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THE TECHNOLOGY OF INCREASING THE EFFECTIVENESS OF MATHEMATICS LESSONS IN INNOVATIVE EDUCATIONAL CONDITIONS

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ABSTRACT

Today, the teacher requires the use of advanced pedagogical and new information technologies in the educational process. The introduction of advanced pedagogical and new information technologies in education not only increases the effectiveness of training, but also plays an important role in the upbringing of an independent and logical thinking, comprehensively high spiritual person by applying the achievements of Science in practice. This article describes the ways of teaching and learning using interactive techniques in the lessons.

KEYWORDS: *Pedagogical Technology, Intellectual Attack, Technique, Grosses Intellectual Attack.*

INTRODUCTION

The state standard of education is called upon to create equal opportunities for each of the students in their education, to encourage each of them to achieve a higher result and thereby ensure that the educational - cognitive process is organized differently. The production of state educational standards in the field of Science, Education on the basis of choice of educational disciplines implies the modernization of educational methodological complexes, including the teaching of mathematics in primary classes. The implementation of arithmetic in primary classes on the basis of the principle of linking and coordination of knowledge serves to ensure the internal linkage of Educational Sciences and Inter-interdependence of Educational Sciences. The Fulfillment by the students of the requirements for the performance of arithmetic operations in the primary classes helps them to acquire the necessary knowledge, skills and conics.

a) Adaptation of pupils to the surrounding natural environment.

- b) Acquisition of Educational Labor, communication of various types of activity.
- c) Self-control and assessment training.
- d) Definition General natural-a defined level of scientific knowledge is a description of its further development.

Thus, the process of performing arithmetic in the primary classes provides not only knowledge, conics and competency in teaching mathematics to the educational-cognitive process, but also the formation of qualities corresponding to the specific set of basic activities of the individual - labor training, communicative-moral and physical - perfection.

Theoretical basis of the methodology of teaching students to perform arithmetic operations. As stated in the "National Program of Personnel Training" in the law on development of Education" on the changes taking place in the system of public and economic relations, public education" each class student is assigned an important task. These tasks also allow to specific joints for primary education, since these joints can form a network in a variety of educational science programs, curricula, textbooks on the introduction of education, as well as in the methodological system.

The state educational standards open up wide opportunities for the creation of educational and methodological complexes (programs, curricula, courses, as well as provide for the connection of educational disciplines and the connection of educational disciplines on the basis of the principle of knowledge achievement. In the new course of mathematics, similar to the previous one, arithmetic plays a key role. In the new program of classes I-IV, the content of arithmetic materials has not changed much: the theory of arithmetic (the change of properties, results of actions and the results of actions when one of the components changes) is less illuminated, the theory is more strengthened by the connection of practical issues (counting, measurements, calculations, solving issues): the formation of concepts (number, counting, system, arithmetic Also the initial learning style of arithmetic has been perfected. It is included in the new science-based method and methodological school program aimed at Timely summarizing the facts and observations that are based on the activation of their recovery activities from all stages of the teaching of junior students, the appointment of a reciprocal link between certain issues, the emergence of independent performance studies in children. In the distribution of the study material by the academic years, it is planned to gradually increase the area of the studied numbers.

Numbers from 1-th grade I to 20.

Numbers from 2-th grade I to 100.

Numbers from 3-th grade I to 1000.

Numbers from Grade 4 to 1000000.

And, that is, multi-digit numbers are studied. The material for arithmetic operations is studied as concentrates. In total, there are five concentrates: decimal, second decimal, hundred, thousand, multi-digit numbers.

Each concert reflects in its content the main issues of the systematic arithmetic, for shimming, students learn the steps on the numbers within these or that limits, creating an idea of the essence

of arithmetic in general. Each time repeatedly resorting to the implementation of actions on the basis of a new finite material allows deepening and expanding the content of the most important arithmetic concepts. In addition, the gradual formation of solid learning and skills (in counting, measurements, oral and written nomenclature, calculation, etc.k is provided, because the methods of performing these actions are gradually complicated by maintaining the generality. Thus, the study of nomenclature and arithmetic operations in each previous center is considered to be a preparatory work for further study of the corresponding issues, while in each subsequent Center the previously studied material is summarized and consolidated.

The methodology of teaching elementary mathematics is closely related to several disciplines. 1) With mathematics as the basis of teaching; 2) pedagogy; 3) Psychology; 4) with other teaching methods (native language, labor ...). The course of Primary Mathematics Education has become a subject of study. Functions of teaching methodology in elementary mathematics teaching:

1) to be able to carry out educational and practical tasks, 2) to enlighten the learning process of the system of theoretical knowledge; 3) to be able to teach the ways of forming the worldview of students;

4) Humanization of Education; 5) in the process of teaching mathematics shows the love of human labor, the upbringing of such qualities as self-esteem, hormones of each other; 6) teaching methodology shows the connection with the content of mathematics of the V–VI class, which is a continuation of mathematics of the I–IV classes.

The task of the elementary mathematics course is to help the school solve such tasks as “the use of new technology in providing students with thorough knowledge of the basics of science, giving them the current socio-economic knowledge, directing them to marriage, profession, training them to make a conscious choice”. Today, a number of developed countries have accumulated considerable experience in the application of pedagogical technologies that increase the educational and creative activity of students and guarantee the effectiveness of the educational process, and the methods that form the basis of this experience are called interactive methods. Below we will talk about the essence and use of several of the interactive techniques that are used in their practice.

The” thought attack» method

This method serves to ensure the activity of students in the process of training, to encourage them to think freely, to release from the inertia of the same thinking, to gather colorful ideas on a particular subject, as well as to learn to overcome the thoughts that arise at the initial stage of the process of solving creative tasks. Method” intellectual attack "A.F.Recommended by Osborn, his basic principle and condition is an expression from the absolute prohibition of criticism, stimulation of all kinds of bites and Jokes In relation to the thought that is being put forward by each participant of the exercise. The aim of this study is to provide free participation of students in the training process. The use of this method in the educational process will depend on the breadth of the pedagogical skills and scope of thought of the teacher.During the use of the” thought attack" method, it is desirable that the number of readers does not exceed 15 people. Training based on this method can be organized up to one hour.

The method of " gross intellectual attack”

This method is J.Developed by Donald Phillips, it can be used in classes consisting of several dozen (20-60) students. The method serves to create conditions for the expulsion of new ideas by students. Each group of 5 or 6 students must be positively addressed within 15 minutes after the different tasks or creative tasks are positively addressed within the specified time period, one of the members of the group will be informed about this. The information given by the group (assignment or solution of the creative task) is discussed and evaluated by the teacher and members of other groups. At the end of the training, the teacher announces the answers that are found to be the best and specific among the solutions of the given task or creative tasks. In the process of training, the activities of the members of the groups are evaluated according to the level of their participation.

The essence of the method is as follows: - assistance in the realization of the personal capabilities of each student performing certain tasks among the team; - the ability of students to put forward an idea against the idea expressed by a particular team. The training, based on the use of the method of "severe attack of thoughts", is organized in the following stages: 1-stage: the formation of small groups of students who are mentally close to each other, which are attached to themselves and are numerically equal; 2-stage: the identification of goals arising from the essence of the task or tasks assigned to the solution); Step 4: discuss the solutions of tasks, divide them into categories according to the correct solution; Step 5: reclassification of the solutions of tasks, that is, their correctness, the time spent on finding a solution, evaluation based on such criteria as a clear and clear description of the solutions; Step 6: discuss specific critical comments expressed on the solutions of tasks in the initial stages.

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