

PRIMARY EDUCATION IS A MODERN APPROACH TO PROBLEMATIC TEACHING OF MATHEMATICS LESSONS

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ANNOTATION

This article focuses on a new system of rules governing the use of previously known methods of teaching and teaching, taking into account students' logical thinking options and the laws of students' research activities in problematic teaching of primary education mathematics classes, the development of more student thinking abilities, its general development and beliefs.

Keywords: problematic education, problematic situation, problematic situation typology, problem lesson.

ABSTRACT

This article discusses the rules for the application of previously known methods of teaching and learning, which were created taking into account the operations of logical thinking of students and the patterns of research activities of students, in problem-based learning of primary classes of mathematics. A new system, the development of the student's thinking abilities, his general development and the formation of beliefs are discussed.

Keywords: problem-based learning, problem situation, typology of problem situations, problem lesson.

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This article discusses the rules for applying previously known methods of teaching and learning, which were created taking into account the operations of students' logical thinking and the laws of students' research activities, in problem-based teaching of primary mathematics. The new system, the development of the student's thinking abilities, his general development and the formation of beliefs are discussed.

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Problem teaching and problematic situations play a major role in the teaching system as an active, method that directs students to think creatively.

It is appropriate to understand the current teaching process, which is formed taking into account the harmonization of the principles of problematic learning. Problematic education consists of a new system of rules governing the application of previously known methods of teaching and teaching, which take into account options for logical thinking (analysis and synthesis, comparison, integration, classification (classification) and the laws of students' research activities (such as problematic situations, interest in knowledge, spiritual need,

understood mathematical). Therefore, it serves to ensure that more students develop the ability to think, that their overall development and beliefs are questioned[1].

The main part of developmental teaching technology is considered a problematic direction of education.

Problem education is to create a problematic situation by putting a problem before students in conducting the teaching process and to find a solution to it during training. The problem can be put either by the teacher or by the students.

Problematic teaching technologies are based on the activation and acceleration of student activities.

The basis of problematic teaching technology is that a person's thinking begins with solving a problem and has the ability to identify, research, and solve problems.

Problematic education plays a serious role in improving students' artistic thinking and creative abilities.

Problem situation creation methods:

- to explain to the students the conflicting situation with the subject of the lesson and to find a way to solve it;
- to express various points of view on one issue;
- to suggest issues that are insufficient to solve or that are excessive information or where the question is incorrect.

Problem situation resolution levels:

- the teacher puts the problem and solves it himself;
- the teacher puts the problem and finds his solution in conjunction with the students;
- the students themselves put the problem and find a solution to it.

The goal of activating students through problematic teaching is not to teach them how to think in a favorable way, but to improve the level of learning of dreams.

The methods used to create and implement a problem are based on the theories of their own tastes and psychologists in identifying didactic methods of creating a problem. U.S. Newboeva shows two different types of problematic situations according to their intellectual characteristics of students' abilities[2].

He was able to show M.L. Maxmudov, a pedagogic charmacist who accurately reflected the typology of problematic situations in his pedagogical sciences and our opinions. Based on research analysis, Maxmudov showed four different types of problematic situations that are relevant for pedagogical practice and common to all women.

One way or another, the students are subject to something, events, facts, or events. They are similar in many properties to each other. Readers will be required to determine their substantial differences or similar properties.

The terms of the matter include information that is in various connections and relationships, and students are required to identify links between that information.

Students are advised to look for new methods because they are unable to address the issue in certain ways.

It creates a new situation for students, where they are required to perform replacements.

To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable planning, a brochure has been prepared in Uzbek. At this point, it

becomes necessary to use new information from the fan.

It is required to compare the connections between two or more sets of components and find similarities between them. Students can match these components without knowing a certain textbook.

Psychologists and pedagogues who theoretically and practically improve problematic learning pay great attention to the problematic lesson. Scientific research by M.L.Mahmudov, U.Newboyand, N.U.Bikbay, R.Kasimova, and so on is aimed at revealing the characteristics of organizing a problem lesson.

What is the structure of the problem lesson?

The famous N.U.Bikbayand problematic lesson structure will be divided into the following stages:

1. Create a problematic situation, for this:

a) understanding the problem;

b) interesting students in the problem. Awakening their efforts to solve the problem.

2. Identify away to get rid of the difficulty of solving the problem, distinguish between private problems, and teach them the queue of chish.

3. Individual, group, team solving (yechish) ychimresults tecylinder and fix errors.

4. Summarize private problemsand analyze the problem.

Problematic education can be divided into four levels.

(a) The level of incorrence, normal, activity is the student's understanding of what the teacher has explained, the development of mental mehnat methods in a problematic situation, the beginning of independent work by students, the exercises that have the ability to remember, oral recall;

b) the level of semi-independent activity is previously characterized by the application of knowledge in new situations and the participation of students in the search for methods of solving teacher-imposed learning problems;

c) the level of independent activity – performing work of the type of productive research, in which the textbook itself works with the textbook, applying its previous knowledge in a new situation, reconstructing, changing, solving problems of medium complexity, tasks, proving hypotheses with some help from the teacher;

(d) The level of creative activityrequires logical analysis, contemplation, discovery of new methods of solving learning problems, independent proof, independent conclusions, integration, discovery and creative work.

The main tasks facing a problematic situation, we think, are:

1) mastering the system of knowledge, mental and practical methods and methods of action by students;

2) cultivating independent knowledge and creative activity;

3) formation of a person of particular faith, personal ownership, faith.

The main tasks of problematic education are:

a) formation of skills of creative mastery of knowledge(the use of logical thinking, methods, creative research, means of activity);

b) developing new conditions and circumstances, the ability to apply (transfer) creatively in a situation, and the ability to solve the problem;

c) generalization and spread of creative experience [2].

Using an explaining explanation of the process of explaining the textbook in problematic teaching, you can spend some time repeating and strengthening the textbooks. During the development and resolution of a problem, you can use the following weapons of mass destruction: prescriptive images, modifications of geometric shapes, plates depicting shapes, drawings, diaphragms, paper collars, counting sticks, and so on. **With the help of weapons of mass destruction, you can find a variety of ways to create a problematic situation.**

Method 1. The students will be instructed: For example, the teacher places a number of red and blue rectangles and squares in the file or magnetic file and asks the students a problematic question: "Why do we assign rectangular rectangles of all reddish-brown shapes and blue rectangles?"

Method 2. The rules explained by the teacher do not correspond to the shape of the rule in the textbook, the contradiction of images, plates to the rules in the textbook, the inconsistency of other MEDIA information, parental exhibitions, and so on.

It is a great deal of importance to work with low-level students in the implementation of problematic education in connection with the class community. It is necessary to approach one, low-level students separately, because they have the ability to solve the problem on their own. That is why it is necessary to ensure the development of voluntary attention and thinking in teachers.

Currently, in the experience of general secondary schools, including primary schools, there are a number of variants of curriculum education: (a) in the form of problematic putting and performing classes, (b) putting problems at the beginning of classes and explaining knowledge based on its curriculum, and (c) explaining part of the textbooks, g) studying the rest in the form of problematic education[3].

Problematic learning has a number of advantages. The purpose of education for children's thinking. The abundance of opportunities for developing creative abilities in children is a hallmark of education.

In a nutshell, in the educational process, students increase the volume of their knowledge by acquiring the knowledge system, learning skills and skills, while the underlying meaning of scientific dreams is absorbed into their minds. To accomplish all of this in a consistent manner, students must have acquired certain levels and skills, mastered the forms of thought (understanding, judgment, conclusions) and the rules and styles of logical thinking. Thus, the active and innovative methods of teaching will arise, including the theory of integrating the teaching process in a meaningful way, the theory of gradually developing mental activity, the theory of programming education, the development of spiritual need in students, the composition of students' interest in knowledge, and the implementation of teaching in a general way.

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