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METHODOLOGY OF STUDYING RIGHT AND WRONG ANGLES

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To form a right angle pattern, each student folds a sheet of paper of any shape in a straight line, then overlaps the parts of the previously formed fold line. should be folded once more. The folded paper is opened, flattened, divided into four along the fold lines. each of the resulting parts is a model of a right angle. By superimposing these models, students make sure that all right angles overlap and are equal. it is necessary to take one angle from each student and show that they are equal to the fact that the shape of the sheets of paper is different. Using the model of right angles, students find right and wrong angles from surrounding objects, from books, notebooks, tables and other objects, from paper models of polygons. The correct angles of the corners are made by superimposing the correct and incorrect comparisons of the surrounding objects using the G`model. In this case, put the straight line model on the given angle so that their ends and sides fall on top of each other. If the remaining two sides overlap, the given angle is right. In order to develop the skills of comparing angles, they should independently perform a sufficient number of exercises, find the correct angle from books, tables, blackboards and other objects. The right angle model is a tool for developing ideas about polygons and their properties. A right rectangle. Kavdrat.

Rectangular models of different sizes and different colors with different aspect ratios can be made from notebook sheets, colored paper, and other rectangular papers, for this a rectangular paper should be folded along a line parallel to one of its edges. Such a sheet of paper itself serves as a model of a rectangle. We create various models of rectangles by cutting the sheets along the folding lines. Putting several such rectangles on the blackboard in an arbitrary situation, we teach children to distinguish the less important property of a rectangle, its position on the plane. For children to consciously understand the main properties of a rectangle, the right angle model and the method of folding the plane of a rectangle can be used. Using the rectangle model, the children can determine that all the corners of the rectangle are right, and by folding all the sides of the rectangle, their equality is determined. The square model can be made by folding the rectangular plane along the 1st and 2nd lines. The teacher draws the children's attention to the fact that when folding a rectangle along line number 1, overlap its adjacent sides, fold along line number 2, and then cross out along this line The equality of the adjacent sides is achieved by coming to a rectangle. As a result of the completed work, we will have a right rectangle with equal sides. The teacher says that such a rectangle is called a square. Using the model of a rectangle and a square, exercises are performed to distinguish them from each other. Summarizing the property of geometric figures, the need to create mathematical ideas, solve practical problems with geometric content, requires the use of Latin letters in the designation of geometric figures. each geometric figure can be named. To distinguish the points from each other, we give each of them a name. For example: A is a point A. Point V says to read V. So, if we mark the points with the first letter of the Latin alphabet, we mark the section with two letters, because it has two ends, which are made of points. AV and it is pronounced as AB and BA. It is said that polygons should also be marked with letters, and to mark them, it is said

that the ends of the letters should be written in a sequence by rotating the ends in a certain order. You can start the tour from any end.

For example: ABSDE, BSDEA, EABSD, DEABS, ... are the same polygons. When passing from A to B, it must form a side, that is, a side of the polygon. Branches can be identified by a single letter next to three. The angle word is replaced by the < sign.

For example: < A angle is read as A or A angle, the angle can be marked with a number placed on it. It is said that three letters should always be at the corner end. VAS, < AVS, < SVA

Circle and circle.

For a circle line, first defining a point and placing the foot of the circle on this point is fixed, these three are always at the same point, it is said to be the center of the circle, the circle is fixed around a fixed point it is said that the distance between the tip of the circular needle and the pencil or chalk fixed to the tip of its second leg does not change when rotated. In this case, a pencil or chalk draws a line called a circle. A circle is the boundary of a circle. Such an assignment is given to give an idea of what the circle consists of. With a circle, draw a circle centered at point O, and color the circle. At the same time, the center of the circle is the center of the circle, it is said that it starts with the letter O, and the distance between the center of the circle and any point belonging to the circle is called the radius. and points on circles and circles. Math club is the most popular type of extracurricular activities. The circle is created voluntarily, the number of students participating in any mathematics circle should not exceed 15-20, otherwise the student will not be able to actively participate in the circle. If the number of circle member's increases, they can be divided into two groups. It is possible to work with groups one week, the first week, and the second week, it is enough if the training lasts 30-40 minutes. It is advisable to join groups and conduct training in a certain period of time and conduct the training in the form of a competition or quiz. The mathematics club can be completed from the second half of September to the first half of May.

In the successful work of mathematics circles, the role of initial training is great in attracting and interesting students to the work of the circle. It should be noted that it is not appropriate to allocate most of the first lessons to interesting mathematics, because the interest in mathematics other than interesting mathematics has decreased in the later lessons, as a result, students begin to cool off from the circle. Therefore, it is better to have the same amount of interesting material both in the initial training and in the subsequent training.

The mathematical and general pedagogical skills of the organizer of work outside the classroom do not affect the quality and scientific methodical level of this work.

The personal qualification of the teacher is also of great importance.

Conducting group activities is very close to classroom lessons. The similarity of classroom and extracurricular work is determined by the form of organization of team educational work, in which the teacher conducts training with a group of students, gives the necessary concepts, asks students.

In addition, it is desirable to organize and equip a library, a math corner, and carry out some elementary research work in the circles. Quarterly programs, half-yearly mathematical and calendrical programs are created depending on the conditions for better organization of these works.

The organization and conduct of extracurricular activities should be based on the rules of mathematics.

1. The lesson is conducted taking into account the qualifications and skills acquired by the students.
2. Forms of conducting extracurricular activities are different from lessons and have a strong interesting base. The condition for this is the complexity of the planning and structure of the work to be carried out.
3. Extracurricular activities are organized based on the principles of students' desire, curiosity, creativity and to satisfy their individual thoughts.

Extracurricular work has a number of specific features compared to the classroom form.

1. It is not limited by the state program in terms of its content, mathematical material should be in accordance with the knowledge and skills of students.
2. About children's interest in mathematics in the first intensive classes.
3. Ingenuity, ingenuity, quick finding, use of effective methods of solving should be encouraged.
4. If the program is planned for 45 minutes, it can be designed for 10-12 minutes or an hour depending on the content and form of conducting the extracurricular activities.
5. Extracurricular activities are characterized according to their form and types, depending on the complexity of their content.

In math minutes, the assignments should not be similar to the regular math assignments given in class, in order to stimulate interest in the assignments.

All kinds of interesting arithmetical and geometrical problems, more difficult funny problems, problems of solving problems, interesting squares, riddles, etc. serve as material for holding a party.

In conclusion, it is worth noting separately that the mathematical club is one of the most widespread activities outside the classroom. Its main task is in-depth work for students with a special interest in mathematics.

Math circle work differs from fun math classes in the following ways:

When choosing students for the mathematics club, it is necessary to take into account their special interest in mathematics, inclinations and possibilities.

Independently, they prepare visual aids, prepare for conducting math evenings.

In order to hold a math club, you need to plan its work in advance.

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