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EMPHASIS ON THINKING IN ELEMENTARY GRADE MATHEMATICS LESSONS

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ABSTRACT

The article considers the problems of personality activity in teaching as one of the topical issues in psycho-pedagogical science, and in educational practice. The issues of personal activity in learning as the leading factor in achieving the goals of education and the overall development of the individual. Mathematical education occupies one of the leading places in the system of general human education, since mathematical models describing the interrelation of the quantitative characteristics of various phenomena and processes are now an integral part of research in any field of knowledge.

KEYWORDS: *Systematic Personality, Pedagogical Quantitative*

INTRODUCTION

The ways of organizing a lesson in mathematics on the basis of modern active teaching methods are shown. Classifications of active teaching methods and features of their application in the design of a training session in mathematics are shown. The types of active teaching methods are analyzed, which is a systematic and purposeful orientation of students towards actively motivated mastering of the system of knowledge and methods of activity.

The goal of modern education is the development of the child's personality, the identification of his creative abilities, and the preservation of physical and mental health. In modern education, many positive trends have emerged: the variability of pedagogical approaches to the teaching of schoolchildren develops; teachers have the freedom to search creatively, author schools are being created; foreign experience is actively used; parents are given the opportunity to choose a pedagogical system. The teacher is given more and more serious tasks. Every year, the amount of information that students have to «digest» increases. At the same time, the possibilities of the

students themselves are not limited. In this regard, new requirements are presented not only and not so much to quantitative, as to the quality side of training. The focus is on the use of modern educational technologies. The traditional ways of teaching before our eyes are gradually disappearing into the past. On the first place there are active methods of teaching, which give the students the opportunity to actively participate in the educational process. Interest in active teaching methods is caused by an acute need to improve the modern didactic system and do this with the least risk that is, due to the skill of the teacher, and not overload of schoolchildren.

The implementation of the state standard of basic general education is based on the system - activity approach. Today, the main task of the teacher is not only to give students a certain amount of knowledge, but also to develop interest in the teaching, to teach to learn, to apply knowledge in practical activities.

Mathematics Is Widely Used In The Study Of Other Subjects In School, It Is Used In The Practical Work Of Future Workers, Engineers, Technologists, Economists, And In Everyday Life. Knowledge of the Basics of Mathematical Science Is Necessary For All Students.

How can one instill an interest in mathematics? How to motivate students to study the subject and stimulate their activity throughout the lesson? Through independence and activity, through the search activity in the classroom and at home, the creation of a problem situation, the diversity of teaching methods, through the novelty of the material, through the use in the learning process of active methods and forms of work in the lesson.

Active methods of teaching are methods that encourage students to actively think and practice in the process of mastering the teaching material. Active learning involves the use of a system of methods that focuses primarily not on the teacher's presentation of finished knowledge, their memorization and reproduction, but on the independent mastery of students' knowledge and skills in the process of active mental and practical activity. Using active methods in math lessons helps to form not just knowledge-reproductions, but skills and needs to apply this knowledge for analysis, assessment of the situation and making the right decision [1].

WHEN CHOOSING ACTIVE TEACHING METHODS, A NUMBER OF CRITERIA SHOULD BE FOLLOWED, NAMELY:

- compliance with goals and objectives, principles of educating;
- compliance with the content of the topic;
- Compliance with the abilities of the trainees: age, psychological development, level of education and upbringing, etc.
- compliance with the conditions and time allocated for training;
- Matching the capabilities of the teacher: his experience, desires, the level of professional skill, personal qualities.

Thus, the task of the teacher is to create conditions for the practical application of abilities for each student, to choose methods of instruction that would allow each student to show their activity, and also to activate the cognitive activity of the student in the process of teaching mathematics. The correct selection of types of educational activities, various forms and methods of work, the search for various resources to increase the motivation of students to study

mathematics, the orientation of students to acquire the competencies necessary for life and activity [2].

To determine how well a particular topic is mastered in mathematics, various forms of knowledge control are applied. One of them is tests.

Test tasks are convenient to use when organizing independent work of students in the self-control mode, when the educational material is repeated.

Tests provide an opportunity for an objective assessment of students' knowledge and skills in balls according to common criteria. This allows you to determine who mastered it at a minimum level, who confidently owns knowledge and skills at a higher level than that provided by the program. The task should provide verification of knowledge and skills on three levels: recognition and reproduction, application in a familiar situation or creative use.

Method of association. Much easier to assimilate the course of the decision, if some of its moments are related to life, the stages of the decision are compared with the concepts of the surrounding world. In this case, the mathematical inference is associated with representations of reality, or visual association occurs.

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