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FORMATION OF PRACTICAL AND GENERAL READING SKILLS OF PRIMARY SCHOOL STUDENTS (IN MATHEMATICS LESSONS)

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ANNOTATION

Forming practical and general educative qualifications of primary pupils (in math lessons). The teacher of the department KSPI-BT Ahmedova Nilufar Mamasidiqovna

In primary school during of Math lessons widely used exercises of measurement, calculation and making model of figures.

This article is about aims and tasks of possessing Math knowledge, methods of forming theoterical and practical basis of educative competence and skills in primary classes by practical activities of pupils.

Key words:Academic- organizing, academic-informative, academic-logical skills and competency, methods of mental activities, methods of pupil`s work, mathematically conceptions

Practical orientation is one of the prerequisites for teaching mathematics. Therefore, this process plays a special role in increasing the effectiveness of educational work. Acquisition of mathematical knowledge is an important condition for the development of mental activity and independence, the formation of intellectual, general learning skills and competencies, the successful completion of the next class mathematics course and preparation for future work. General learning skills are generally divided into the following types:

- ✓ Educational and organizational skills.
- ✓ Educational and information skills.
- ✓ Educational-intellectual skills. [Page 1.15]

These skills can be divided into several types. The division is as follows. In the first group: clear definition of purpose and task, clear rational development of the second group for successful completion of work: skills of working with books and textbooks, observation and disclosure; The third group includes: skills of careful reception and memorization of information, independent performance of exercises and problem solving, coverage of self-control in educational activities, identification, comparison, classification, classification and other skills of subjects.

The formation of intellectual skills and competencies means the simplest methods of mental activity: examining, observing objects, distinguishing between important and unimportant features in them, comparing them with other objects, and so on. The development of this type of mental activity facilitates the task of educating children mentally. These types of skills and competencies are an integral part of the learning process and help students master their knowledge. The following exercises can be used to develop children's curiosity and mental abilities, as well as intellectual skills and competencies.

1. By what signs are the objects placed in the cells? How and in what color should you put a picture of an object in an empty cell?

(In class, the teacher uses pictures that are relevant to the content of such questions.)

2. What figure was dropped on the second and third tapes.

3. How do the figures in each group differ from each other and what are their similarities?

4. The patterns on the right are arranged in such a way that they are identical to the patterns in the sentence.

5. How many small triangles, how many squares are drawn in the calculator? How many small squares? First calculate how many large figures. Then count the small figures.

6. Find an object in this picture that makes it different from the others.

7. See in what order these figures follow each other?

8. Draw a picture of what in an empty cell and what color to paint it. [2].

Teaching methods play an important role in shaping general learning and intellectual skills. Teaching methods are the teacher's work methods that help children to acquire knowledge, skills and abilities.

Skills development is one of the most important methods of practical work. As a result of training, children develop the necessary skills and abilities. Skills and competencies in students are formed only through practical work with the visual organs, hearing through the auditory organs and doing it by hand. Exercises for developing first-graders' general learning skills through practical work can be as follows:

1. Which circle is more: blue circles or red circles? (There are 6 red and 7 blue circles on the table.)

2. What about the shape, color, taste of watermelon?

3. How is spring different from autumn, summer from winter, a book from a notebook, a pen from a pencil?

4. What are the common characteristics of apples and watermelons, wheat and corn, dogs and cats, cupboards and boxes? [2.13- page 15]

5. Fill in the missing numbers. 1,3,5, ... 9,11; 2,4,6 ... 10,12. 1,2,3,4,5 ... 9,10. [Page 2.39]

6. Read the words: One, triangle, square, five, six, circle, nine.

a) geometric figures.

b) Say the numbers.

Teaching should be organized in such a way that practical work takes more time than explanation and demonstration. Other forms and methods of developing intellectual skills and competencies serve to enrich the content of less lessons. Therefore, educators need to use them to shape children's general learning skills.

Elementary math lessons include the use of shapes, measurements, and calculations. Such practical work helps students to master mathematical concepts, laws and theoretical knowledge. There are ideas and comments on the use of practical work in the study of geometric materials and the activation of creative work of students. Construction work is carried out using paper, cardboard, counting sticks, wire, plasticine, etc.

1. Show a picture of a triangle and give information about this shape. Then you need to make a triangle out of pre-made paper cardboard, wire, and counting sticks according to the pattern. Even when showing examples of geometric shapes, naming the students without naming them and then making these shapes will increase children’s interest in practical work.

2. The teacher tells the students that all the red shapes in the picture are called rectangles and the blue shapes are called pentagons. Students will then be asked a problematic question. Why do you think red is a rectangle and blue is a pentagon? Students can name terms such as quadrilateral, quadrilateral, quadrilateral, and quadrilateral based on observation. Otherwise, the teacher will ask additional questions and make them think that way. The

rectangle can then be given the following problem-solving tasks to model the pentagons. How to make a rectangle, etc. with the help of folding paper of any shape?

Since the practical exercises on paper are related to drawing, from the first grade it is possible to draw on checkered paper (notebook), to form shapes with paint, to write letters and to organize other activities in different colors. The work has to go from drawing simple shapes, cutting it out, gluing it to creating complex shapes. Drawing national patterns and decorations with colorful paints will take students into the world of beauty. Using these items as counting materials will make the lesson more visual. Students' own creations are very important to them. The work begins with counting the dots and continues until the pattern is drawn on the paper using various symbols +, -,>, <, =. With the introduction of new concepts, the variety of patterns increases. The students' imagination is evident in their practical work, and their childish view of nature is reflected in the pictures.

Using mathematical concepts (points, action and relation symbols, polygons, etc.) to develop students' ability to draw and create spatial concepts (high-low, right-left, above-bottom, etc.) and theoretical knowledge can be strengthened.

In the first grades, the practical application of shapes and patterns based on a variety of information that is familiar to students leads to a decline in students' theoretical knowledge and strengthens their knowledge and skills. The formation of students' practical activities is a key form of their overall development. In young schoolchildren, the learning process is often focused on external signs, specific symptoms. When they go to class III, they act on complex internal characters. Practical work is a key tool for the development of practical activities. Therefore, the method of practical work plays a leading role in improving the effectiveness of teaching mathematics. But a separate approach to practical work does not give the expected result. The complexity of teaching methods in mathematics teaching, along with the method of practical work in the formation of practical activities of students, which need to take into account the concepts of the system, oral, demonstrative methods emerge as a whole "general method". Students' practical activity in teaching mathematics is determined by the level of their skills in calculation, measurement, graphics, and construction. Experience confirms that in the primary school students are divided into 6 groups.

On the formation of elementary mathematical concepts.

- ✓ To reveal the content of arithmetic operations.
- ✓ On the components and results of arithmetic operations.
- ✓ Measurements.
- ✓ On construction work.
- ✓ On graphic works.

The system of formation and placement of practical work requires the teacher to achieve partial and complete independent implementation of solutions by students. Practical work can be carried out in the following types.

1. Dramatized practical work, from which the study of each mathematical concept is carried out in the form of demonstrations, games.

2. Practical work is carried out with the help of pictures of various toys, posters and manuals.

3. Practical work is carried out using the image of things. [Page 1.26]

The nature of the practical work in the mathematics textbook and the system of tasks allow the student to draw, draw, bend, play, measure the cross section, find the weight and volume of the face, data to solving the problem,

forces children to find data, carry diagrams, cash reports, and so on. By solving such problems, students develop their initiative, independence, creativity, understanding and intelligence; that is, they develop all the qualities necessary for further practical activities. From the first steps of school life, these issues teach students to work with pencils, rulers, compasses, and scissors, and gradually bring them into the realm of school and community life.

The most important feature of an elementary mathematics course is its practical orientation. If some of the issues of the mathematics program in the upper grades are of a theoretical nature, in elementary school each new concept, property, law is introduced as a result of practical activity and for practical activity. For example, in the seventh grade, students will learn the concept of a right rectangle, the definition of a right rectangle, that how to reason logically and prove some properties, and how to use it to solve practical problems about some properties. In elementary school, students determine the equivalence of the opposite sides of a rectangle and learn to make a right rectangle, measure and calculate its perimeter and face. Many of the practical skills that students develop in elementary school are key to a school math course. The skills of written and oral arithmetic operations, which are formed in the lower grades, are used in both middle and high school. One of the main tasks of a primary school teacher is to develop in students a thorough practical training and skills. It is necessary to solve two interrelated methodological problems. 1) to write the text of the content of the process of carrying out certain practical work, 2) to develop the methodology of students' mastering and effective control over mastering.

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