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«НАУКА И ПРОСВЕЩЕНИЕ»**



АКТУАЛЬНЫЕ ВОПРОСЫ СОВРЕМЕННОЙ НАУКИ И ОБРАЗОВАНИЯ

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Сборник предназначен для научных работников, преподавателей, аспирантов, магистрантов, студентов с целью использования в научной работе и учебной деятельности.

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УДК 37

PROBLEMS OF FINDING THE SUM (OR DIFFERENCE) OF TWO NUMBERS AND THEIR RATIO

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Аннотация: Понятие типовой арифметической задачи отражено в литературе многих арифметических, их специфические особенности, проблема работы над типичными арифметическими задачами, изучаемыми в курсе элементарной математики, до сих пор полностью не решена. Здесь мы хотим проанализировать способы решения проблемы нахождения суммы (или разности) и кратности двух чисел.

Ключевые слова: арифметическая задача, простая арифметическая задача, типовая арифметическая задача, разность, числа, начальная школа.

ПРОБЛЕМЫ НАЙТИ СУММЫ (ИЛИ РАЗНИЦЫ) ДВУХ ЧИСЕЛ И ИХ ОТНОШЕНИЯ

**Kasimova Mavluda Mukhammedovna,
Karimova Kamola**

Abstract: The concept of a typical arithmetic problem is reflected in the literature of many arithmetic, their specific features, the problem of working on typical arithmetic problems studied in the course of elementary mathematics has not yet been fully resolved. Here we want to analyze the ways to solve the problem of finding the sum (or difference) and multiplicity of two numbers.

Key words: arithmetic problem, simple arithmetic problem, typical arithmetic problem, difference, numbers, primary school.

In the literature, along with the concepts of "problem", "arithmetic problem", "simple arithmetic problem", "complex arithmetic problem", there is also the concept of "typical arithmetic problem".

It is not difficult to distinguish a number of problems from complex textual problems that are performed in the same sequence and solved with the same actions. Such issues can be said to be issues of the same kind. However, complex problems with some important features are accepted as typical arithmetic problems in the methodology course. A characteristic feature of typical problems is that they are much more difficult than non-typical problems and require the use of special methods of consideration to solve them.

The concept of a typical arithmetic problem is reflected in the literature of many arithmetic, their specific features, the problem of working on typical arithmetic problems studied in the course of elementary mathematics has not yet been fully resolved. Here we want to analyze the ways to solve the problem of finding the sum (or difference) and multiplicity of two numbers.

- the problem is given the sum (or difference) of two numbers or quantities and their multiple, it is necessary to find the number or quantity itself.

- In order to clarify the text of the problem and find a solution, a graphical condition (problem model) is

created.

When creating a graphical condition, the smallest number or quantity was selected as a part (contribution) and conditionally determined by a cross section of a certain length. The length of the second section is determined from the text of the problem, taking into account the size of the second number or quantity multiplied by the ratio.

- two or more unknown numbers or quantities are involved in the matter.

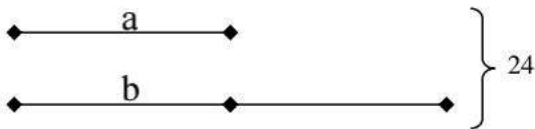
- The solution of the problem begins with the calculation of the number of equal parts. If the text of the problem gives the sum and multiple ratio of two numbers or quantities, the number of parts is added. If the text of the problem gives the difference and multiple ratio of two numbers or quantities, the number of parts is divided.

- The problem always has a unique solution.

- There may be other types of issues in the case.

This type of problem can be solved with interest by primary school students. First of all, it is useful to get acquainted with the problem of finding the sum of two numbers and their ratio. Consider the following issue.

Problem: Nadir and Talib picked 24 mushrooms. The number of rare mushrooms is 2 times more than the number of mushrooms picked by Talib. How many mushrooms did Nadir sweat? How many mushrooms did Talib pick?



To make this problem clear, let's first give a graphical model representing a brief condition of the problem. Since the number of rare mushrooms picked by Talib is 2 times higher than that of Talib, we express the number of mushrooms picked by Talib with an "a" cut. Since the number of rare mushrooms is 2 times longer, we denote the section 2 times longer than "a" by "b". They are both

We determine the number representing 24 mushroom pickers.

We solve the problem by discussing it with students as follows.

- Do you know how many mushrooms Nadir picked?

- No, it is not

- How many mushrooms does Talib pick?

- No, it is not known.

"How many mushrooms did they pick?"

- Yes. 24

- Who picked a lot of mushrooms?

- Rare.

- How many times did you pick mushrooms from Nadir Talib?

- 2 times.

"How many mushrooms did Nadir or Talib pick?" The question leads students to misjudge.

Some students think for themselves and divide 24 by 2 to find the number of mushrooms that Talib picked. This error leads to a solution.

The teacher tells them to find out if they have solved the problem correctly. Then the students check the problem. $8 + 16 = 24$ (pieces) or $16 : 8 = 2$ (times) these solutions indicate that the problem was solved correctly. Now let's look at introducing students to the problem of finding two numbers according to their difference and multiplication.

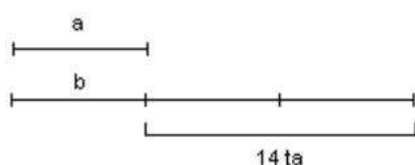
Problem: Geese in the meadow are 3 times less than ducks. If there are 14 more ducks than geese, how many geese and how many ducks are there in the meadow?

$$\left. \begin{array}{l} a = 3b \\ a - b = 14 \end{array} \right\}$$

This problem is a system of two unknown linear equations (where a is the number of ducks in the pasture and b is the number of geese). This problem can be solved by discussing with primary school students as follows:

- What are the students talking about?
- About geese and ducks in the meadow:
- Is it known how many times geese are less than ducks in the pasture?
- Yes, 3 times
- "What else is given?"
- It is known that there are 14 more ducks in the pasture than geese.
- What does the issue require us to find?
- How many geese and ducks are there in the pasture?

To find a solution to a problem, we first create a graphical condition (model) that represents the problem condition.



Since geese are 3 times smaller than ducks, we choose 1 section that represents the number of geese. The section that represents the number of ducks is 3 times longer than the number of geese, so this section is 3 times longer than the first section. Since ducks are 14 more than geese, we denote 2 out of 3 separate sections representing the number of ducks and define it as 14.

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