Western European Journal of Modern Experiments and Scientific Methods
Volume 2, Issue 4, April, 2024
https://westerneuropeanstudies.com/index.php/1
ISSN (E): 2942-1896 Open Access| Peer Reviewed

GOALS AND TASKS OF TEACHING LOGICAL PROBLEMS IN PRIMARY CLASS MATHEMATICS COURSE

Turdali Sultanov
Teacher of the Primary Education Faculty of CSPU
Sabina Turginbayeva
CSPU Faculty of Elementary Education 4th grade student

Annotation: This article is about educating elementary school students using the goals and tasks of teaching logical problems in the elementary mathematics course.

Key words: Problem, logical problem, goal, task.

BOSHLANG'ICH SINF MATEMATIKA KURSIDA MANTIQIY MASALALAR O'RGATISHNING MAQSAD VA VAZIFALARI

Turdali Sultanov
CHDPU Boshlang'ich ta'lim fakulteti o'qituvchisi
Sabina Turginbayeva
CHDPU Boshlang'ich ta'lim fakulteti
4- bosqich talabasi

Annatatsiya: Ushbu maqola boshlang'ich sinf o'quvchilariga Boshlang'ich sinf matematika kursida mantiqiy masalalar o'rgatishning maqsad va vazifalari foydalanib ularni tarbiya qilish haqida .

Kalit so'zlar: Masala, mantiqiy masala, maqsad, vazifa.

As we teach students to solve problems, we need to ensure that they develop a number of skills in solving different types of problems:

Learning to listen to the problem and be able to read it independently. Working on a problem begins with mastering its content. In the early days, when the students do not yet have reading skills, they should be taught to listen to the text of the problem read by the teacher, to distinguish the important elements of the condition aloud. After that, in order to better master the conditions of the problem, each student should not only listen to the text of the problem, but also read the problem independently;

Western European Journal of Modern Experiments and Scientific Methods
Volume 2, Issue 4, April, 2024
https://westerneuropeanstudies.com/index.php/1
ISSN (E): 2942-1896 Open Access| Peer Reviewed

The text of the problem is read once or twice by the teacher or students, but it is necessary to gradually teach the children to understand its content even after reading the text of the problem once.

Preliminary analysis of the problem (the ability to distinguish the known from the unknown). Separating the known from the unknown, the important from the unimportant, opening the connection between what is given in the problem and what is sought - this is one of the most important skills, without having such a skill, one cannot learn to solve problems independently.

Ability to write a short issue. After verbally working on the text of the problem, it is necessary to transfer its content to the language of mathematical terms and define its mathematical structure in the form of short writing (pictures, drawings, schemes, tables). It should be noted that in all cases, the analysis of the condition of the issue is carried out simultaneously with the execution of the short record. In fact, this is the purpose of short writing. In fact, the short writing of the condition of the problem is a basis for the memory of the students, it allows to understand and distinguish quantitative information, while their rational writing makes it possible to explain in detail what is given in the problem and what to look for.

The ability to justify the choice of action in solving simple problems and to analyze a complex problem, and then draw up a solution plan. First, let's look at the choice of action in solving a simple problem. This qualification begins to acquire content from the first grade, it is further developed in the second and third academic years, that is, the basis for performing the task of choosing an action in relation to some familiar issues is changed. The ability to analyze the problem is of primary importance in solving a complex problem. Analytical and synthetic methods of problem analysis are considered in manuals on the methodology of primary mathematics education. A synthetic analysis of a problem is understood as such a development of reasoning in which, as a result of combining two pieces of information, it is determined what can be learned from this information, after which it is transferred to another combination of information with the newly found information, and this work continues until the answer to the question of the problem is found. will be delivered. Analytical method of problem analysis consists of a chain of considerations, at the beginning of which is the question posed in the problem. The information necessary to find the answer to the problem question is selected so that this information can be found using other information.

Competence of completing the solution, formalizing it in accordance with the teacher's requirements and answering the question of the problem. Let's start with simple issues. A simple problem can be solved both by an arithmetic method and by an algebraic method. Here, we will talk only about solving problems by arithmetic method, solving problems by algebraic method will be considered separately later.
Ability to verify problem solving. The solution of the problem
verification is used in the following ways:
Match the received answer with the condition of the problem;
a) Creating and solving an inverse problem;
c) Solving the problem in other ways;
g) Determining the limits of the answer (calling the answer);
d) Graphical inspection.
Ability to define and implement a specific system when working on issues.
Read the problem, imagine what the problem is about;

Western European Journal of Modern Experiments and Scientific Methods
Volume 2, Issue 4, April, 2024
https://westerneuropeanstudies.com/index.php/1
ISSN (E): 2942-1896 Open Access| Peer Reviewed

Determine what is known about the problem and what needs to be found. If it is difficult to understand the text of the problem, write it briefly (or prepare a diagram of the problem);
Briefly explain what each number represents and repeat the problem question;
Think about whether it is possible to answer the problem question at once, and if not, why? What can be known before and what after?
Make a plan to solve the problem.
Do the solution and write the answer a.
Check the correctness of your solution.
Ask yourself interesting questions and answer them.
The skills listed above are appropriate for any type of issue. Although the logical problems given in elementary grades do not have a complex structure, students cannot find a solution to the problem without acquiring the above skills.
Also, when solving problems, students should make a problem solving plan for themselves. This is especially useful when solving logical problems.

References:

1. Mansurovich, S. S. (2022). METHODOLOGY OF ORGANIZING PHYSICAL EDUCATION LESSONS THROUGH DIGITAL TECHNOLOGIES. EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE, 2(4), 107111.
2. Salixov, S. M., & Salixov, T. M. (2022). Musobaqa oldi sportdagi stress va tayyorgarlikning psixologik tomonlari. Science and Education, 3(4), 1039-1044.
3. Salixov, S. M., & Nosirova, L. S. (2022). Hissiy irodaviy boshqaruv namoyon bo'lishining yosh va jins xususiyatlariga bog'liq o'zgarishi. Science and Education, 3(4),
4. Mirziyoyev.Sh.M ta'lim tarbiya jarayoniga invistitsiya kiritishga oid g'oyaviy so'zlaridan
5. Mirziyoyev.Sh.M Mamlakatimiz 2017- 2021 -yillarda rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasi
6. Qodirova, D. M. (2021). YOSH OILALARDA OILAVIY MUNOSABATNING SHAKLLANISHINING PSIXOLOGIK XUSUSIYATLARI. Oriental Art and Culture, (8), 179-183.
7. Nilufar, Q., & Zahro, S. (2024). Exploring the intricacies of phraseology in integration with pragmatics. *International Multidisciplinary Journal for Research & Development*, *11*(03).
8. Shukurova, Z. F. (2023). Specific features of phraseological and lexical meanings. *Экономика и социум*, (7 (110)), 299-302.
9. Farxodovna, S. Z. (2022). Different approaches to the phraseology in Linguistic study.
10. Shukurova, Z. F. (2024). Exploring phraseological units with the notion of friend: a comparative analysis in English and Uzbek languages. *Mental Enlightenment Scientific-Methodological Journal*, *5*(03), 197-202.
11. Мирбобоев, М. И. (2022). Мактабгача ёшдаги болаларнинг координацион қобилиятини ривожлантириш. УзМУ хабарлари, 1(5), 79-81.
12. Mirbabayev, M. I. (2022). Methods of teaching young attackers a team attack technique. Emergent Journal of Educational Discoveries and Lifelong Learning, 3(4), 82-85.
13. Xaydariv .I.F Xalilova .I.N. Umumam psixalogiya.2009

Western European Journal of Modern Experiments and Scientific Methods
Volume 2, Issue 4, April, 2024
https://westerneuropeanstudies.com/index.php/1
ISSN (E): 2942-1896 Open Access| Peer Reviewed

14. Toxirova G " Yosh va pedagogik psixalogiya"2016.