

Possibilities of using visual aids in the methodological support of math classes in elementary school.

Berdiev Bahodir Ravshanovich teacher of Karshi State University (Uzbekistan)

baxodir.berdiyev@yandex.com

Abstract. No matter what exhibition is used during the lesson, if it helps explain the topic, it is believed that the teacher has achieved his goal.

Key concepts: exhibition, handout, screen, questions, comparison in the text, specific practical issues in a new form, methodological support.

It is natural for each teacher to think about “how to innovate in the lesson of tomorrow” in order to make daily lessons in the educational process more meaningful and interesting. All visual aids, handouts, tests prepared in this way should be relevant to the topic and meet the requirements. No matter which exhibition is used during the lesson, if it helps explain the topic, it is believed that the teacher has achieved his

The stronger the foundation, the stronger the building, so that if primary school students are fully educated, they can easily master knowledge in high school. From the first grade, students need to be taught to answer questions fully, clearly, speak more, think independently, and develop mathematical speech. This will continue in the 2nd grade, as a result of which the 3rd grade students will be able to express their opinion without any difficulty.

In particular, the heart of every child sees himself as a hero, but not everyone can reveal it. At this time, given their high interest in flora and fauna, we chose the image of the “panda” as a powerful animal as the main weapon for our visual weapon.

In fairy tales, the image of the “panda” is interpreted as self-confidence, heroic strength, mutual respect, patriotism, will, courage, inability to retreat, the value of nature and love for her and gratitude for her. The formation of these qualities in students is also advisable if the purpose of the lesson for education is defined. In mathematics, this demonstration can be used in grades 1–4 in the following examples and tasks: students can perform addition, subtraction, multiplication, and division by moving pandas left and right to solve examples and problems. Such a display would be appropriate if applied to students as a counter.

In addition, the exhibition can be used on the following topics: “Sizes of things: long-short, wide-narrow, high-low”, “higher, lower, left-right, to, then, between, next to”, “bigger, smaller, so many”, one, more, less”, “things are the same, different”, “one or more”, “the number and sequence of things”, “one and two-digit numbers”, “comparison”, “for 10 you can use addition and subtraction”, “addition and subtraction for 15”, “even calculation”, “intermediate calculation”, as well as addition and subtraction, multiplication and division between 0 and 15.

For example: compare. Put more, less, equal characters and so on.

When getting acquainted with problems, it is necessary to write down all the methods, suggesting that they be solved in different ways. Teaching students to think in all directions, to find different solutions - leads to the awakening of creativity.

When solving problems, it is not enough just to carry out calculations to simply answer questions. It also requires an analysis of problems in the text, such as comparison, opportunity, proof of evidence, determination of legality.

Below we will consider the problematic questions and tasks.

Masala: “The milkman milks 12 liters of milk from six cows. Does milk fit in two 32-liter pieces?”

Solution: 1) $12 * 6 = 72$ from 6 cows.

2) $32 * 2 = 64$ are compressed in 2 bits;

3) $72 > 64$

Answer: Milk does not fit in 2 bits.

Clear practical questions in a new way.

Masala: “Two boxes of apples weighing 10 kg each and 18 kg of grapes were delivered to the kitchen. How many fruits are brought to the kitchen in total? To complete the task, an expression is created in the form $10 * 2 + 18$, and it is said that multiplication is first performed ($10 * 2$), then addition.

You can demonstrate to students that at first it is incorrect to perform the addition operation when solving such problems. That is, if $2 + 18$ is first executed, it should be explained in detail that adding weight to the boxes will lead to a wrong decision.

Problems that can be solved in different ways.

Issue: 540 tons of coal should be delivered in three trucks. If each of them has 3 tons of coal and he travels 5 times a day, how many days can he transport so much coal?
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I. method:

- 1) $540: 3 = 180$ (t) - it is necessary to transport one car.
- 2) $3 * 5 = 15$ (t) - transported by one machine per day.
- 3) $180: 15 = 12$ (days) - all coal is transported.

II. method:

- 1) $5 * 3 = 15$ (t) - transported by one machine per day.
- 2) $15 * 3 = 45$ (t) - transported by three cars every day.
- 3) $540: 45 = 12$ (days) - all coal is transported.

III. method:

- 1) $3 * 3 = 9$ (t) - three cars are transported in one trip.
- 2) $9 * 5 = 45$ (t) - carries three cars a day.
- 3) $540: 45 = 12$ (days) - all coal is transported.

For example: a gardener needs to plant 240 cherry seedlings to create a garden. If he plants 10 bushes every hour and works 8 hours a day, how many days can all the seedlings be planted?

Method 1: $10 * 8 = 80$ $240: 80 = 3$

Method 2: $240: 10 = 24$ $24: 8 = 3$

Method 3: $240: (10 * 8) 240: 80 = 3$

Method 4: $240: 8 = 30$ $30: 10 = 3$

Answer: It can be planted in 3 days.

In conclusion, it should be noted that in the methodological support of mathematics lessons, when visual expressions of this form are explained in relation to life, they remain in the heads of students quickly, easily and firmly. The stronger the impression of the lesson on the student, the greater its educational effect. This requires patience, perseverance, knowledge, courage, dedication, responsibility on the part of students. Only then will primary school students receive high-quality, stable, effective knowledge.

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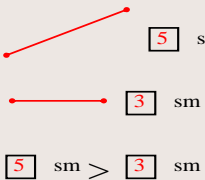
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Baliq nima qiladi?
-Baliq suvda suzadi.
-Qushlar nima qiladi?
-Qushlar parvoz qiladi.
-Quyov nima qiladi?
-Quyov sakrab yuradi.
-Sizlar nima qilyapsiz?
-Bizlar bilim o'lyapmiz.

Masala yechimini tuzing.

Javobini ayting.



Kesmalarning uzunligini toping.



Kesmalar nechta?
Ularning uzunligi tengmi?
Qaysi kesma uzunroq?
1-kesmani uzunligini o'lchaymiz.
Necha santimetr?
2-kesmani o'lchaymiz.
Necha santimetr?
Kesmalarni solishtiramiz.
Xulosa chiqaring.

Qanday fikr yuritamiz?

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