notebooks. What do we know by the second operation? (How much for all suits? How do we know? (We multiply 4 by the result of the first operation). 4 • (24: 3) a record is formed. Can we answer the question? (Yes).

We see that the plan is being carried out along with the expression of the condition. This leaves one step to find a solution to the problem: 4 • (24: 3) = 4 • 8 = 32 (m).

Look at the top row of the chart: what do we know if we know that 3 m of material is used for one shirt and 24 m for all shirts? (How many shirts are sewn). How do we know? (We divide 24 by 3). Is it necessary to do so? (Yes, it is necessary because we know how many suits there are, by knowing the material that went into 1 suit, we can know the material that went into all the costumes).

How do you know how much material went into the costumes? (We multiply 4 by the result of the first operation). Do we answer the same question? (Yes).

After analyzing the problem, the solution plan needs to be repeated: students need to be told what they need to know before the answer can be formed.

5. Ability to solve a problem, write it at the request of the teacher and answer the question. We start with simple issues. A simple problem can be solved both arithmetically and algebraically.

When a simple problem is solved arithmetically, an expression is formed and its value is found. For example, “Student 0 read 9 pages of a book on the first day, and 2 times more on the second day than on the first day. How many pages did student read the next day? The solution to the problem can be written as follows:

9-2 = 18 (bet).

Answer: Student 0 read 18 pages the next day.

When solving a simple problem algebraically, an equation is constructed and the value of the unknown in the equation is found. It is useful to solve the problem of finding an unknown component (unknown addition, subtraction, subtraction, multiplier, multiplier, divisor) by the algebraic method. For example, "If you multiply the number by 3, you get 12. What number is thought out? ”Can be expressed algebraically:

x * 3 = 12, x = 12: 3,

x = 4.

Answer: The number 4 is thought out.

The first writing format (x '3 = 12) is preferred.

If the task (by the textbook or the teacher) is generally expressed in the form of a “Solve a Problem”, students may use the following methods at will.

A complex problem can be solved by both arithmetic and algebraic methods.

The arithmetic solution of the problem can be written in different ways. Here are some examples of solutions to a teacher's task:

4 envelopes cost 200 soums. How much do 6 of these envelopes cost?

The condition of the problem is as follows in the table:

Price 4 envelopes.

Quantity 6 envelopes.

How much is 200 rupees?

Same?

l.Write the solution in the form of an expression.

a) Write the expression in sequence with the explanation: 200: 4 (sum) - the price of the envelope, (200: 4) • 6 (sum), (200: 4) • 6 = = 300 (sum) - Price of 6 envelopes.

Answer: 6 envelopes cost 300 soums.

b) write the expression sequentially without explanations:

200: 4 soums, 200: 4 = 50 (soums).

(200: 4) • 6 rupees.

Answer: 6 envelopes cost 300 soums.

d) write the expression sequentially without some actions and explanations:

(200: 4) • 6 = 300 (sum).

Answer: 6 envelopes cost 300 soums.

Commentary writing can take many other forms:

1) The envelope costs 200: 4 = 50 (soums).

2) 6 envelopes cost 50 • 6 = 300 (soums).

The first note (writing explanations after the action is completed) answers the question of what we can learn from doing a given action, and the second instructs us what we can know by performing a given action.

b) without writing explanations:

1) 200: 4 = 50 (sum);

2) 5 • 6 = 30 (sum).

Answer: 6 envelopes cost 300 soums. When writing a solution to a problem without explanations, the questions are asked orally.

d) Explanations of actions can be expressed not only in the form of the confirmation (see point a), but also in the form of questions:

1. How much is an envelope?

200: 4 = 50 (sum).

2. How much do 6 envelopes cost?

50 • 6 = 300 (soums).

Answer: 6 envelopes cost 300 soums.

It is advisable to write the solution with explanations in all forms of writing in the form of individual actions, because this writing is shorter than writing the solution with the expressions of the questions, and at the same time it allows students to check their understanding of the content of the action. consists of.

In the process of learning to solve problems arithmetically, all of the above forms of writing can be used, depending on the nature of the problem and the level of preparation of students. However, a shorter form of writing should be preferred, especially when expressing an issue. At the same time, it should be noted that for a number of problems to be solved in the second grade, it is best to write the solution in the form of individual actions.

These are basically issues that require a differential or multiple comparison of two numbers. For example, "45 motorcycles were brought to the store. On the first day, 27 motorcycles were sold. Did they sell more or less than the motorcycle left in the store, and how much did they sell more or less? " visible issues. To answer the problem, you need to find the numbers that need to be compared, that is, you need to solve the problem by actions.

1) 45 - 27 = 18 (motorcycle);

2) 27 - 18 = 9 ta (motorcycle).

Answer: More than 9 motorcycles were sold.

It's also a good idea to use problem solving in some form of action when the expression is too large or when you put large parentheses in the expression. For example, for the second grade, consider the following problem: "A coat, a suit and boots cost 10,000 soums per ball. A coat costs 5,000 soums and a suit 1,200 soums cheaper. How much are the boots? " A brief note of the matter:

{P - 5000 soums

10,000 sum {K -? It is 1,200 rubles cheaper than a coat.

Trying to solve the problem with the help of expressions, we notice the need to enter square (middle) parentheses:

10000 - [5000 + (5000 - 1200)].

But in elementary school, we don't teach kids how to use parentheses. Therefore, the solution to the problem (and the solution of similar ones) should be written in the form of individual actions. For example:

1) the suit costs 5000 - 1200 = 3800 (soums);

2) coat and suit together

5000 + 3800 = 8800 (soums);

3) The boot costs 10000 - 8800 = 1200 (soums).

When preparing to solve problems in the classroom, the teacher should

from which form of problem solving writing should be considered, which of course should take into account the nature of the problem and the level of readiness of the students.

Now let's move on to solving complex problems algebraically, that is, solving problems by constructing equations. For example, we see the issue of envelopes discussed above.

The need to solve the problem by constructing equations is also reflected in the short description of the problem:

Price.

Quantity.

How much does it cost?

The same.

4 envelopes.

6 envelopes.

200 sums.

x sum.

"?" the notation (in the arithmetic solution method) is replaced by an unknown letter designation (in this case x).

Writing a solution to this problem using an equation looks like this:

jc = (200: 4) • 6; jc = 50 * 6; x = 300.

Answer: 6 envelopes cost 300 soums.

The problem can be solved algebraically as follows: x: 6 = 200: 4. Indeed, the envelope

The price can be expressed in two ways: x: 6 (sum) and 200: 4 (sum). However, since the envelopes have the same value, the value of the expressions must be the same. Hence, the problem can be solved by constructing an equation and solving this equation. The solution for this behavior (typical of class III) is as follows:

x: 6 = 200: 4; x: 6 = 50; x = 6 • 50; x = 300.

Answer: 6 envelopes cost 300 soums.

Problem-solving is a good way to solve problems using the equation method. In this case, the corresponding entry is as follows:

x is the cost of 6 envelopes, x: 6 (sum) is the price of one envelope.

200: 4 (soums) - the price of one envelope; x: 6 = 200: 4.

Answer: 6 envelopes cost 300 soums.

We looked at forms of writing that could be solved both algebraically and arithmetically. It would not be superfluous to mention once again the advantage of expressing in solving problems arithmetically; the second main task of the teacher is to teach children to construct equations on the condition of the problem.

6. Problem solving verification skills. Problem solving is the process of determining whether a solution is right or wrong. The following four methods of examination are used in primary classes, particularly in class II.

1. Match the terms of the questions with the answers found. Students were introduced to this method of checking in the first grade. The same method is used in the second grade. An example of checking the solution of a problem with this method When answering question a, arithmetic operations are performed on the numbers found: if the problem is given in terms of the problem,

then the problem is considered to be solved correctly. As an example, let us consider the following issue: “Karim caught 10 fish, and Olim caught 2 times less fish than him. How many fish did the two children catch together? ”

Solution. 10 + 10: 2 = 10 + 5 = 15 (per fish).

Check. In terms of the issue, the scientist caught twice as many fish as Karim, in fact:

1) 15-10 = 5 (per fish); 2) 10: 5 = 2.

2. Create and solve an inverse problem. We consider any question given in the textbook or given by the teacher to be the right one.

The more numbers in a given problem, the more inverse problems can be created. If the inverse problem results in a (correct) problem, then the problem is considered to be solved correctly. For example, consider the following problem:

“You can put 30 kg of biscuits in 5 identical boxes. How many such boxes are needed to place 42 kg of biscuits? ”

The weight of the box. 1. Uniform.

Number of boxes. 5 ta.

Total weight. 30 kg.

Y e c h i s h. 42: (30: 5) = 7 boxes.

-—- rr

Iu

As a result of solving the given problem, we find that 7 identical boxes are needed to place 42 kg of biscuits. The teacher then has to create an inverse problem, that is, make a change to the problem so that the result is an unknown given number (7 boxes) and one of the given numbers, for example 5, is the number sought. lsin. Students express a new problem: “42 kg of biscuits can be placed in 7 identical boxes. How many such boxes are needed to place 30 kg of biscuits? ” The table shows that the number 5 was used to solve such an inverse problem, which means that the problem was solved correctly.

The other two inverse problems are solved in the same way. The number of problems they are looking for is known (7), and one of the problems (first 30, then 42) is unknown. There is no need to create and solve possible inverse problems to test the solution. It is possible to create and solve only one possible inverse problem.

3. Solve the problem in different ways. If the problem can be solved by other methods, then the same results will confirm that the problem was solved correctly. We see the following problem: “We bought 4 rolls of white yarn for 100 soums and 6 rolls of black yarn for the same price. How much did these threads cost? ”

Method I: 100 • 4 + 6 • 100 = 400 + 600 = 1000 (sum).

Method II: (4 + 6) • 100 = 10 • 100 = 1000 (sum).

When we solve the problem in the second way, we add the sum

In the first method, we multiplied each participant by the same number and added the results.

4. Defining the limits of the answer (approximate answer). Using this method of checking, before solving a problem, students determine the range of the answer to the problem, whether it is greater or less than any of the given numbers. If the answer does not meet the specified limits, then the problem is solved incorrectly. This method allows you to determine if the solution is incorrect in some cases. This method does not negate other verification methods. As an example, let's look at the solution to the following problem: “Vali bought 2 boxes of pens. Steel bought 5 boxes of such pens. The governor pays 400 soums for the pens. How much do steel pens cost? ”

Before solving the problem, the following conversation will take place:

"Who paid the most for the pens?" (Steel).

- Why? (He bought more boxes of pens.)

- What else to keep in mind in the answer? (The answer must be a number greater than 400.)

- If the answer is less than 400, then the problem is solved incorrectly.

The teacher should use visual aids in preparation for the lesson.

7. Ability to independently identify and implement a particular system when working on a problem.

In addition to mastering each of the skills and competencies discussed above, it is important that students learn to relate to each other, taking into account the nature of the problem.

Assignments are written, and students complete the tasks presented in the exhibits in a strict order, so that students acquire the skills to work on the problem, in which they find a common method of working on the problem.

Create a problem based on the picture and analyze the solution:

700 soums. 1000 soums.

a) Create and solve a picture problem. How much is a ball?

b) Is it possible to get two bags for the total money?

Work plan on the issue

1. Read the problem and imagine what the problem is about.

2. Find out what is known and what you need to know. Tah the content of a case If lil is difficult to do, write it down briefly.

3. Briefly explain what each number represents and repeat the problem question.

4. Think about whether it is possible to answer the question at once, and if not, explain why it is not possible? What to know first, then what? Make a solution plan.

5. Perform the solution.

6. Check the solution and write the answer.

7. Ask yourself "interesting" questions and find answers to them.

It is important to keep in mind that it is not necessary to strictly follow the plan in solving each problem. If, for example, a familiar-looking problem is given and the student can imagine a way to solve it after reading it for the first time, it would take extra time to stick to the whole plan. In this case, the student solves the problem quickly and checks the solution. Some problems can be solved by some students at once, other students can solve them by writing in a short way, and so on. If the teacher, for example, wants to find out how well the children know how to write a summary, they can ask all the students to write a summary or draw a diagram of the problem. Here's how to introduce children to work with notes:

- Today you will learn to work on the issue differently. We will solve the problems using the assignments written on the paper in your hand. If you know how to use exhibitions, you can solve the problem independently.

For example, “There were 40 buckets of water in the barrel. 12 buckets of water were taken in the morning and 15 buckets in the evening to irrigate the flowers. How many buckets of water are left in the barrel? ”

"Qumri, read the first assignment." (Student 0 reads the first task in the note.)

- Do the homework. (Everyone reads inside.)

"Steel, read the second assignment." (Reads 0).

- Complete the assignment in your notebooks. Karim plays on the board. (Karim writes the question on the board):

There were - 40 buckets.

Received - 12 and 15 buckets.

Remaining -?

In addition to writing a short note, Karim also analyzes the issue, that is, identifies what is known and what is not.

"Rahim, read the third assignment." (Reads 0).

- A friend asks questions about numbers, and you answer them.

Jo'ra: - Guli, what does the number 40 mean?

Guli: How much water was in the barrel?

Jora: Ahmad, what does the number 12 mean?

Ahmad: How much water was taken in the morning for irrigation?

Jora: - Gulsum, what does the number 15 mean?

Gulsum: - How much water was taken for irrigation in the evening.

Jora: - Surayyo, what do you need to know about this issue?

Surayyo: How much water is left in the barrel? (This task can then be completed by one student).

The same work is being done on the other tasks of the will. After analyzing the problem, students will have the following solution to the problem:

40 - (12 + 15) = 40 - 27 = 13 (bucket).

Answer: 13 buckets.

It is advisable to solve the problem in two different ways (using the sum subtraction property).

Method II:

(40 - 12) - 15 = 28 - 15 = 13 (bucket).

Answer: 13 buckets.

Method III:

(40 - 15) - 12 = 25 - 12 = 13 (bucket).

Answer: 13 buckets.

By comparing the answers, students make sure that they have created an answer as they solved the problem in the first method. From this it can be concluded that the problem was solved correctly. Once the problem is solved, the children can be asked "interesting" questions.

"I'll ask interesting questions for now, and you'll learn later," said the teacher. Listen to this question:

- Under what conditions is the answer less than 13? (If more buckets of water were taken for irrigation in the morning, if more buckets of water were taken for irrigation in the evening, if there were fewer buckets of water in the barrel).

As a result of this work, students learn the methods of working with tasks, which are used to solve problems, which is a method of working on the problem.

It will be useful for you to be aware of both types of two word expressions. (One of these activities is when the teacher asks "interesting" questions.)

The following types of problem-solving work are used in school:

1. Solve the problem in a different way (if possible).

2. Problem substitution is the creation of an inverse problem and its solution.

These two different working methods shown simultaneously issue

are also methods of verification.

3. Change the element in the case condition:

a) change one of the conditions;

b) change one of the given ones (for example, we suggested an “interesting” question on the above issue, changed one of the given ones and got the answers);

d) change the question (“There are 12 books on one shelf and 3 less books on the other. How many whales are on the second shelf? Is there water? ”, the children are asked to change the problem so that it can be solved in two ways);

e) modify two or more of the above elements.

Additional work on the problem will help students better understand the relationship and dependence of the quantity in the content of the problem being solved, and the changes that can occur when changing, modifying, or expanding the problem.

To this end, the following system of teaching students to work independently is being implemented:

1. Students write in their notebooks the solution of a problem that has been discussed before and written on the board.

In this case, students do not need much independence, because the problem is solved, explained, written.

There are cases when students cannot do such work without mistakes. In this case, the teacher must analyze his work; that is, whether he is doing his job properly, whether he understands that he is teaching his students, whether all the students in the class are involved, whether there is a hurry to teach, whether the previous material has been mastered.

2. The second stage of students' independent work is to solve the problem after analyzing the situation and developing a solution plan. The solution is not written on the board,

even if not verbally, students do it independently in class or at home.

3. The third step is for students to independently develop a problem-solving plan and solve the problem independently. The teacher only analyzes the situation in the classroom.

4. The fourth stage of independent work is the independent solution of a problem numbered in the textbook or on the condition of the problem written by the teacher on the board.

When creating problems, the teacher should make sure that the content chosen by the children is relevant to life. Sometimes children, for example, tend to create such issues: “My mother bought me 5 shirts and my father bought 4 more shirts than her. How many shirts did my father buy? ” (Is the content accurate? Do parents buy 9 shirts for their child at once?)

RESULTS

The lesson will be more effective if the children's independent work is organized to solve different problems. This can be done by selecting a number of similar topics from the textbook. This method of work is used in the practice of advanced teachers in Uzbekistan: teachers create and select problems and write them in separate exhibitions, give children different questions in the classroom, while sitting at the same desk. Students solve different problems. It provides an individual approach to students and provides an environment conducive to independence and the ability of each student to work to the best of his or her ability.

The teacher observes the children solve the problem correctly, tells them to correct their mistakes, and chooses tasks for each student to help them correct their mistakes. Such work enhances and strengthens problem-solving skills.

It is important for students to create their own problems in order to combine math teaching with life, to develop children's generalization skills, to master a number of mathematical concepts, to understand the functional connection between quantities and bogians.

The teacher provides the information for the problem, or the students choose from their study, work, or play activities.

DISCUSSION

It should be borne in mind that in all cases, in addition to making a brief note, the condition of the matter is also analyzed. That is the task of short writing. In fact, writing a summary of a condition is based on the student's memory, allowing them to understand and generate numerical information, which helps them determine what is given in the problem and what to look for.

When the context of a problem is complex, when it is difficult to analyze the connections between the data, and when solving problems of various kinds, it is advisable to use a short note. Let's start with the choice of action in solving a simple problem. This skill begins to develop in the first grade, and in the second year of study, this development is continued. This development will change the way we choose to act on certain familiar issues.

It is important to keep in mind that it is not necessary to strictly follow the plan in solving each problem. If, for example, a familiar-looking problem is given and the student can imagine a way to solve it after reading it for the first time, it would take extra time to stick to the whole plan. Bun In this case, the student solves the problem quickly and checks the solution. Some problems can be solved by some students at once, other students can solve them by writing in a short way, and so on. If the teacher, for example, wants to find out how well the children know how to write a summary, they can ask all the students to write a summary or draw a diagram of the problem. Here's how to introduce children to work with notes:

- Today you will learn to work on the issue differently. We will solve the problems using the assignments written on the paper in your hand. If you know how to use exhibitions, you can solve the problem independently.

In the second grade, it is a good idea to give the following assignments:

1. Create a picture problem.

2. Create a problem on a short note or drawing.

3. Create a problem with an expression or equation.

4. Create a report on the actions taken.

5. Create a problem in the form shown.

6. Create a problem with the specified actions.

7. Choose another numerical problem, create a new problem similar to the one solved by other quantities.

8. Create a problem on the given numbers.

CONCLUSION

Problem-solving skills are important in how students master the general method of problem analysis and how children learn the tools to help them solve problems on their own. These tools include simultaneous analysis of the problem situation, writing a brief, making a solution plan, writing the solution with appropriate oral or written explanations, and verifying the correctness of the solution. In elementary school, especially in class II, work on problems, multiplication and enrichment, finding the sum of the same additives, coloring in equal colors, multiplying (decreasing) the number several times, short comparison of numbers, finding the nomaium component of operations various simple issues as well as complex issues of various kinds are presented. Solving different types of problems reveals the meaning of actions, in addition to the formation of this or that conceptual relationship, serves to deepen students' knowledge of certain quantities and the connections between them in the expansion of knowledge.

Thus, when working on problems, the student should only care about the systematic development of specific skills that form the skills to solve a particular problem. Because the general complex skill of problem solving consists of these special skills.

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