

The Place Of Numbers In Our Lives

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Abstract. *We use numbers and numbers at every step of our daily lives. Numbers are our closest helper in shopping, counting money, setting the time, getting on the bus, making phone calls, and measuring anything else. In short, life without numbers is unimaginable. The more numbers help the blind, the more the numbers help us.*

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INTRODUCTION

NUMBERS are symbols that represent numbers. In ancient times, numbers were expressed in words. With the development of the social and economic life of the peoples, there was a need for more sophisticated symbols and computer systems.

The oldest numbers belong to the Babylonians and Egyptians. In the Egyptian hieroglyphs (3000-2500 BC), special symbols were used to represent numbers, and later hierarchical and demotic inscriptions appeared. The Babylonian numbers (early 2000 BC) are mainly cuneiform symbols representing 1, 10, 60, and 100, and all other numbers are based on them. From the Egyptian hierarchical script came all the inscriptions in the Near and Middle East, as well as the Greek-Greek script, as well as the Alphabet-based Numbers. The printed Greek alphabet formed the basis of the Slavic Cyrillic and Cyrillic Numbers.

Symbols of Current Numbers (zero to nine) appeared in India. occurred close to Prior to this, India had kharoshthi numbers and brahmi R. i almost at the same time. From the Brahmi Numbers came the Indian gvalior Numbers. Gvalior Numbers were the basis of Arabic Numbers. Arabic Numbers. consists of eastern and western (dust) Figures. Eastern Arabic numerals are used in Egypt and the Arab countries to the east, Iran and Afghanistan, and Western Arabic numerals (dust) are used in countries west of Egypt. 9-a in Europe. Dust Figures spread and quickly became popular. In the East, the number of dust is 19a. (see also Arabic numerals).

MATERIAL AND METHOD

Introduction to numbers from 0 to 9.

A number is a symbol of a number. Numbers are an additional, helpful step in explaining numbers to children. Children are not taught to write numbers, they are only introduced to print. Children should be able to distinguish which number is a sign of each number.

There are 10 numbers in total: 0,1,2,3,4,5,6,7,8,9. No number 10. The number 10 is denoted by two numbers: 1 and 0. One or two numbers can be introduced in one session. For example, in the introduction to the number "1", the educator puts one toy on the number card, and in front of them puts 1 circle card. Calling 2 kids, one offers to jump once, the other to knock on the table once. The children count and conclude that they are all one. Then the number "1" is a symbol for each number, which means that each number has its own sign. The connection between kindergarten and elementary school is that they complement each other. Children find out if a set is equal or different by stacking, counting, and counting.

Equality - Symbolic symbols are used to define inequality relations. Which row is more, which row is less? If the number 5 is less than 6, $5 < 6$, the inequality is asked what needs to be done to create equality. Adding 1 equals one, and subtracting one equals how to write an equation. $6 = 6 \dots$

RESULTS

The numbers even show how we work, how we study in school or university. Science cannot imagine technology without numbers and numbers: From the flight of spacecraft, our ground steps are measured in numbers. Including, the economy relies on numbers. We can be sure of this by looking at the daily newspapers and magazines devoted to economics. They are rich in numbers: we can see the value of shares, the value of exchange rates, their interest, the amount of expenses and all the other statistics. So when we use numbers so much, do we know their history, where and by whom they were invented?

In primitive times, people used hand counts to calculate the number of hunts, days, months, and the weight of weapons. Over time, he learned to name these numbers and express them in writing. The earliest known figures were the Babylonians and the Egyptians.

Today, Arabic and Roman numerals are used all over the world.

They are: - 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

CONCLUSION

Using these numbers, we can create any number, large or small. Let's say a number has a zero next to it, which means multiplying that number by 10, which means 0: multiplying by 10. If there are two zeros, for example: 100 means: $1 * 10 * 10$ For example: 250 has 1 zero, which means: multiplying 25 by 10 means $25 * 10$ For example: 3 zeros in 14000 means: $14 * 10 * 10 * 10$.

Even when expressing a value less than 1, zero means dividing 1 by 10. For example, 0.1 means $10/1$. 0.03 means $(10 * 10) / 3$ and 0.0045 means $(10 * 10 * 10) / 45$.

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