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IMPROVING THE METHODS OF DEVELOPING THINKING ABILITY OF PRIMARY SCHOOL STUDENTS IN MATHEMATICS

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ABSTRACT

This article discusses ways to develop students' thinking skills in primary school, ways to explain how to solve initial problems, and effective methods. The first problem on the picture is created by the teacher. He teaches children to look at the pictures, to distinguish the given numbers and the life actions that led to the change of quantitative relations.

KEYWORDS: *Problem, Simple Problem, Complex Problem, Arithmetic Operations, Staged, Visual, Ability, Method.*

INTRODUCTION

Various issues play an important role in the development of thinking skills of primary school students in mathematics. We will discuss some of these types below.

Staged issues. Great attention is paid to staged issues. These issues reflect the actions of children, often directly observed. Instead of answering the question here, these given numbers can be seen on a visual basis. First graders often do not know how to solve a problem because they do not understand the meaning of the words that describe this or that action (spent, shared, donated, etc.). Therefore, in school, in the preparatory group, special attention should be paid to the meaning of the words that express this or that action. To this end, it is necessary to take into account what practical actions should be taken at the heart of the matter. In this case, it is expedient to compare the issues of finding the sum and the remainder, which implies the

opposite action: coming and going, coming and going, moving, buying and selling, bringing and taking, flying.

Demonstration issues. First, the children are told about the content of the topic, and are shown pictures depicting the given numbers. The first problem on the picture is created by the teacher. He teaches children to look at the pictures, to distinguish the given numbers and the life actions that led to the change of quantitative relations. For example, the picture shows a boy holding 5 balloons, he gives 1 balloon to a girl. Looking at the picture, the teacher: What is depicted here? What is the child holding? How many balls does it have?

What is he doing? What do we know? Create the condition of the matter. What can I ask about? he asks. By changing the numbers, the teacher encourages the children to create a problem based on a picture of any content that they use to teach them to think and tell stories about finding sums and residues of different content on the same topic.

II. MATERIALS AND METHODS

Mathematical problems are divided into simple and complex problems. Problems that can be solved in one operation are called simple problems. Problems that are composed of several simple problems and therefore can be solved using two or more operations are called complex problems.

For example: there were 6 birds on a tree branch. 2 of them flew away? There are 2 inverse problems to this problem.

- 1) There were several birds on a tree branch. After 2 birds flew away, 4 birds remained on the tree branch. How many birds are left on the tree branch?
- 2) There were 6 birds perched on a tree branch, and after a few birds flew away, 2 birds remained. How many birds flew?

A simple problem is distinguished from a simple problem.

Issue 1. There are 8 apples in one box, which is 5 more than the second box.

How many apples are in the second box?

Solution: $8 - 5 = 3$ (apples)

Answer: There are 3 apples in the second box.

Issue 2. Vali drew 6 rabbits. Vali's drawings are 2 more than Zokir's drawings. How many rabbits did Zokir draw?

Solution: $6 - 2 = 4$.

Answer: Zokir drew 4 rabbits.

Summation and remainder problems from simple problems.

Problem 3. Ahmad drew 3 dolls and two balls. How many toys did Ahmad draw?

Solution: $3 + 2 = 5$.

Answer: Ahmad drew 5 toy pictures.

Issue 4. Zokir took 7 apples from an apple tree and had 3 of them. How many apples are left in Zokir?

Solution: $7 - 3 = 4$ (apples).

Answer: There are 4 apples left in Zakir.

Problem 5 There were 4 red pencils on the table and 4 blue pencils were added to it. How many pencils were on the table:

Solution: $4 + 4 = 8$

Answer: There were 8 pencils on the table.

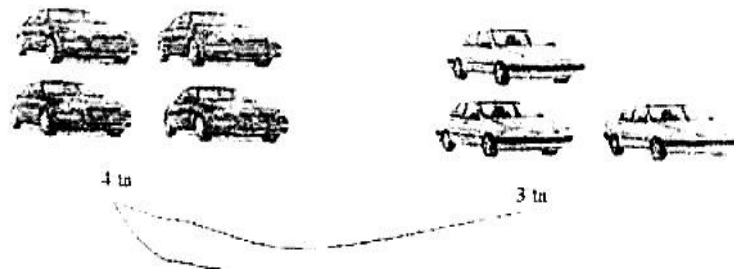
Another type of simple problem is how many units increase or decrease a number.

1. Ahmad has 6 pens and Salim has 2 more. How many pens does Salim have?

Solution: $6 + 2 = 8$ (pens)

Answer: Salim has 8 pencils.

2. Salim drew 4 red cars and Ahmad drew 3 green cars. How many cars did the two draw?



Solution: $4 + 3 = 7$ pieces.

Answer: Both drew 7 car pictures.

2. Vali drew 5 carrot pictures and Nadir drew 3 carrot pictures. How many carrots did the two draw?



Solution: $5 + 3 = 8$ pieces.

Answer: Both drew 8 carrot pictures.

III. CONCLUSION

The terms of simple problems should be clear to children, and residual finding problems are part of such a set of questions. By solving simple problems, one of the basic concepts of an elementary course in mathematics is the concept of arithmetic operations, and a number of other concepts. Once they have mastered the ability to solve simple problems, they learn to solve complex problems. Because complex problems consist of several simple problems.

Masala. There were 2 green and 3 red apples on the plate. After eating 2 red apples. How many apples are left on the plate?

Solution: $3 + 2 = 5$ (pieces)

$5 - 2 = 3$ apples.

Answer: There are 3 apples left on the plate.

2. Karim has 3 pens and Sabir has 6 more. How many pens does the patient have? Karimda -
3Patience -
than 6. ? -More



Solution: $3 + 6 = 9$ (pencil)

Answer: Patience has 6 pencils.

3. Elyor cut 7 watermelons from the melon. Nadir cut 3 watermelons from the melon. How many watermelons did the two cut?



Solution: $7 + 3 = 10$ (watermelon).

Answer: Both cut 10 watermelons.

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