EFFECTIVE USE OF STUDY TIME IN MATH LESSONS IN ELEMENTARY GRADES

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Abstract
The article will talk about the correct distribution of lesson time, which is effectively used in a mathematics lesson in elementary grades.
Key words: math lessons, elementary grades, learning, analysis, exercises.
Mathematics in elementary school lays the foundation for the development of mathematical thinking in a child. In elementary school, the system of math assignments is designed in such a way as to include each child in independent educational and cognitive activity. This allows them, along with the development of computational skills, to effectively advance in the development of mental operations, the ability to analyze, generalize, classify, compare. Schools are working in search of effective teaching methods and techniques. At traditional lessons, reproductive forms of educational influence prevail in the organization of educational and cognitive activity (to reproduce what has been preserved in memory; tasks, actions according to a pattern, exercises in certain ways of solving). However, in practice, the requirement for the development of independence and cognitive interests of schoolchildren is not sufficiently implemented. Only 10-15 minutes of study time is allocated for independent performance of tasks aimed mainly at the formation of the ability to apply the acquired knowledge in practiceIn order to increase the effectiveness of cognitive activity and independence of students, not one or two didactic techniques are used, but a system of various means and methods. These are various means of visualization, didactic games, the creation of psychological conditions, the organization of practical action of each student, the formulation of problematic issues, the organization of observations, etc. In mathematics lessons, it is necessary to systematically offer tasks that require the identification of any regularity based on observations and analysis. Establishing the connection of the known material with the new contributes to the activation of cognitive activity of students. Based on the well-known knowledge of the techniques of written multiplication and division by a single digit number within 100, students can solve examples with multi-digit numbers by analogy. The level of cognitive activity is understanding.

The subject of special attention of teachers is the development of students' skills of independent work with a textbook. Independent work with a textbook is a traditional method of working in the classroom from the first days of teaching children at school. It is carried out both when consolidating and when communicating new knowledge. The forms of this work are different.

The study of some issues should be carried out according to the textbook. Independent work on the textbook is planned in such a way that students in the process of its implementation act actively, consciously fulfill the educational tasks assigned to them.

The use of reference tables is of great importance for the development of activity and consciousness of students in the process of performing independent work. For example, tables of addition and multiplication, tables of measures, bit grids for mastering the numbering of multi-digit numbers, special cases of multiplication and division, etc.

In order to implement a differentiated approach to the organization of independent work, along with unified works for the whole class, works in 2-3 variants of various difficulties are also offered, as well as individual tasks are offered to individual students in writing on cards. For example, for independent work in the 4th grade on the topic "Multiplication by round, tens, hundreds", the teacher offers the following examples:

12 x 50

305 x 200

400 x 30

To help some students , the following memos are distributed:

1. Sign the multipliers one under the other so that the zeros are left aside.
2. Perform multiplication without paying attention to zeros.
3. Count the number of zeros in both multipliers and take these zeros to the product.

Such instruction memos contribute to the formulation of the skills of independent educational work. The use of differentiated tasks allows teachers to manage the ways of cognitive activity of students in accordance with their individual characteristics. When planning and conducting independent work, it is necessary to free the student from involuntary spending of time and therefore it is necessary to use punched cards, test tasks more widely, among them there are tasks of alternative answers where you need to answer "yes" or "no", "right" or "wrong". Test tasks can be differentiated according to the level of complexity, which allows the teacher to carry out an individual approach to the student.

Computer learning technologies can bring mathematical understanding, will allow students to open the way for independent active activity. It is fundamentally important that the child himself in the process of performing the exercise is convinced of the correctness or fallacy of his assumption. At the same time, the way is open for him to actively search for the right answer. With computer exercises, collective and individual forms of work are possible. In order to develop interest in the subject, increase cognitive activity and cognitive capabilities, it is necessary to practice non-traditional and integrated lessons. Non–traditional lessons - various types of combined lessons and integrated lessons. Non-traditional lessons (lesson-game, lesson-competition, lesson-competition, lesson-quiz, lesson-journey, etc.) are unusual in design, organization, methodology, they create conditions for the independent transfer of early acquired knowledge to a new situation.

The use of an interactive whiteboard in the educational process significantly increases the efficiency of students' assimilation of the material, while significantly saving time, and also motivates students to gain knowledge and success. Work in the classroom becomes a live action that causes genuine interest in the student. It is very convenient to use an interactive whiteboard when checking homework: save the solution of problems in advance, and reproduce and comment on the solution in the lesson. You can scan and project the solution from the student's notebook onto the board and immediately check it. If there were mistakes in the decision, the children see them, discuss them together and correct them. And you can make a blank in which keywords and phrases are omitted. The student fills in the gaps, comments on his work and formulates a rule. It is convenient to use an interactive whiteboard for organizing oral and independent work.

Mathematics at school solves one of the most important tasks – overcoming the shortcomings of cognitive activity. Therefore, the teacher must find such forms, methods and techniques of teaching that could captivate children, make the learning process interesting and productive.

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