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SKILLS TO ENHANCE THE EFFECTIVENESS OF MATHEMATICS LESSONS IN PRIMARY EDUCATION

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Abstract: In this article, we talked about the effectiveness of the competency approach in the teaching of mathematics.
Keywords: competence, mathematical literacy, media, reader, information, skills, qualification.

The concept of development of the public education system in our republic until 2030 was approved, five initiatives were put into practice, including complex measures - activities aimed at creating additional conditions for the education of young people, the competence approach of general secondary education was implemented. based state educational standards and science curricula were developed, normative frameworks for participation in international studies on the assessment of educational quality were created.

Education based on the competence approach is characterized by the preparation of students to use the acquired information in standard and non-standard situations of educational and life activities.

Adapting school education to the requirements of modern development, improving electronic educational resources in subjects, ensuring active communication of students with electronic resources, implementing independent education and self-assessment, actively searching for the necessary information and it implies the formation of competences for its use in solving emerging problems.

The main essence of teaching based on the competence approach is to use the knowledge, skills and abilities acquired by students in the course of education, which is organized from vocational subjects, in their personal life, as well as in their future professional and social activities. orientation to the formation of acquisition competencies is considered. It is necessary for students to engage in personal, social, economic and professional relationships during their future life, to take their place in society, to solve the problems encountered in this process, and most importantly, to be competitive in their field and profession. must have basic competencies.

Competencies formed in students are divided into three levels: basic competencies; general (subject) competencies; private competencies

Competencies that create a foundation for the general development of a student's personality are called basic competencies, and competencies that are formed only through the subject of study are called special competencies.

There are different definitions and approaches to the word competence. In particular, the word competence is explained in the "National Encyclopedia of Uzbekistan" as follows: competence (lat. Compete - I am achieving, I am worthy, I am worthy) - the law, charter of a certain state

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body (local self-government body) or an official or scope of powers, rights and duties defined by another document; knowledge, experience in this or that field.

The term "competence" in a broad sense means the ability to apply knowledge and skills based on practical experience and act successfully in solving common problems. It comes from the Latin word "campetere" - to be compatible.

Competence is a sign of activity that leads to an expected result. It is a product of knowledge, and it is the ability of an expert to put it into practice. The difference between competence and knowledge is that it cannot be defined or evaluated without practical performance of the task. Skill is an important criterion of competence, which is manifested as a result of repeated application in various situations, including problem situations.

In the Republic of Uzbekistan, based on the continuity and integrity of education, the priority of the student's personality and interests, the following basic competencies are formed in accordance with their age characteristics.

Communicative competence means the ability to interact in social situations in one's native language and in any foreign language, to follow the culture of communication, social flexibility, and the ability to work effectively in a team.

Competence in working with information means the ability to search for, sort, process, store, and effectively use information from media sources, ensure their security, and develop the ability to acquire media culture.

Self-development competence - continuous physical, spiritual, mental, intellectual and creative development of oneself, striving for perfection, independent study throughout life, cognitive skills and life experience implies acquiring the skills of independent regular improvement, alternative evaluation of one's own behavior and ability to make independent decisions.

Socially active civic competence - to feel involvement in events, events and processes taking place in society and to actively participate in them, to know one's civic duties and rights, to comply with them, to have the ability to deal with labor and civil relations and acquire legal culture implies.

National and universal cultural competence means the formation of the ability to be loyal to the motherland, be kind to people and believe in universal and national values, to understand works of art, to dress appropriately, to follow cultural rules and a healthy lifestyle.

Mathematical literacy, awareness of scientific and technical innovations and the competence to use them - to be able to make personal, family, professional and economic plans based on accurate calculations, to be able to read various diagrams, drawings and models in daily activities, to ease human labor, to work It implies the formation of abilities to use scientific and technical innovations that increase productivity and lead to favorable conditions. These competencies are formed in students through general education subjects. Also, based on the content of each subject of general education, students' general competences related to the subject are formed. The science of mathematics develops a person's intellect and attention, educates determination and will to achieve the intended goal, ensures algorithmic discipline and expands his thinking.

Mathematics is the basis of knowledge of the universe, and it is important for the development of production, science and technology, and for revealing the specific laws of events and phenomena.

The main goal of teaching mathematics in primary education is to form and develop the system of mathematical knowledge and skills necessary for students to use in daily activities, to learn

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subjects and to continue their education. formation of a person who can successfully operate in a developing society, can think clearly and clearly, critically and logically, appreciate national, spiritual and cultural heritage, rational use and preservation of natural and material resources, education of mathematical culture as a component of universal culture .

Competency approach is important in ensuring that students acquire knowledge and skills about mathematical concepts, properties, forms, methods and algorithms. Understanding the importance of mathematics in human development and social development, socio-economic relations, teaching to successfully apply mathematical knowledge and skills in everyday life, developing individual characteristics of students, forming independent learning skills, integration of subjects taking into account the competence approach is important in forming national and universal human values, creativity and directing students to consciously choose a profession.

A lesson is a historical, complex form of organizing mathematics teaching at school, verified by many years of experience and meeting the basic requirements of the present time.

Students' acquisition of mathematical knowledge depends not only on choosing the right method in the study, but also on the form of organization of the educational process. A lesson is an educational work organized by a fixed number of students under the guidance of a teacher, based on a specific schedule, according to the program.

During the lesson, students learn theoretical information from mathematics, calculation skills, problem solving, various measurements, that is, all educational work is done in the lesson.

The unique aspects of the mathematics lesson, first of all, arise from the characteristics of this educational subject. One of its features is that, along with arithmetic material, elements of algebra and geometry are also studied.

Another unique feature of the elementary course of mathematics is the combined consideration of theoretical and practical issues. That's why practical skills and skills are inculcated in each lesson with the introduction of new knowledge.

Usually, several didactic goals are implemented in the lesson: passing new material; strengthening of knowledge related to the subject; summarizing and systematizing them; building solid learning and skills, etc.

Another feature of mathematics lessons is the abstractness of the learning material. Therefore, it also depends on visual aids, careful selection of active methods of teaching, student activity, level of mastery of class students.

Another requirement for modern mathematics classes is to develop students' independent thinking and creative activity. Mental operations such as analysis, synthesis, comparison, generalization, drawing conclusions are formed in the student.

The system of mathematics lessons in elementary grades - Students work with several concepts in each lesson. Each of them can be mastered at different stages of this lesson. The understanding of each concept is carried out by repeating and recalling another concept, and this concept serves to explain the next concepts. In the course of teaching, each educational material is carried out in a developed manner, this educational material is the foundation for understanding the materials that will be taught after it. If we look at the process of mastering another concept, it is formed as a result of interrelated teaching of several lessons. In this way, the formation of mathematical concepts is formed not in one lesson, but in the process of passing a number of interconnected lessons. We call such classes a system of joint classes.

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Therefore, the teacher should place the lessons in a logical sequence that reveal the content of the subject.

The biggest requirement in the structure of the lesson system is to take into account the educational purpose of the lesson, to take into account the methodological and general pedagogical aspects of teaching principles. A well-thought-out system of lessons on the topic depends on the correct distribution of study time to topics.

It should focus on creating students' independence, considering specific examples, drawing specific conclusions, and drawing general conclusions from them. After acquiring and strengthening this knowledge in the lesson system, examples and problems should be solved. After that, it is necessary to re-increase the skills with the help of exercises, as well as to ensure that the acquired knowledge is always brought into one system and generalized. The following main stages are important in determining the content of a certain topic of the program, in distributing the subject material to class times, that is, in mastering knowledge.

1. Preparation of new material for teaching.
2. Perception of new educational material and formation of new knowledge.
3. Consolidation of knowledge and formation of skills through various exercises.
4. Repetition, generalization and systematization of knowledge.
5. Examination of knowledge and skills.

Often, methodical literature is based on dividing lessons according to their didactic purpose. Below are the types of math lessons:

1. The lesson of mastering new knowledge.

In these, students get acquainted with new concepts, methods of calculation, solving new types of problems, new properties of figures, numbers:

2. A lesson to strengthen knowledge, skills and abilities.

In this case, examples and problems related to the strengthening of the knowledge, skills, and abilities acquired in the previous lesson will work.

3. Repetition - generalization lessons.

Such lessons are examples of repetition and generalization at the end of a certain section, or at the beginning and end of the academic year.

4. Knowledge, skills and skills control lesson.
5. A mixed or complex lesson, in which there are several didactic goals, all of which are important

Each math lesson has its own structure.

The lesson can consist of the following main parts:

Here is a mixed lesson plan.

I. Organizational part. Purpose: to create a work situation (1-1.5 min)

II. Checking homework: asking, frontal work with didactic material, mixed questioning (7-10 min)

III. Providing new knowledge, analyzing new material (conversation, story, lecture, independent work with textbooks and notebooks) (15-20 min)

IV. Reinforcement of new material, repetition of previous material, exercises, elements of didactic games. (5–15 min.)

V. Homework, its essence, method of execution, interdisciplinary connection with practice. (5 min)

VI. The end of the lesson. (2 min).

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Checking homework is a mandatory stage of the lesson.
Giving new knowledge. This stage of Darsnig is related to the formation and development of knowledge and academic skills of schoolchildren. This stage is divided into several parts:
a) preparation for learning new material;
b) goal setting (creating a problematic situation);
d) learning new material;
e) practicing (memorizing) the algorithm of rules or tasks. In order to prepare for the reception of new knowledge, the teacher introduces such questions, the answers to which help to connect them with new knowledge and to include it in the general system of knowledge and learning.
A new topic can be presented before explaining new material, and vice versa, this can be done as a final, explanatory conclusion after introducing students to a new computational method, property, etc.
New topic will be checked by request. Then speaking briefly helps to deepen theoretical knowledge.
For example, in the 1st grade, children got acquainted with a new method of subtraction in the topic "Subtraction in the form of 36-2 and 36-20". For reinforcement, they solve these examples at home:

69 – 3	98 – 6
69 – 30	98 – 60

In order to reinforce the previously learned knowledge about comparing quantities, he performs the following task:

2 dm > 18 sm	1 so‘m > 80 tiyin
6 sm < 2 dm	60 tiyin > 50 tiyin

Practice shows that homework is usually half of the work done in class.
Completion of the lesson. The teacher concludes the lesson: "What did we do in the lesson? What new thing did we learn in class?" the new rule is repeated together with the students.
To determine the content of the lesson, the teacher must comply with the following requirements:
1. The content of the lesson is consistent with the program and follows from its goals.
2. Education of idealism and faith. In the lesson, it is necessary to create the most comfortable and good conditions for the formation of students' worldviews as the basis of everyday ethics.
3. Connection of the lesson with life and personal experience of students.
4. The educational material should be understandable to students and sufficient for their strengths.
The content of the lesson includes various issues and exercises. The teacher can replace them. One of the important requirements of the present time is to activate the knowledge and creative activities of students. Each lesson should be focused on thinking and creativity.

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