Methods of Learning Defects through Demonstrative Tools in Primary School Mathematics

Sotivoldiyeva Sarvinoz Kahramon qizi
NamDu Theory and methods of education (primary education) 2nd stage master

A B S T R A C T

This article provides examples of teaching fractional topics using visual aids and assignments in elementary math classes.

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Article history:
Received 05 March 2022
Received in revised form
08 April 2022
Accepted 12 May2022

Keywords: fraction, fraction, part, fragment, picture, denominator, problem.

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Introduction

Education is becoming an important sector that determines human activity. Therefore, many problems related to human activities need to be addressed in the education system. It is obvious that these tasks can be achieved through the creation of a new theory of education in connection with changes in the scientific and technological process, that is, the transformation of science into a productive force of society and the development of practical indicators. Primary school teacher According to the state educational standards, children's ability to think logically, mental development, worldview, communicative literacy, to form, to think freely, to understand the opinion of others, to express their opinion orally and they must be able to express themselves fluently in writing. Therefore, in order to eliminate the homogeneity of the primary school curriculum, to create teaching aids for the widespread introduction of advanced pedagogical and innovative technologies in order to ensure the diversity of the teaching process. implementation is a requirement of the period. At the same time, the use of specially prepared multimedia applications, videos, various animated materials in the classroom increases the interest of students in the formation of practical thinking and imagination, and allows them to quickly understand. It is also a good idea to have a musical break during class so that students do not get tired or bored. Similarly, the use of didactic games and puzzles in math lessons in the primary grades further develops students' logical thinking and responsiveness skills. Mathematics, in turn, requires extensive use of news and visual aids. Fractions can also be taught by enriching students' imaginations. You just have to be more discriminating with the help you render toward other people. Therefore, it is advisable to prepare and use visual aids.

What is a fraction? In fourth grade, we will introduce fractions with a fraction of a number.

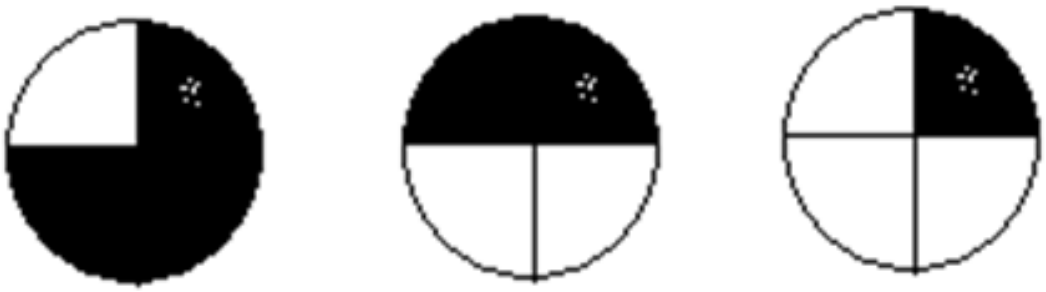
Using the scheme used in class III, we recall the shares:

1. State the share according to the scheme. How did we create the share?

2. Show 1/4, 1/5, 1/10 parts of the diagram.

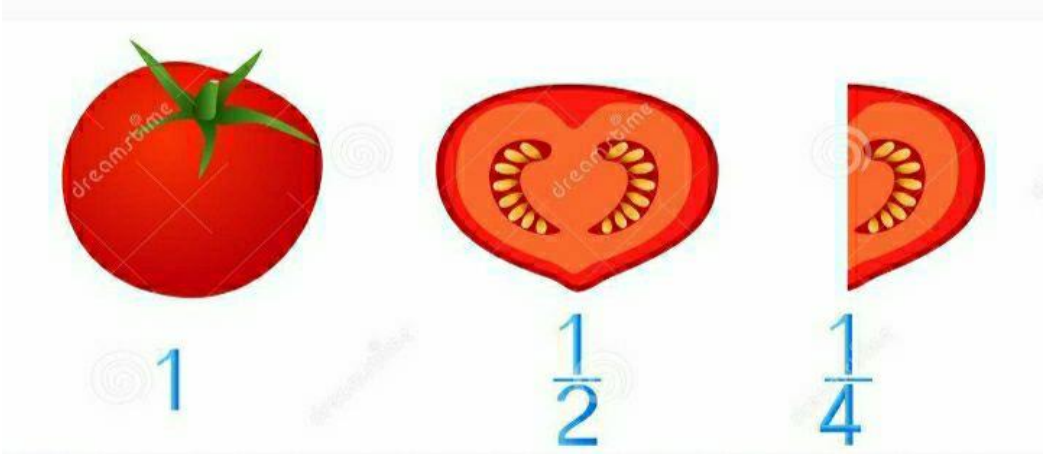
What is the number below the line in the record and what is the number above the line?

The teacher then hangs three circles on the board, divided into 4 equal parts. A quarter of the first circle, two-fourths of the second circle, and three-quarters of the third circle are highlighted in a different color.



If we divide the whole unit or unit of measurement into three equal parts, then each part is equal to one third, and is written as 1/3. If we divide one into 4 equal parts, then each part is equal to a quarter and is written as 1/4. An "equal part" is usually called a "share". For 1 m = 100 cm, 1 cm = 1/100 m, for 1 kg = 1000 g, for 1 g = 1/1000 kg, and for 1 t = 10 sr, 1 sr = 1/10 t.

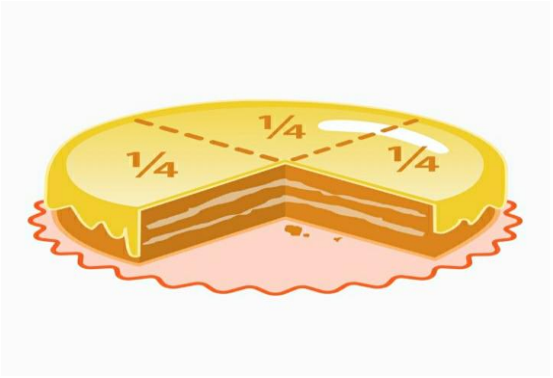
We know that elementary school students understand what they see with their eyes faster than they hear. The main task of educators is the effective use of exhibitions. In the picture below, 1 whole tomato is shown first, then 2 and then 4 parts. This is a clear example of how the topic is explained through real-life examples, which in turn provides the reader with a deeper understanding of the new topic.

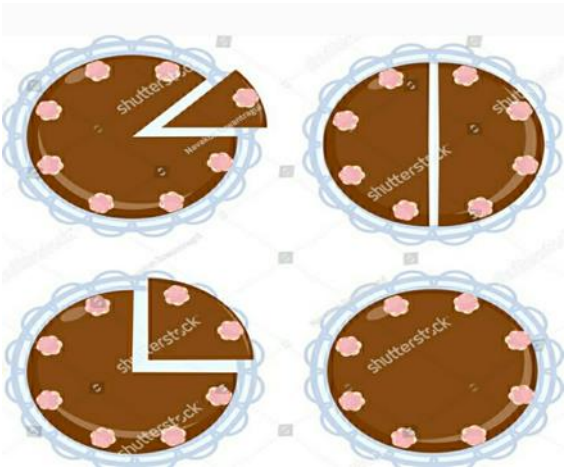


Using this picture, the teacher asks the students a series of questions:

1. What vegetable is depicted in the picture? (tomato)
2. What part of the tomato is in the second picture? (1/2)

We can cite many more examples of such visual aids.





Let's look at the problem with a piece of cake:

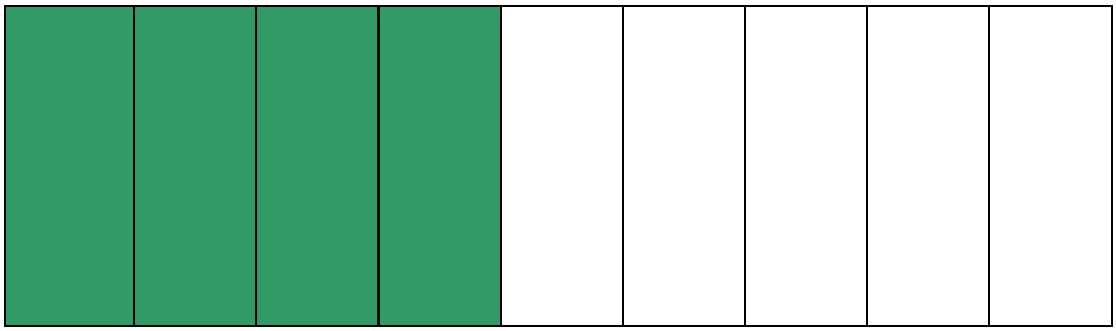
The cake was divided into 6 equal parts, then each piece was divided into two equal parts, the number of parts increased, but each part remained smaller. So 1/12 of a piece of cake is less than 1/6 of a piece of cake. Here comes the question of comparing shares. You can also use the example to find the percentage of a number.

For example: 15 kg of sugar is divided into 3 equal parts. What is the weight of each piece? You can specify an issue like. Or find the number by percentage. One bag of rice is divided into five equal parts, each weighing 10 kg. How much is all the rice? The more we talk about the shares, the less. The following exercises are very appropriate to strengthen students' practical skills. Take a sheet of notebook and fold it in half. Bend again into 4 equal, 8 equal parts. As the number of rectangles increases, how does each part change? We will also introduce issues such as counting when the size of a notebook sheet is 15 cm by 30 cm.

Find the fraction of a number:

There were 20 cakes in the store. 2/3 sold. How many cakes were sold? Solution: 1/5 cake 20: 5 = 4 pieces, and 2/5 cake 4 * 4 = 8 pieces because it is twice as much. We write the solution briefly, 20: 5 * 2 = 8 pieces.

Teacher: What percentage of the circle is shown in the first circle? (A quarter) How much is shown in the second circle? (two-fourths) We write a new number: the dash indicates that the circle is divided into equal parts, below the dash we write how many equal parts of the circle we have, and on the dash we write how many of these parts we have. The notation is: 2/4. Under the third circle, we write 3/4 in a similar way. This notation of several equal shares is called a fraction. indicates how many pieces were taken. The denominator of a fraction is how many equal parts a circle, a piece of paper, and a cut (integer) are divided into. The student explains: A rectangle is divided into 9 equal parts. We write 9 under the line, 4 shares are painted, 4 are under the line. The fraction is formed: 4/9.



Exercises for comparing fractions help to understand the exact meaning of fractions. Fractions are usually used to draw rectangles. In children's notebooks, they draw a rectangle 16 cm high. It's a rectangle. We write. (Let's write the number 1 in the first rectangle)



At the bottom of the first rectangle, draw a similar second rectangle and divide it into two equal parts. What shares did you make? (1/2). How many fractions of one in two are there in the whole rectangle? Draw two such third rectangles below. Divide it into four equal parts. What is each child called? Write. Bigger than two or a quarter? One in two or two in four? One-fourth or three-quarters? Two out of two or three out of four? The children answer these questions by looking at the picture: By comparing 3/8 and

1/4, the children are confident that they are 3/8> 1/4. Other fractions are compared in the same way, but other images are used to compare them. The following exercises are performed to strengthen:

1. Put “>”, “<”, “=”:

3/8 * 3/4; 4/5 * 1, 4/8 * 1/2.

2. Choose the number whose equation is correct: 5 / = / 2, 3/8> / 4, 1/2 </ 4. : “In the section, we describe 3/8 fractions. To do this, I divide the section into 8 equal parts and take 3 of them. In this section, I describe 3/4 fractions: to do this, I divide the section into 4 equal parts and take 3 of them. When I compare the cuts, it looks like 3/8 <3/4. So let's put a small sign. By doing practical work with paper tapes, students can compare and place the fractions in ascending or descending order. if the denominators are the same, then the image will be a large fraction. As a result of the exercise, it is necessary to draw the following conclusion: to find a few fractions of a number, this number is divided by the denominator (find a fraction) and multiplied by the figure (several such fractions are found). The conclusion is applied in solving the problem: The Bible had 12 m of wire. He used 2/3 of all the wire. How many wires did Muqaddas use in total? The solution is made under the guidance of the teacher with the help of a drawing: taking 1 cm for 1 m, we describe a piece of wire (12 cm). What about the wire used? (2/3 of all wire used). How do I describe a used part? Divide the section into three equal parts and take two parts. So first we divide 12 by 3. What do we know by this ?: (4 * 2 = 8 (m)). (Length of one part). What is it equal to? (12: 3 = 4). Next? (From this we know the lengths of the two segments: 4 * 2 = 8 (m)). Expressing the solution, you can write:

12: 3 * 2 = 8 (m). Answer: 8 m.

In the repetition, such issues are included in the complex issues: 1. The motorcyclist covered 1250 km in 3 days. On the first day, he covered 2/5 of the way, and on the second day, he covered 3/10 of the way. How far did the motorcyclist go on the third day?

2. The school has 600 students. Two-fifths of all students go on vacation, and one-half of the remaining students go to help with community work. How many children go to the farm?

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