International Journal of Research
ISSN: 2348-6848 Vol-6, Special Issue-5
3rd EduINDEX International Multidisciplinary Conference held
on 6-7th April 2019 at Edupedia Publications Pvt Ltd, New Delhi

DEVELOPING THE STUDENT'S THINKING ABILITIES IN MATH LESSON.

Abdullaeva Marifat Salimjan kizi
Teacher of the Department of Primary Education at Kokand State Pedagogical Institute

Annotation: In the context of the article, the pupil's understanding of mathematical syllabus is based on the initial concepts that can be used to articulate the arithmetic meanings, arithmetical expressions, and develop the skills.

Keyword: Proficiency, odd numbers, double numbers, inductive method, hypothesis, multiplication, estimation and analysis.

The closest assistant in studying mathematics for educators is the experience and the skills that it has created. In order to successfully apply the mathematical model of the pupil, it is necessary to develop the skills of compiling arithmetical statements, using arithmetical meanings, and using arithmetic expressions based on the basics. These are achieved through the constant strengthening of knowledge, through the re-experiencing experiences and the correct understanding of the experiences. The induction method of knowledge support through the domains gives a particularly effective result. Skills and accurate the ability to think and analyze the pupil need to be emphasized and developed.

The student should be able to closely monitor the example, the numbers, and the components of the action, such as observing the environment, an exciting game: the student must distinguish between pairs and numbers, the actual and complex numbers, and the links between activities It is important that you know, know and understand the information and the data correctly. For example, let's look at the following example:

3 + 7 = 10

3 + 17 = 20

13 + 17 = 30.

Based on these expressions, the reader recognizes the following: 3, 7, 13, 17 and the numbers are the number two, and the sum of two odd numbers is even number. Based on the above, we can ask the question: Can we say the same thing about the remaining numbers? Can we make the remaining pairs of numbers as well? This is the 6th number of the first nomanwe total number of hexagons.

6 = 3 + 3

Again, continue:

8 = 3 + 5

10 = 3 + 7 = 5 + 5

12 = 5 + 7

14 = 3 + 11 = 7 + 7

16 = 3 + 13 = 5 + 11

As a result of this continuation, the reader can write the following idea: Any pair that is greater than 4 can be written as 2 or as a threshold. In other words, the experience gained an idea through the inductive method. In other words, the idea was read in the readings.

But we have not yet received a complete answer to the question of whether this idea is always expressed or not. Let us now take a look at the steps that are characterized by the inductive method of generating this idea. First of all, the reader has identified some similarities in the words 3 + 7 = 10, 3 + 17 = 20, 13 + 17 = 30: 3, 7, 13, 17 and 10, 20, 30 pairs. The next step is to summarize them, that is, other than the numbers 3, 7, 13, and 17, they looked at the other white numbers. Then you can move to the following relationship:

Dual number = root + number rows.

As a result of the observation, the pupil has discovered a well-established confirmation for himself. However, it is not advisable to suspend the observer here. This confirmation has not been proven: the approval is valid only for a few specific 10, 20,

30, and 6, 8, 12, 14, 16. The next step for the student is to strengthen the affirmation. To do this, you need to test this number by using other numbers. We now verify the confirmation at 60:

60 = 3 + tub end? But the number 57 is low. 60 = 5 + tub end? The number 55 is also low.

60 = 7 + 53. 53 numbered number. The comment has once again been confirmed. 60 can be viewed in all rows:

60 = 7 + 53 = 13 + 47 = 17 + 43 = 19 + 41 = 23 + 37 = 29 + 31

This kind of reader can also record other pairs of numbers in sequence and table views. And all this proves the reader's opinion. Thus, the idea created by the student was induced by the inductive method. Now you need to bring these tests to a general view. As a result of these experiments and observations, the student gained knowledge in a certain direction.

In general, it is necessary to work on the principle that the general assertion that mathematics is taught by the inductive method is closer to reality when asserted for new special cases. When working with this approach, the following situations are particularly important: the pupil's ability to review and analyze the facts, if there is a need to change the mind, change the idea, or should not change.

This can be used effectively when learning the multiplication, addition, multiplication and division of numbers in the classroom in the classroom. By looking at the numbers, let's say, the number reads by the inductive method, how many multiply the number, and so on.