MODERN APPROACH TO TEACHING ELEMENTS OF ALGEBRA IN PRIMARY CLASS MATHEMATICS LESSONS

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Abstract. *This article discusses the modern forms of mathematics lessons organized in elementary grades, and based on today's requirements, effective methods for the quick and easy mastering of mathematics by a primary school student are highlighted. Also, the methods that can be used in the organization of modern and innovative classes and the order of their conduct are disclosed.*

Key words: *modern, modernity, innovation, lesson form, method, effective, method, mathematics.*

Effectiveness of education depends on didactic processing of information content, strict adherence to educational principles, as well as on the correct choice of educational methods. Experts interpret educational methods in teaching in different ways. In some opinions, it is interpreted as the way to go from ignorance to knowledge, and in others, it is also interpreted as methods connecting the activities of the teacher and the student.

By using modern educational methods in the educational process, the content and quality of education increases, the lesson is organized in an interesting and active way. At the same time, the students' participation in the lesson becomes more active, their outlook expands, they gain scientific-theoretical, practical-methodical experiences.

Students work independently, creatively, think freely. They study the literature independently to clarify the content of the topic. They will be searched in the library, they will have the opportunity to find and read news on the topic. They learn to work with scientific and theoretical literature in the library.

Currently, classes are conducted using multimedia, CD-ROMs, and technical tools in the educational process. In particular, multimedia is a form of voice, programmed, planned lesson designed for a certain hour. For its use, multimedia is created by specialists for a specific hour related to the topic. The topic in the text makes the multimedia on the screen meaningful and high-quality.

The teacher does not spend too much effort, knowledge, and labor during the lesson. Pupils become more active, work independently, creatively, think freely. They learn to work in a modern way. They will acquire computer and information technology literacy,

learn to organize a lesson with the help of technical tools. Students' outlooks grow, their activity increases, their interests increase.

The teacher conducts a lesson related to the profession in order to improve the professional skills of the students. The purpose of using this method is to get students interested in a profession.

In the course of the lesson, students not only get knowledge, but also acquire professional knowledge, skills and qualifications. Pupils' professional interest increases. In the future, they will have the opportunity to acquire a certain profession. The lesson is lively and non-traditional. Students will have independent, free, creative thinking. The lesson is lively and non-traditional. Students will have independent, free, creative thinking. Also, during the course of the lesson, their interest in the profession increases.

The non-traditional methods listed above encourage students to actively participate in the lessons, and have the opportunity to interest them in the lesson. Secondly, students learn to work independently and creatively, and think freely. Thirdly, the lesson is organized interestingly, the children are not bored in the lesson, they work creatively and learn to work on different sources, and they develop scientific-theoretical, methodological-practical knowledge and experience.

Students are given topics or plans in advance. Students prepare independently for these topics or plans. Preparation of topics and plans for 3-4 of the most talented, excellent, independent children of each class, in-depth study, its goals and tasks, methodological bases, scientific-theoretical, practical -he has thoroughly studied the method of methodical knowledge, principles, rules, laws, problems in the subject plan, analysis of their solutions, and these 3-4 students will thoroughly illuminate the subject. All the students will analyze and discuss its shortcomings and achievements. And the manager controls how and in which way each question, the topic is enriched, and not to deviate from the topic.

The teacher prepares a topic together with the plans and gives it to the students in advance. They read independently on the topic prepared on the basis of this plan, collect a bank of literature in the library, and prepare for the lesson. In the lesson, the student will learn the opinions of students on this topic. All students participate in the seminar class. The teacher asks each student about the goals and tasks of the subject, methods and forms, and the essence of the content. The topic is thoroughly studied. In the seminar lesson, he plays the role of a teacher, manager, guide, and students actively participate in the lesson.

The structure of elementary mathematics has its own characteristics.

1. Arithmetic material forms the main content of the course. It is taught by combining the arithmetic of natural numbers, basic quantities, algebra and geometry elements.

2. Primary grade material is structured concentrically. For example. first, numbering to 10 is taught, then numbering within 100 and performing arithmetic operations are taught. After that, perform arithmetic operations within 1000, then multi-digit numbers.

Numbering these along with teaching. amounts. fractions. Algebraic and geometric materials are taught.

3. Theory and practical issues are interconnected.

4.Mathematical concepts, properties, and the discovery of legal connections are interconnected in the course.

5. Each concept is explained in detail.

For example, before teaching arithmetic skills, its exact meaning is revealed. then properties of amain, then binding between components. then the action result. At the end, the link between the actions is given.

6. Basic concepts and resulting concepts are given in interconnection.

But in the actual program, the number of concentrates is reduced to tens, hundreds, thousands, multi-digit numbers. It should also be said that the material is grouped in such a way. In it, the interrelated concepts, actions, issues are approached in terms of time.

The concepts of equality, inequality, equation, variable are revealed on a concrete basis, meeting the objectives of observing the elements of algebra, deep, understood and generalized learning.

Starting from the 1st grade, numerical equalities and inequalities (4=4, 6=5 1, 2<3, 6 l>5, 8-3<8-2, etc.) are considered.

Their study is connected with the study of arithmetical material. And helps to reveal it more deeply.

From grade 2 onwards (x 6)-3=2 and so on. equations of the form are considered.

Solving equations. it is performed first by the method of selection, and then based on the knowledge of the connections between the results and components of the actions.

A hands-on examination with a variable allows students to acquire a functional imagination.

The learning objective requires the teacher to:

a) providing students with knowledge, skills, and abilities from the system of mathematical knowledge;

b) study the real world with mathematical methods;

c) to improve students' oral and written speech, to ensure its quality;

g) it is necessary to provide students with such knowledge in mathematics that through this knowledge, through active cognitive activities, their knowledge, skills, and abilities increase.

2. Educational purpose. Teaching mathematics to students to be disciplined, diligent, thorough, to be able to control their thoughts and conclusions. especially, it is necessary to achieve a fluent sharing of the opinions expressed on the basis of observation. Symbols are used in mathematics to express relationships between quantities. This is the mathematical language that needs to be developed. The task of the teacher should be to teach him to translate the mathematical idea expressed in the mathematical language into his mother tongue.

Seeking to know. feelings of self-satisfaction should be cultivated. Teaching mathematics itself develops students' ability to focus and concentrate.

The teacher must ensure that:

a) the student can understand connections in the material world, changes in quantities, and their relationship with each other;

b) to ensure students' keen interest in learning mathematics;

c) ensuring their relationship to work, homeland, people, creating aesthetic taste;

g) the history of the Uzbek nation, including. education of the worldview of the history of mathematics education;

d) education of students' thinking ability and mathematical culture.

3. Practical developmental goal. The observed practical goal of teaching mathematics is to teach students to apply the acquired knowledge. To be able to apply the acquired knowledge to operations performed on numbers and mathematical expressions, points, to learn to use them in solving the same problems. It is teaching to be able to apply the knowledge to solving problems encountered in everyday life.

The concept of teaching method is one of the main concepts of didactics and methodology.

Thus, teaching methods perform three main tasks: acquisition, education and development.

It is necessary to study the classification of all teaching methods in order to consciously choose from the teaching methods, those that correspond to the new content and new tasks of education.

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