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METHODS OF TEACHING MATHEMATICS IN PRIMARY CLASSES

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АННОТАЦИЯ: В данной статье рассмотрены методы обучения математике младших школьников, способы их реализации, чтобы дать учащимся глубокие знания, научить способам формирования мировоззрения учащихся, научить людей любить труд в процессе обучения математике, Считается, что это демонстрирует развитие таких качеств, как самооценка и уважение друг к другу.

ABSTRACT: In this article, the methods of teaching mathematics to elementary school students, how to implement them, to provide students with thorough knowledge, to teach the ways of forming the worldview of students, to teach people to love work in the process of teaching mathematics, It is thought to show the cultivation of qualities such as self-worth and respect for each other.

Ключевые слова: метод, методика, сравнение, дидактические цели, квалификация и умения, виды уроков, новые цели, дидактические материалы

Keywords: method, methodology, comparison, didactic goals, qualifications and skills, lesson types, new goals, didactic materials

In recent years, the teaching of mathematics at school in our country, especially in the primary education system, has undergone enormous changes in its scope and importance.

Setting completely new goals for school education leads to a radical change in the content of mathematics education. Mathematics requires development both in the content of the initial course and in the methods of using textbooks and manuals.

The word mathematics comes from the Greek word "mathema", which means "scientific knowledge". The object of study of mathematics is spatial forms and quantitative relationships between them. The purpose of a school mathematics course is to provide students with a system of mathematical knowledge taking into account their psychological characteristics. This system of mathematical knowledge is transmitted to students through certain methods (methodology).

Methodology is a Greek word, "method" meaning "way." Mathematical methodology is a branch of pedagogical science that is part of the system of pedagogical sciences and implements the laws of learning set by society at a certain stage in the development of mathematics. Setting new learning goals leads to a radical change in the content of mathematics education. In order to provide effective mathematics education to primary school students, the teacher needs to master and thoroughly master the methodology of teaching mathematics in the primary grades. The subject of primary education methodology in mathematics consists of the following:

1. Justification of the purpose of teaching mathematics (why mathematics is taught).

2. Scientific development of the content of teaching mathematics (what to teach), how to distribute the level of knowledge presented in the system in accordance with the age characteristics of students, to ensure consistency in the study of the basics of science, educational activities according to educational activities. work The teaching load is eliminated, the content of education corresponds to the specific knowledge of students.

3. Scientific development of teaching methods (how to teach, i.e., what should be the methodology of educational work so that students acquire the economic knowledge, skills, abilities and mental activity necessary today?

4. Teaching aids - the use of textbooks, teaching materials, demonstration aids and educational equipment (what to teach).

5. Scientific developments of an educational organization (methods of organizing lessons and extracurricular forms of education).

The purpose, content, methods, means and forms of teaching are complex in the main content of methodological aspects, which can be illustrated with a unique graphic illustration.

The methodology of teaching mathematics is inextricably linked with other subjects, primarily with mathematics - its main subject. Modern mathematics relies on set theory to substantiate the concept of natural numbers. We come across the following tasks given for the first grade of a mathematics textbook for primary grades: “How many trucks are in the picture, paint as many squares in one row, as many buses in the picture, divide the same number of squares into the 2nd row, yes.” Completing such tasks encourages children to establish a one-to-one correspondence between the elements of these sets, which is important for the formation of the concept of natural numbers.

Studying mathematics helps students acquire the skills of developing a speech culture in their native language, clear, concise and concise expression of their thoughts. Thanks to the transfer of such knowledge, students’ spatial imagination is formed and their logical thinking develops. The task is to determine the knowledge of 1st grade students, to equalize the knowledge of students in the class, that is, to transfer the knowledge of students with low knowledge to well-prepared students. The teacher writes down the students’ knowledge in a special notebook in the following order"

1. How long can he count?
2. How many numbers can he add?
3. How many numbers can he subtract?
4. Is it possible to use the symbols > , < , =?
5. Can you find these unknowns given addition and subtraction with unknowns?
6. What shapes can he name and draw?
7. How many numbers can he write?
8. Can he distinguish between right, left, less, greater, “ta,” “one,” and equal?
9. Does he know how to deal with units of measurement of money, price, hour, minute, length, weight?

When preparing children for learning, the main method of work should be aimed at developing skills in performing mental operations, such as analysis, synthesis, comparison, generalization, classification. This will greatly help the development of students’ oral and written speech, and their interest in mastering mathematical knowledge will increase.

The most important feature of the elementary mathematics course is its practical orientation. If some questions of the mathematics program in high school are of a theoretical nature, then in elementary school every new concept, property, law is introduced into practical activities. For example, in 4th grade, students' mastery of the concept of a rectangle means that they now know the definition of a rectangle, logically deduce its signs and prove some properties, the definition means that they can use it to solve practical problems. about its symptoms and properties. In elementary grades, students determine the equality of opposite sides of a rectangle by measuring, learn to construct a rectangle, measure its base and edge, and make calculations.

Most practical activities developed in primary school are of paramount importance for the school mathematics course, which cannot be said about imagination. For example, students in grades III and IV have completely different concepts of numbers. However, lessons in written and oral arithmetic developed in subsequent grades are used in both middle and high schools. Thus, developing students' thorough practical training and skills is one of the main tasks of a primary school teacher.

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