

The Content and Essence of Teaching Mathematics in Primary School On The Basis Of International Standards.

Ibragimova Khurshida Sherali kizi and 2Tashmuradova Shoira Bolliyevna

1 1st year student of the Faculty of Pedagogy of Termez State University

2 is a primary school teacher of 76th school of Denau district.

ABSTRACT: *The experience of school practice has created a certain structure of the lesson that many teachers follow and achieve certain good results. Usually, homework is checked at the beginning of the lesson or the topic is repeated, followed by a question and answer session on the topic. The new material is then described and students are given examples and problems or control questions to reinforce it. At the end of the lesson, homework and homework recommendations will be given. Sometimes, it can be dedicated to one of these goals. This one goal is called the main didactic goal of the lesson and the others follow it.*

Keywords: Mathematics, International Skills, Errors, A + 1, A + 2, LEVELS. Software

I. INTRODUCTION.

1. Types of lessons in mathematics.

The following types of lessons in mathematics can be shown in the primary grades.

1) Introduce students to new concepts, generate new knowledge and skills. In such lessons, knowledge of calculation, graphics or problem solving is formed.

2) Strengthen new knowledge, skills, abilities through various exercises.

3) Lessons on repetition and generalization of shots.

4) Lessons to test knowledge, skills and abilities in order to work on the mistakes made by the student. Each math lesson can have different didactic objectives: to prepare students to master new material by checking homework, stating the purpose of the lesson and topic, repeating previous shots or recalling children's life experiences, special exercises for oral calculation, organizing new material (main part of the lesson), strengthening children's 1st acquired knowledge and skills as a team work, calculation of organized knowledge, application of exercises, knowledge and skills (main part of the lesson), independent work of students and its examination, repetition of previously learned materials, homework, summarizing the lesson.

The main structural parts of the course can be combined in a variety of ways and with different methods.

What parts the lesson should consist of, how to place them in sequence, how to distribute the learning material between them, how these parts are connected to each other, whether they can help to achieve the main didactic purpose of the lesson, etc. In elementary school, each part of the mathematics lesson should focus on completing general didactic tasks. The parts of the lesson should be interconnected depending on the main didactic purpose. Let's look at the separate structures of lesson types for elementary grades that specialize in mathematics.

For example: lessons to introduce students to new concepts, the formation of new knowledge and skills.

The course. The lesson should be started in a purposeful way so that all students are immediately involved in the work, active performance of learning tasks. For this purpose, small independent works should be written on cards, which require students to write only the results of calculations without writing the condition of the problem. Such independent work prepares students to master new material.

In the first part of the lesson, if the homework is related to new material in terms of content, it is also possible to check it. If the homework is not related to a new topic and students do not use it when shooting a new topic, then it is not necessary to check the homework in the lesson to state new knowledge. Thus, the first part of the lesson should focus on the activity and attention of the students, not spending too much time on this stage.

II.METHODS

Depending on the complexity of the training material, the most effective approach should be taken at each stage.

3. Preparing for a math lesson in elementary school.

When preparing for a math lesson, the first topic should be the place of the lessons in the system. Then students need to determine how well they are prepared for the new lesson material and what needs to be repeated.

To prepare for the lesson, the teacher begins preparing for the next lesson after preparing the math program, work plan, textbooks and manuals, methodical literature, and instructional materials. First of all, the next lesson will determine where in the math program, what topics are related, and what the concept needs to be explained. After all these questions have been explained, it follows that the main didactic purpose of the lesson and its typical feature should be strictly defined. This will help determine the content of the lesson. For the didactic purpose of the lesson, it follows from this content that the structure of the lesson depends on them, that is, the union of the individual sections of the lesson, their organic unity complements and connects the parts of the lesson. When designing a lesson plan, you should start by thinking about the main parts that meet the didactic purpose of the topic. If the lesson is about explaining new knowledge, for example: if the topic is about adding three-digit numbers in writing, the teacher should first explain to the students how to write a written addition algorithm, and then what to repeat from the previous lesson. that is, whether or not it is necessary to check homework before the topic should consider which assignment

to recommend to students in order to master the new topic. The teacher then considers what teaching material should complement the structure of each section of the lesson, what teaching methods and techniques, what exhibitions can be prepared and used.

It is important to determine how long it will take to complete each section of the lesson. Naturally, the largest part of the lesson should be focused on the section that solves the main didactic purpose of the lesson.

In preparation for the lesson, it is useful for the teacher to show the students how to do the task in the lesson, that is, to solve examples and problems, to prepare schematic notes and graphics. The lesson plan is developed only after the purpose of the lesson, its structure and content are determined.

The lesson plan outlines its topic and main didactic purpose, the exhibition tools used and its equipment. The structural name of the sections of the course and its content, as well as the approximate division of time as much as possible.

IV. Discussion.

In the course development, the technological map is illuminated as much as possible. Questions to help conduct the interview will be addressed to the students, and the methods and techniques of the study will be written down for the answers expected from the students.

Examples and recommendations for solving problems are given. Thus, the teacher must do the following:

1. Determining the place of the lesson in the curriculum and syllabus.
2. Define the main didactic purpose of the lesson.
3. Determining the content of the lesson.
4. Compilation of lesson stages.
5. Creating a lesson plan.
6. Compilation of lesson plans (abstracts).
7. Identify teaching methods.
8. Determine the time spent on each phase.
9. Solve examples and problems given in class and at home.
10. Exhibition weapons production, etc.
4. Conducting a math lesson.

A plan or syllabus of a structured mathematics lesson shows the teacher the general direction and sequence of the type of work to be done with students, examples, examples of algebraic expressions.

The teacher is free to use the lesson plan or syllabus. Sometimes it is necessary to deviate from the plan, for example, if students do not understand the teacher's statement, give additional explanations, if students are struggling, provide the necessary assistance, if enough exercises are done to strengthen knowledge, some can be omitted, ie to ask students how they understood. performance can be checked.

The most important feature of an elementary mathematics course is its practical orientation. If some issues of the mathematics program in the upper grades are of a theoretical nature, in primary school every new concept, property, law is introduced as a result of practical activity and for practical activity. Students will be able to understand the concept of a rectangle, they will now know the definition of a rectangle, they will be able to reason logically and prove some of its properties, and they will be able to use the definition, signs and properties to solve practical problems. In elementary school, students determine the equality of the opposite sides of a rectangle by measuring it, and learn how to make a rectangle, measure its perimeter and face, and calculate.

Thus, the formation of thorough practical training and skills in students is one of the main tasks of an elementary school teacher. At the same time, it must solve two interrelated methodological problems: 1) detailing and concretizing the content of the process of performing certain practical works; 2) to develop a methodology for students to master these works and effective control over mastering.

Suppose a process can be described as a finite, rigid sequence of elementary work (elementary work is defined as work in which the process of execution is known). An algorithm is a command that specifies which elementary operations must be performed and in which sequence to perform a given process.

If an algorithm for doing a task is known, then the formation of the ability to do it can, in general, consist of conveying it to the child being taught. Thus, the development of algorithms is of great methodological importance, and few of the algorithms will be teaching topics.

In addition to the basic requirements outlined above, a number of didactic conditions must be taken into account when designing algorithms as a teaching topic. Different algorithms can be constructed for a small number of the same class of jobs, which differ from each other in the number of elementary jobs and their necessity. Therefore, the algorithm to be organized must be presented rationally, that is, it must consist of a minimum number of sufficiently simple elementary operations.

We will look at several variants of algorithms in relation to the elementary school curriculum.

Consider an algorithm for determining the perimeter of a right rectangle.

A1: 1. Measure each side of a right rectangle. 2. Find the sum of the values obtained.

A2: 1. Make a section equal to the sum of the lengths of the sides of a rectangle. 2. Measure the resulting cross section.

It is not possible to create an algorithm for all class problems either. For example, it is not possible to develop an algorithm for composing expressions (equations) on the terms of arithmetic problems, a given number of data, expressions (for composing textual problems on equations, a brief description of the conditions of textual problems).

On the other hand, many schemes, shortcuts, commands are similar to algorithms on the outside, but not actually algorithms. This is especially true of reminding students to work on issues. We list the most important classes of processes that

can be algorithmized in elementary classes: 1) the establishment of large, small, equal relations; 2) oral and written calculations; 3) solving equations; 4) creation of geometric shapes; 5) determine the fraction of a number, the fraction of a number, its fraction by the fraction of a number.

Now let's look at the second methodological problem, which was to reveal to students the general laws of teaching algorithms.

V Conclusion.

The relationship between the teaching of mathematics in kindergarten and primary school.

Tasks for the development of elementary mathematical concepts in children and the composition of the basics of arithmetic in kindergarten, the development of concepts of quantity, space and time are the main conditions of teaching.

In each lesson, the educator reveals the main issues of the content of the topic and the methodology of its work in the classroom. It should be borne in mind that the recommendations given are usually typical examples of assignments, exercises, questions that should be given to children. The number of such exercises should be determined by the teacher, taking into account the specific conditions of work with the class.

Initially, mathematical concepts and expressions are formed in the process of teaching them the daily routine in order to form elementary mathematical concepts in the minds of children. The use of didactic materials in teaching children in the pre-school group is typical. Practical work, assignments related to the organization of the exhibition can also be considered as examples. The teacher can make corrections to them based on the few instructions available. In most cases, the recommended oral exercise material can be provided by the teacher in a variety of options, and sometimes changed depending on the readiness of the class. The teacher should also take a creative approach to the proposed didactic methods, varying the guidelines used to conduct the months, making as many variations as possible, taking into account the specific tasks of each lesson, and organizing months in the lessons to test the few months.

VI. References

1. Potapova Zh.E. On the question of the stylistic study of re-nomination. - Bulletin of Kharkov University, 1977, No. 159, vol. 10, pp. 85-88.
2. Potapova Zh.E. On the stylistic aspect of studying a stand-alone application. - Bulletin of Kharkov University, 1978, No. 170, vol. 11, pp. 64-68.
3. Potapova Zh.E. The stylistic function of re-nomination. - Bulletin of Kharkov University, 1981, No. 220, p. 72-77.
4. Methods of teaching mathematics in primary school. 2011

Ziyo.net.uz.