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Methodology Of Teaching The Concept Of Figure Face To Students In Primary School Mathematics.

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Abstract: *The article provides methodological recommendations for primary school students on the formation of the concept of the face of the figure and the solution of the problem of finding the face of shapes.*

Keywords: figure face, methodology, independent thinking, observation, experiment, subject, textbook, pedagogical technology, didactic games.

INTRODUCTION

The Law "On Education" and the concept of "Development of the education system until 2030" provide in-depth views on further improving the quality and efficiency of education, equipping teachers with advanced pedagogical technologies reported. Because the organization of lessons on the basis of new pedagogical and information technologies helps to develop students mentally and physically mature, broad-minded, able to respond to any situation with their own common sense. Therefore, radical reform of the education system is important in every field of science. Including mathematics, which is the basis of all sciences.

Teaching scientific terms and their meanings in elementary school math is done in a variety of ways. Observations and experiments show that primary school students make some minor mistakes when completing learning tasks related to the relationship between surface units. The concept of the face of a figure is one of the more difficult topics to be studied in an elementary school math course.

MATERIALS AND METHODS

Here are some suggestions on how to look or get an appointment for elementary school teachers:

1. Know the place of training materials specific to the concept of form of forms in the primary school math teaching program. Determine the system of knowledge, skills and skills on this topic and design the learning process.

Teaching the concept of a database specifically imagining the concept of figure 2, 3rd, 4th and mastered in grades of teacher State Education Standards and graduate, in grades 4 - Classes It is advisable to do.

2. In the elementary classes, the teacher's understanding is given the correct use of the concept of the form, including the correct use of teaching methods, creates a wealthy formation of this concept of this concept. In the course of the course, " mental attacks", "6 * 6 * 6", "I know, learned, I want to know, I want to know,", zig-zag, "" Ven-zag " Using interfactory of the new pedagogical technology, such as Insert, the information of the form guarantees the content of the content of the form thoroug hly by students.

3. The appropriate use of practical methods in the development of the image of the form is good results. Especially in particular, activities such as drawing, cutting, folding, toppling, building, make, are especially form.

There are many training assignments made in the form of practical work in primary school mathematics classes. Drawing the right rectangle by discovering, dividing the figures of different forms into the correct rectangle, using differe nt forms to appear to the correct rectangle or square appearance. Caring is the independent work of a number of cases of fueling, the surface of these economical forms, and their practical performance of various geometric shapes and making patterns from them are practical leads to the correct performance of tasks, which ensures the formation of labor skills.

4. It is advisable to make the concept of form correctly in the formation of a well-forming means of teaching. In particular, moving visual aids, geometric figures, video projector, computer, copyright, goniya, colored pens, scissors, glue , and more in conveying the concepts of the Figura face to students The subjects are very important. Students first gradually deve lop the reader self-training, gradually preparing an exhibition from him and then finds ways to carry out training.

5. The choice of rational ways of organizing the learning activities of primary school students will help students to better master the theme of the figure face. Forms of organization of students' educational activities - class work, group and individual (individual). It takes a great deal of skill on the part of the teacher to ensure that the classroom, group, and individual learning activities are well-organized and well-balanced so that students can master the information about the face of the form.

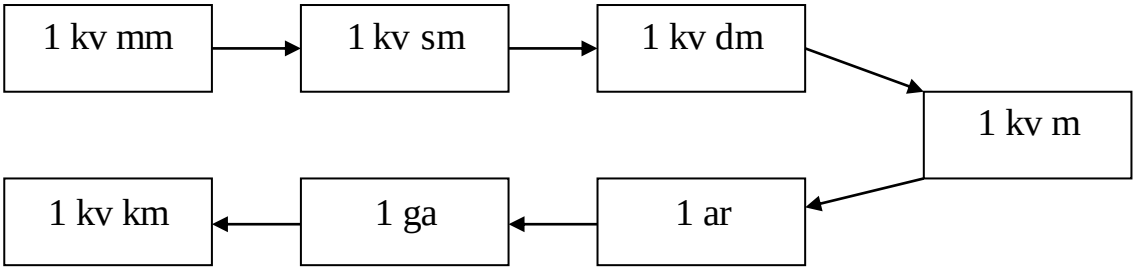
6. The surface units of the form are taught by comparing the length and its units in the passage of the connections, which helps the students to study the concept thoroughly. It is known that the relationship between the units of length is b ased on the decimal number system. Namely:

1 km = 1000 m 1dm = 10 sm
1m = 10 dm 1sm = 10 mm

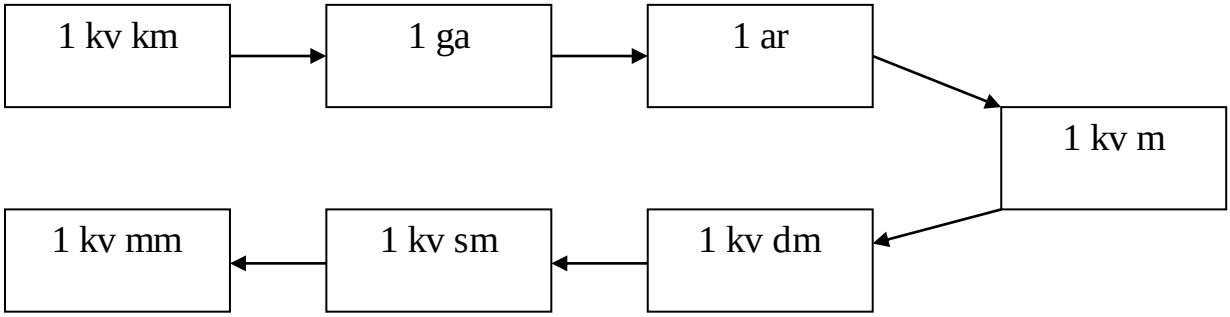
However, the relationship between surface units is also based on the decimal number system, but one name is a hundred times different from another name.

1 kv km = 1000000 kv m 1 kv dm = 100 kv sm
1 kv m = 100 kv dm 1kv sm = 100 kv mm

The systematic work on the transition from a small surface unit to a large surface unit and vice versa from a large surface unit to a small surface unit leads to a correct, unambiguous understanding of these measurements.



When it comes to metrics, students need to understand that each unit of measurement is a hundred times larger than its predecessor.



In this scheme, the reader must be reminded that each surface unit is a hundred times smaller than the previous surface unit.
7. Extreme care must be taken when comparing numbers with surface units.

CONCLUSION

The teacher needs to pay special attention to this. This is because it is often observed in practice that students make mistakes when comparing surface units with different names. To avoid such errors, compare the numbers initially given with the same name by following the table of surface units, for example:

5 kv m * 7 kv m 3 kv sm * 7 kv sm
6 ga * 5 ga

The task of comparing the named numbers in the view is performed. Gradually compare the numbers given with different names. For example:

12 kv m * 24 kv dm 2 kv sm * 20 kv mm
6 kv dm* 600 kv sm

Thus, in the future, the primary school teacher will have a full knowledge of the subject of the number face in the future, which will help the students to acquire programming knowledge and skills on this topic.

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