

**PRIMARY GRADE STUDENTS IN THE PROCESS OF TEACHING
MATHEMATICS PROBLEMS
(BOSHLANG`ICH SINF O`QUVCHILARIGA MATEMATIKA O`QITISH
JARAYONIDA MUAMMOLAR)**

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Abstract:

Today, based on competence approach in the conditions of education, the teachers approach their work why you should also change. From now on, the teacher will not be birgir of "objective knowledge" together with the textbook to the students.

Keywords: a fundamental school of physics, mathematics, textbook, state educational standards, competence.

Huge economic changes have occurred in the current period has further increased the importance of mathematics, mathematics education is so great too have social. The government of our republic, the system of education and training for young people, improving the level of education to convey the growing demands of marriage and the put function. In 1997, the "law on education" was adopted. This social and economic changes in the law during the period of further growth of the role of school because of the school's main task - they give the students the basis of economic science puxtabilim - the formation of mathematical literacy to life and to choose a profession conscious about the preparation and the content of curricula and educational programs to the level of modern requirements, achievements and bring on the thoughts will come. In order to perform this task in almost all subjects, including mathematics is also included in the new curriculum, the methods of teaching will be improved. 4 years instead of three years of primary school education did this. The new primary school mathematics program in connection with the transition to new methods, the system has developed.

The modern sense of independence and initiative educational the main task of the teacher to ensure that each one of them is to create the environment that develops can realize his talent for and interest. Therefore, retraining courses for teachers of pedagogical education in modern educational institutions should be revised and it is recommended to create the content of the instructions. Who was the subject of mathematics kompetensiya levels of education requirements developed in accordance with the content of secondary education, secondary, and vocational education is logical, and mathematical education of international standards in order to adapt to the content of kompetensiya deskriptor (Trends in international study and enter matematigi parisi (TIM)) depends on the interaction of the valuation standards were

taken without them was given in simple and understandable form. Master the knowledge, skills and qualification levels come out from the requirements of, deskriptor are: – complete each level to provide educational programs and at all stages of education master made in the development of textbooks by be given, – continuous state certification of graduates of all levels of compulsory education in the republic of uzbekistan in the development of criteria for the evaluation is provided.

Initial mathematics course, on the one hand, and other fields of knowledge are used in the development of children's thinking will help. This creates a unique set of initial knowledge, imagination, and logical thinking from the second side of the methodological shakllantirishgayo'naltirilgan the dimensions of the structure is necessary. 6-10 year old children thinking abilities psychologists have proven that is responsible for the formation of the period. To fill this shakllantirilmagan things later in childhood is very difficult. Therefore primary education, in particular, one of the functions of teaching mathematics elementary education from central high enough to increase the efficiency in ensuring that develops children's cognitive development is rapid to read effects. Elementary education system educational functions from mathematics and the basis of theoretical knowledge can be solved. This scientific outlook, psychology, didaktika, that the theory of teaching mathematics (mathematics didaktika of services. However, only theoretical knowledge is not sufficient of itself. Teaching and teacher impressed with the level of the intellectual activity of the specific content of this training that he or unsuitable methods and applied lessons or lessons for the direction at most clearly to know the methods it is necessary to know the objectives arising preparedness.

The purpose of the teacher - to teach readers to read through the use of new pedagogical technologies. While in practice only education technology may be utilized. Thinking generally is a problem, question, or when they appear to conflict begins. To do this, teachers will help to solve problematic situations and supports them.

Methods to learn from the teacher requires special methods to create problematic situations. Can the distinction of three groups of problems:

- 1) cognitive - cognitive (theoretical thinking),
- 2) appraisal (critical thinking),
- 3) organizational-manufacturer (practical thinking).

A comparison of cognitive problems, to assume, can be solved through the development of their proposals. As a result, the new law in science, conclusions and new concepts appear. The critical assessment of the results of the appraisal problem and requires the subjects of the work. While the manufacturer in addressing the issues around organizational looking for ways to solve related to various modifications, as well as the practical application of knowledge to teach. This ko'ribchiqaylik more problematic situations. You can attract readers to give definition to an independent understanding in every lesson. Observations, explanations will determine the characteristics of students on the basis of object or phenomenon. For example,

students "framework" they went into the study and had now learned the concept of square. "Square" concept is described. The teacher in different sizes, device, status, doing so finds a couple of different colors kvadratga whom it was drawn. "The square" and give the definition of the concept of the need to identify the common features. This method re-repeat as a result, the student in mind things to know about the surrounding kontsepsiyasi occurs. The main purpose of the organization to solve problematic issues critical appraisal development fikrlashlarini readers. The price of objects and phenomena are not wasting that do not, there is not a lifestyle. So true, all men of ability necessary for critical thinking. In a typical lesson, pupils considerations must be rejected as false. Follow this method and to compare with the way they might find they will have bug issues. Usually, teachers, students without error functions are provided. As a result, the submitted messages to educational, make sure that the instructions on the information that is strictly. Readers also escape and analysis, find errors and should develop the ability to prove them. You need to make these skills gradually educational: first, determine the error that has the judgment, then select reject the evidence of error, and, finally, consistent with learn to deny.

The basis of the system of theoretical knowledge from mathematics elementary education and educational objectives can be solved. This acceptable scientific outlook, psychology, didaktika, mathematics methodology of teaching of mathematics and science to include that feature theory (mathematics didaktika of) took it. However, only theoretical knowledge of itself, is not sufficient as to any other business ready. The intellectual activity of the specific content of teaching and the teacher that he or impressed with the level of the most reasonable method for the recovery and uses of the direction of this training lessons to know clearly the objectives, it is necessary to know the methods or arising preparedness lessons. The primary reason for the intellectual development of children boshlang'ichsinflarda negotiated include the same class teacher for readers to know and to take into account the capabilities and level of mental activity is particularly important. Practical activities in the future for private, practical, in particular as a result of students independent work, seminars, practical and laboratory work in teaching mathematics that is occupied by the works. Theoretical knowledge and practical training for use in the practice of preparedness and training in the process of teaching at various regional methodological issues that arise should be addressed.

The place can you say that in conclusion, textbooks to blame its failure related to oral problems to work with in the way I describe is impossible without. In an ideal world look of integration that the textbook will not be also. However kompetensiyaviy-based approach videoseminarlar related to the practical implementation of the textbook, web and more have a go xo'broq lessons to the judgment of the teacher, and it will be worthwhile.

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