INCREASING THE EFFICIENCY OF LEARNING ALGEBRA ELEMENTS ON THE BASIS OF EDUCATIONAL TECHNOLOGIES IN PRIMARY SCHOOL MATHEMATICS

Abdumajitova Maftuna Ixtiyor qizi

Tashkent State Pedagogical University "Education and upbringing

Theory and methods" (primary education) 1st year master

Annotation: This article discusses ways to increase the effectiveness of learning algebra-based learning technologies in elementary math classes. The conditions for organizing mathematics lessons in primary school are also covered.

Keywords: Algebra, mathematics, primary education, element, technology, education system, methodology.

ПОВЫШЕНИЕ ЭФФЕКТИВНОСТИ ИЗУЧЕНИЯ ЭЛЕМЕНТОВ АЛГЕБРЫ НА БАЗЕ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ ПО МАТЕМАТИКЕ НАЧАЛЬНОЙ ШКОЛЬНОСТИ

Аннотация: В данной статье рассматриваются пути повышения эффективности обучения технологиям обучения на основе алгебры на уроках начальной математики. Освещены также условия организации уроков математики в начальной школе.

Ключевые слова: алгебра, математика, начальное образование, элемент, технология, система образования, методика.

The implementation of the tasks set out in the National Program of Personnel Training will lead to the formation of a harmoniously developed person - a conscious society, that is, an increase in the number of people with new consciousness, thinking, and in turn a positive "explosion effect" . It is impossible to say more about this than the President of Uzbekistan IA Karimov said in an interview with the editor-in-chief of "Tafakkur" magazine.

"I am convinced that if we can successfully implement this reform, we will soon have a positive" explosion effect "in our lives. What does it mean?

If the tasks set forth in our national training program, including the two documents you mentioned, are fully implemented, they will, first of all, have a positive impact on the socio-political climate and, as a result, completely change the existing environment in our country. Second, with the introduction of a new model of education, the process of finding one's place in life will accelerate. Everyone should find a worthy place in society during adolescence and adolescence.

Improving the effectiveness of teaching mathematics in the primary school requires the teacher to use new pedagogical technologies and master them in order to nationalize education. This can be achieved by the teacher working tirelessly and learning best pedagogical practices. Learning and disseminating best pedagogical practices is the most convenient way for teachers to improve their professional skills. Advanced pedagogical experience is the teacher's creative and innovative approach to his pedagogical activity, finding new ways of teaching and educating students. The basic requirement for elementary mathematics education is to ensure that students master the knowledge, skills, and competencies identified in the program. In order to provide young students with a thorough knowledge, they need to develop independent thinking, discussion, and creative research skills by exploring our rich heritage of the history of mathematics.

For this, of course, the teacher must be formed in this way, and the reasons for the origin of each mathematical concept must be his role in the development of the science of mathematics and his ability to convey them to students. The further development of our republic requires the strengthening of economic and national spiritual independence. This, of course, requires schools and educators to train students to become professionals based on our national cultural heritage, including developing their interest in mathematics in the study of national cultural heritage.

Completion of arithmetic in primary school is generalized to the study of algebraic elements. In elementary school, students begin to use the alphabet as a mathematical symbol. In this way, they get an initial understanding of algebraic expressions, equations, inequalities, equations. The main purpose of providing information about them is to fully understand the essence of arithmetic operations, as well as to make the necessary preparations for the science of algebra, which will be studied in later grades.

However, the solution of algebraic examples is based on arithmetic rules rather than on algebraic rules and laws. The study of algebraic materials is not based on algebraic definitions. As you know, the main content of the elementary school program is to give the skills of oral and written numbering of natural numbers and to perform 4 arithmetic operations on them. Therefore, from the 1st grade onwards, reading and writing skills are taught in several stages.

For example, 10 includes verbal and written numbering, 100, 1000, and multi-digit numbers. Numerical expressions are the reading and writing of single-digit, or double-digit, or multi-digit numbers in which numbers are combined or written separately. Numerical expressions are used not only to perform 4 operations in arithmetic expressions, but also in solving geometric problems, arithmetic and algebraic problems. For example, numerical expressions about the perimeter of a triangle, the size of a parallelepiped, and quantities are used.

In order to perform operations in mathematics consciously and thoroughly, the operations must be performed correctly in accordance with al-Khwarizmi's instructions. The main goal is to ensure that students are able to consciously and accurately construct algorithms for written calculations from generalizing and systematizing the interactions between arithmetic operations (addition, subtraction, multiplication, division). It is also important to know the algorithms for solving algebraic equations.

Algorithms for performing arithmetic operations. Here are the soda algorithms for performing arithmetic operations on multi-digit numbers, demonstrated by the great ninth-century mathematician al-Khwarizmi. These algorithms are now important rules for elementary school students to perform arithmetic correctly.

REFERENCES:

1. Mirzaaxmedov M. Muhammad Muso al-Xorazmiy. //Boshlang'ich ta'lim, 2007. – №1

2. Ziyayev S. Zamonaviy dars va milliy g'oya. // Xalq ta'lim, 2005. – №2

3. Astanov R. O'qituvchi zimmasidagi ma'suliyat. //Boshlang'ich ta'lim, 2006. – №4

4. Levenberg L.Sh., Ahmedjonov I.F., Nurmatov A.N. Boshlang'ich sinflarda matematika o'qitish metodikasi. – Toshkent, 1985.

5. Stoylova L.P., Pishkalo A.M. Boshlang'ich matematika kursi asoslari. – Toshkent, 1991.

6. Ahadova M. O'rta Osiyolik mashhur olimlar va ularning matematikaga doir ishlari. – Toshkent, 1993.

7. T.Ismailov; "CHARACTERISTICS OF KHOREZM DOSTON ART" "Экономика и социум" №3(82) 2021;

8. Jumayev M.Ye., Tadjiyeva Z.G'. Boshlang'ich sinflarda matematika o'qitish metodikasi. – Toshkent, 2005.