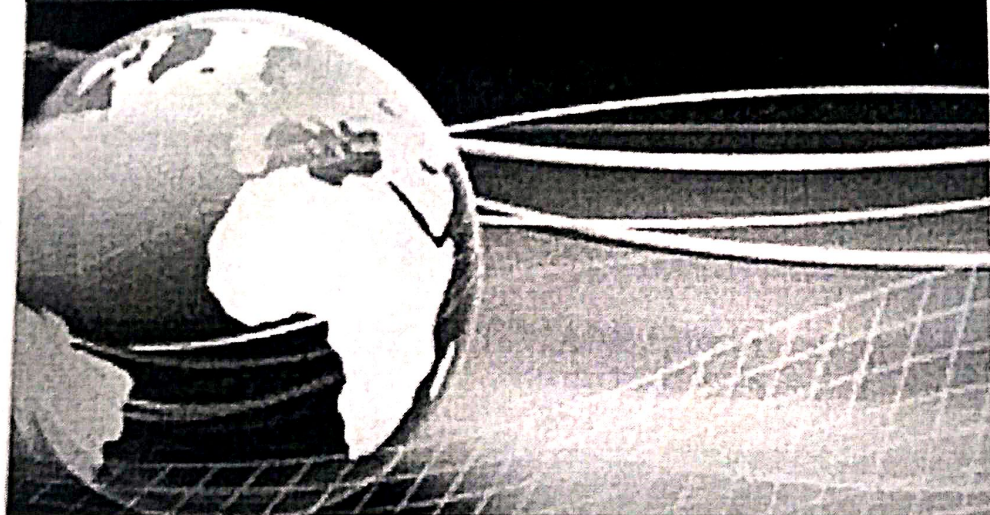


ACADEMICIA

ISSN (online) : 2249-7137

ACADEMICIA

An International
Multidisciplinary Research
Journal



Published by
South Asian Academic Research Journals
A Publication of CDL College of Education, Jagadhri
(Affiliated to Kurukshetra University, Kurukshetra, India)

ACADEMICIA

An International Multidisciplinary Research Journal

ISSN (online) : 2249-7137

Editor-in-Chief : Dr. B.S. Rai

Impact Factor : SJIF 2020 = 7.13

Frequency : Monthly

Country : India

Language : English

Start Year : 2011

Indexed/ Abstracted : Scientific Journal Impact Factor (SJIF2020 - 7.13), Google Scholar, CNKI Scholar, EBSCO Discovery, Summon (ProQuest), Primo and Primo Central, IZOR, ESJI, IJIF, DRJI, Indian Science and ISRA-JIF and Global Impact Factor 2019 - 0.682

E-mail id: saarjournal@gmail.com

VISION

The vision of the journals is to provide an academic platform to scholars all over the world to publish their novel, original, empirical and high quality research work. It propose to encourage research relating to latest trends and practices in international business, finance, banking, service marketing, human resource management, corporate governance, social responsibility and emerging paradigms in allied areas of management including social sciences , education and information & technology. It intends to reach the researcher's with plethora of knowledge to generate a pool of research content and propose problem solving models to address the current and emerging issues at the national and international level. Further, it aims to share and disseminate the empirical research findings with academia, industry, policy makers, and consultants with an approach to incorporate the research recommendations for the benefit of one and all.

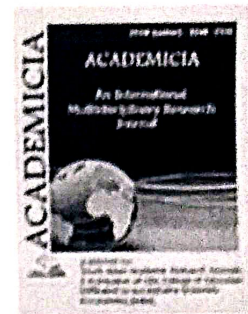
56.	FORMATION AND STAGES OF DEVELOPMENT OF THE ACT OR IN THE UZBEK THEATER Akhmedova Zamfira Amirovna	372-76	10.5958/2249-7137.2020.01134.9
57.	METHOD OF IDENTICAL TRANSFORMATIONS IN PROBLEM SOLVING Saipnazarov Shaylozbek Aktamovich, Khodjabaeva Dilbar, Usarov Jurabek Abdunazirovich	377-81	10.5958/2249-7137.2020.01140.4
58.	TECHNOLOGY FOR TEACHING SCHOOL CHILDREN TO CREATE TEXT IN RUSSIAN LESSONS IN ELEMENTARY SCHOOL Dustova Dildora Sobirjonovna	382-86	10.5958/2249-7137.2020.01141.6
59.	METHODOLOGY TO ORGANIZE INDEPENDENT WORK OF STUDENTS IN MATHEMATICS LESSONS IN PRIMARY SCHOOL Ochilova Laylo Temirovna, Rajabova Lobar Chorievna	387-93	10.5958/2249-7137.2020.01142.8
60.	PROBLEMS OF TEACHING MATHEMATICS IN PRIMARY GRADES AND SOME WAYS TO SOLVE THEM Sayfullaeva Nozima Bahodirovna, Sharipova Ikbol Fayzullaevna	394-98	10.5958/2249-7137.2020.01143.X
61.	A STUDY OF MEASURING CUMULATIVE ADAPTIVE CAPACITY FOR CLIMATE CHANGE IN SRI LANKA U.S. Thathsarani, L. H. P. Gunarathne	399-08	10.5958/2249-7137.2020.01139.8
62.	INFLUENCE OF TECHNOGENIC IMPACT ON CHANGES IN ENGINEERING-GEOLOGICAL AND HYDROGEOLOGICAL CONDITIONS OF THE KASHKADARYA DEPRESS AND ITS ASSESSMENT Yuldash Irgashevich Irgashev, Yusuf Pulatovich Isomatov, Mukhammadzhakhongir Kidirbaevich Akhmedov	409-16	10.5958/2249-7137.2020.01116.7



ACADEMICIA

An International Multidisciplinary Research Journal

(Double Blind Refereed & Reviewed International Journal)



DOI: 10.5958/2249-7137.2020.01143.X

PROBLEMS OF TEACHING MATHEMATICS IN PRIMARY GRADES AND SOME WAYS TO SOLVE THEM

Sayfullaeva Nozima Bahodirovna*; Sharipova Ikbol Fayzullaevna**

*Teachers,
"Preschool and Primary Education" Faculty,
Bukhara State University,
UZBEKISTAN

ABSTRACT

The article is devoted to a retrospective analysis of the formation and development of methods of teaching mathematics at school. In the direction of the development of methodology and methodological training, there can be the integration of subject methodologies, as a dialogue of methods on the functional-target, organizational-activity and content aspects.

KEYWORDS: *Primary Classes, Mathematics, Teacher, Students, Method, Method, Psychology, Tasks, Education.*

INTRODUCTION

The modernization of the professional training of a modern primary school teacher, one of the key dominants of which is the methodological and mathematical component, provides for the study and use of the historical experience of the formation and development of the system of teaching mathematics in schools of the republic. This allows, on the one hand, to reveal the peculiarities of the domestic system of training primary school teachers, and on the other hand, it is the key to the creative use of the methodological heritage in the context of modern changes in school and teacher education.

Among school subjects, mathematics has appeared as long as the school system itself. In different historical periods, the attitude to the subject was ambiguous, but at all times school mathematics belonged to the compulsory general education subjects. Therefore, when determining the goals, content and tasks of the methodological and mathematical training of future primary school teachers, it is advisable to track their modern design for those reform processes in primary education that influenced the professional training of primary school

teachers. The foregoing requires a periodization of the process of formation and development of the methodology of teaching mathematics to younger students as a separate science.

Ya.A. Komensky (1592-1670) Illuminating the general didactic rules, he paid much attention to the study of arithmetic. For the first time in the history of didactics, he characterized visualization as the "golden rule of education", substantiated the principle of conformity of upbringing (the need to take into account the nature of the child), gave a theoretical justification for the classroom teaching system, he was familiar with the experience of fraternal schools in Ukraine. Ya.A. Comenius created the first illustrated textbook for young students "The World of Sensual Things in Pictures" (1768 published in Russian).

I.G. Pestalozzi (1746-1827) In his works "Lingard and Gertrude", "Small works", developed a methodology for teaching children arithmetic. He put forward the idea of developing education, formulated didactic principles of consistency and gradualness in learning, defended the principle of systematicity. I. Pestalozzi - the founder of the method of primary teaching of the native language, arithmetic, elementary geometry, geography, gymnastics. He tried to simplify the methodology of primary teaching of the native language, counting and measurements so that it could be successfully used not only by primary school teachers, but also by any peasant mother during classes with her child. Defining the main approaches to the methods of teaching arithmetic, I. Pestalozzi replaced rote memorization with free reasoning, the automatism of written calculations according to the rules - with oral exercises over the numbers of the first hundred. He initiated the concentric placement of arithmetic material, separating a hundred into a separate concentrate. However, work on this concentrate by I. Pestalozzi had no connection with the arithmetic theory. I. Pestalozzi considered the unit to be a simpler element of the number. By successively adding and subtracting units, he strove to create in the child's mind the correct concept of number, considering it as the ratio of the set and the unit. For teaching arithmetic in elementary school, I. Pestalozzi created a special didactic material - tables, where whole numbers were depicted using strokes. On this ground, the method of the German methodologist A. Grube grew up, which is called the method of numbers or monographic.

A.V. Disterweg (1790-1866 rr.) In his "Guide to the education of German teachers" (in 1829) posted arithmetic material on concentrates. Developing the positive that was contained in the system of I. Pestalozzi, A. Disterweg established the following stages in the study of integers: the first ten, the second ten, the first hundred, significant numbers. Within each of these concentrates A. Disterweg recommended to study not the composition of numbers, but actions (one after another). Thus, the foundations of the method were laid, which was later called the method of action or computational.

Mathematics is one of the most important disciplines that can be very necessary in the life of every person. It is impossible to do without mathematics in principle, given the time in which we all live.

Mathematics as an academic subject contains the necessary prerequisites for the development of students' cognitive abilities, it forms and corrects such forms of thinking as synthesis, comparison, analysis develops the ability to generalize to concretization, creates conditions for the correction of memory, attention and other mental functions.

In this process, the development of children's speech is observed, it is enriched with special mathematical terms and expressions. When explaining the solution to a particular problem, the

student acquires the skills of rational explanation of his actions, to do it accurately and concisely, without adding unnecessary words or expressions.

Math lessons in primary school are strikingly different from those in older grades. A mathematics teacher in primary grades should, like other teachers at this stage, have the skills of a psychologist and educator, in addition to their main responsibilities. Because training during this period implies not only the presentation of knowledge in various academic disciplines, but also its upbringing in the psychological and personal terms.

Like other subjects, mathematics presupposes the mastery of the following knowledge and skills: a) gives the concept of natural number, zero, natural number of numbers, their properties, the concept of ordinary decimal fractions; b) forms in the minds of students clear ideas about the basic quantities (length of a segment, cost, mass of objects, area of various geometric shapes, capacity and volume of bodies, time), units of measurement, various quantities and their ratios; c) gives the concept of the metric system of measures, measures of time; d) the ability to carry out four basic arithmetic operations (addition, subtraction, multiplication and division) with multi-digit numbers and fractions; e) develops in students the ability to solve simple and complex problems.

To achieve the above goals in mathematics lessons, various methods are used that are aimed at the most complete transfer of educational material to students.

Teaching methodology is a means of joint activities of a teacher and students, with the help of which the teacher transfers knowledge and skills to the student. These methods come in many varieties. The teacher chooses which of them will be appropriate to apply at this particular stage of training. Some of them are creative, others are called traditional. If new teaching methods have not yet been mastered by many teachers, traditional methods have long been used in the classroom and have managed to show their effectiveness. More often in other elementary grades, when explaining materials on various academic disciplines, including mathematics, the story method is used; when applied to mathematics, it is called the method of presenting knowledge. Along with it, they use the method of conversation. In the course of the conversation, the teacher sets tasks for the students, in the solution of which the latter will have to use the already existing knowledge.

The methodology of teaching mathematics is closely related to other sciences, primarily with pedagogy, developmental psychology, ethics, native language and literature. Recently, the use of modeling methods has been increasingly noticed. Teaching mathematics in secondary general education schools, including in primary grades, contributes to the formation of such personality traits as accuracy, punctuality, perseverance and strong will.

Also, mathematics can help educational purposes. This subject teaches students to think about rationality. If the lessons of the native language and literature help to reveal the child's creative abilities, gives him a field for improvisation, mathematics teaches us to firmly assess a particular situation, draw the right conclusions and make the most correct, acceptable decision in a given situation.

Mathematics forms in students such forms of thinking as comparison, analysis, and the ability to generalize conclusions. Also, solving a mathematical problem, the student gets the opportunity to improve the correction of memory, sharpen the skills of concentration, develop observation. In

the elementary grades of secondary school, children very often perceive mathematics as a boring and monotonous subject, perceiving classes in this discipline as the most monotonous passing.

The guilty in this state of affairs can be called the teachers themselves, who for the most part do not seek to bring something new to the lesson process, they are not interested in how interesting their teaching abilities are to the students.

It is important to remember that a teacher whose teaching methods are considered to be interesting for students to perceive wins among them. Indisputable authority and as a result, in the lessons of such a teacher, they are engaged in more diligent efforts to get his praise. It is easier for such a teacher to convey to the students the educational material provided for this particular lesson.

Why do some teachers manage to gain confidence in children, while others, with all his undoubted pedagogical knowledge, do not succeed? Because, as noted above, they must first of all be psychologists, which implies the ability to find an approach to each child. It is very easy to work with children who have the ability for mathematics - they grasp the teacher's explanation on the fly, easily perform mathematical actions and solve problems of different levels of complexity. But, as a rule, there are few such children in the primary grades. In the course of research, it was found that a child who experienced difficulties with addition and subtraction in preschool age also has them in primary grades, which undoubtedly prevents him from assimilating mathematical material.

As the math problems get more difficult over time, the problems of these children get worse. It is all the more important that the teacher can find out the number of such children in a given class and build a lesson plan taking into account this detail.

Primary school teachers deal with this problem in different ways. Some practice dividing children into groups depending on their level of knowledge and ability in mathematics. In such cases, stronger or slightly weaker groups are formed. The teacher gives these groups tasks based on their abilities - the strong group solves more difficult problems, the weak ones are not so difficult.

The teacher gradually complicates the tasks of the lagging group, step by step bringing such students closer to the level of children from the strong group. It should be noted that this method has a number of its advantages, but it is also not without its disadvantages. Its advantage can be considered the fact that children in lagging groups have the opportunity to catch up with their classmates from a strong group, to strengthen their problem-solving skills to eliminate their shortcomings. But it must be taken into account that this method can lead to stratification of students, dividing them into leaders and outsiders. Since children in primary grades are not yet very confident in themselves and in their abilities, such a division can hurt his pride, and especially impressionable children, even traumatize the psyche. Therefore, the teacher who decides to use this method should be as attentive as possible to the psychological climate of the class, not to allow the arrogant attitude of students from a strong group in relation to children from a weaker group.

Another method of teaching mathematics is also known - the teacher transplants a strong student in mathematics to a weak student during the lesson, giving them one task for two. In such cases, small teams are created from the students, which for two carry out a common task. This way of

learning to teach children to work in a team, a lagging child, who is often timid in relations with a teacher, feels more relaxed next to a peer and, using a live example, to see how problems are solved, a classmate can reveal the essence of the problem of a given problem in a language that is understandable for him, and explain how to solve it. But this method gives a result only when friendly relations are established between two such students. Otherwise, such work can turn into torture for both sides and can cause nothing but mutual irritation. And this again means that the teacher must be a subtle psychologist and expert on children's characters. Because in such teams there is always a leader and a follower. If the leading student learns well the follower can improve his problem solving skills he will actually learn to solve arithmetic examples. But if the leader in terms of character is stronger, but learns worse, this method will not give anything good, since he will dominate in the pair and a student who is strong in his studies but weak in character will do all the work for him. In such cases, the lagging student will not learn anything, all his activities in the team will only lead to cheating the problems solved by the other student. As you can see, teaching mathematics can be carried out using various methods and methods in order to use the time allotted for the lesson in the most rational way, in terms of conveying educational material to the consciousness of students. Although mathematics is an exact science, nevertheless, teachers can experiment, apply, various aids, music, movement, everything that can show children all the beauty and power, as well as the importance of this discipline in everyday life.

REFERENCES:

1. Abduqodirov "Теория и практика интенсификации подготовки учителей физико-математических дисциплин". Toshkent: Fan, 1991.
2. Гаффорова Т. Бошлангичтаълимда замонавий педагогик технологиялар. - Т.: «Тафаккур», 2011.
3. Абдуллаева Х.А., Бикбоева Н.У. ва бошқалар. Бошлангичтаълим концепцияси. - Т.: «Бошлангичтаълим», 1998.
4. Ахмедова Н., Иноятова М., Матназарова К. Бошлангичтаълимда гимнастика ва танбаднинг роли ва аҳамияти. Методик тавсиялар. - Т.: library.ziyouet.uz/ru/book/download/16233, 2015.
5. М. В. Потоцкий. Преподавание математики в школе – Москва, 1998.-4-Е ИЗД.