



THE ROLE OF MENTAL ARIFMETICS AND THINKING SKILLS IN MATHEMATICS LESSONS OF PRIMARY SCHOOLS

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ABSTRACT

Today, mental arithmetic is one of the best systems for raising a smart child. Especially, teaching children from 4 to 16 years mental arithmetic can be very rewarding. In this article, we discuss the role of mental arithmetic and thinking skills in mathematics lessons of primary schools.

Keywords and phrases: mental arithmetic, mathematics, pupils, mind, activity, thinking skills, problem-solving skills, primary school

INTRODUCTION

Mental arithmetic is becoming increasingly popular in our country. This system is both simple and effective. Its essence is that children are taught to use one of the oldest computing tools – abacus. Many people watch the videos of children of all ages being able to easily solve complex examples on the internet, and conclude that it is a simple and a quick calculation exercise in mind. In fact, it's not all as simple! The ability to quickly calculate complex examples in the mind is that the child's mental abilities are just a small tip of a giant iceberg that slowly evolves using mental arithmetic.

Mental arithmetic is one of the best systems for raising a smart child! This contributes to the harmonious development of both hemispheres of the child. Most importantly, teaching children 4 to 16 years of mental arithmetic can be very rewarding. The main condition is that the child should already know the numbers up to 10.

MATERIALS AND METHODS

What are the benefits of mental arithmetic?

Having acquired the basic knowledge of ancient discipline, the child has the following advantages: With the development of imagination and intuition, the child learns to think

abnormally, which will help him in future work, business, and just in difficult daily situations. Simple exercises make the mind more flexible, creative, responsive, and mindful. It always makes a sense and at the same time helps him to be self-confident in any situation. In addition to mathematical knowledge, he develops other creative abilities and can make the right choice when it comes to his chosen profession. In this regard, the ability to remember quickly and get into the essence of any event, the child can easily learn school subjects as well. In addition to learning math arithmetic, children learn to communicate correctly in the classroom. With the development of the mind, it helps to function more effectively and to adapt to modern society, to help the weak, but also to become a necessary and important person. As a consequence, he becomes a talented and a successful business person who will create a good family and contribute to his country.

Primary mathematical knowledge can help solve everyday problems to accurately calculate changes, thresholds, purchase prices, day scheduling, and more. Mathematics literacy is assessed by a number of indicators. In primary school, mathematics is taught as a basic subject among other subjects. This learning process is very important in its structure, in which students try to grasp, understand, comprehend and integrate every single mathematical law and formula in their perceptions that are moving. (Azlarov, 1990) Therefore, human cognitive activity begins with the senses and perceptions of reality, things and events. Then it gradually shifts to thinking and mental reflection. In primary school, mathematics connects the environment directly with the use of intuition, perception, and imagination through mental arithmetic. It then compares and compares things and events from the reality with their characters and attributes.

RESULTS AND DISCUSSIONS

The development of thinking in math is important because of its structure, because in order to bring ordinary arithmetic into the learner's mind, it is first and foremost more or less, many times, and many times. We teach such concepts as short, often. This sequence instills in the reader the ability to perceive a particular thought process, perception, compare data, and compare.

I am a hemisphere in your brain.

I love reading, mathematics. I like accuracy, plan work. I am a major part of language learning.

I am the right hemisphere of your brain.

Artist, Writer, Poet. I am creative and very entertaining. I smell and smell good. I like to play and play with colors. I have an infinite imagination. That is how I want to be.

Which child's brain is well developed?

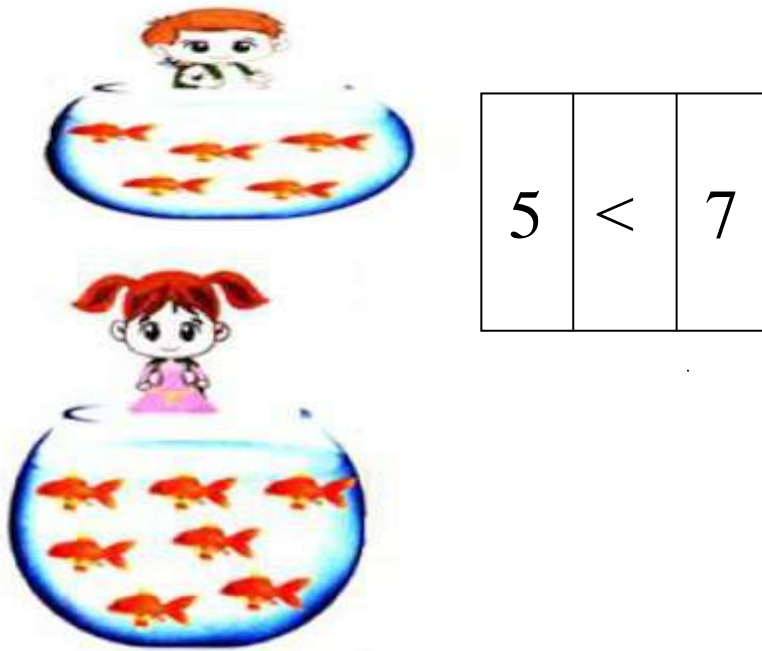
Mental arithmetic is the most effective way of developing both hemispheres.



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Mathematical concepts, together with laws and rules that reflect their interrelationships and relationships, represent the meaning of thinking, mathematical phenomena, practical activities or images, and others. Therefore, each student in the process of solving a particular mathematical problem understands certain mathematical laws and formulas and tries to use it effectively. (Alihonov, 2010)

For example, compare the fish of Ali and Tumaris. Ali had 5 fish in the aquarium and the Tumaris's aquarium had 7 fish. This means that the fish in Ali's aquarium is larger than the fish in the Tumaris's aquarium.



As this example illustrates, each student is able to visualize and visualize the contents of the sample and try to visualize the number of fish in the aquarium of Ali and Tumaris.

(www.sadikov.uz)

We use systematic thinking and problem-solving in math. For example, using problem analysis and synthesis directly in the problem-solving process, we define the law of interconnection between unknown and unknown components of the problem, and then formulate the model along with the problem plan. This process, in turn, positively influences students' perceptions and also contributes to the development of their thinking.

Thinking in its specific forms: analysis, synthesis and comparison; abstracting, summarizing and specifying; induction, deduction and analogue; finding connections and relationships; The conceptualization, classification and systematization of concepts.

The students' thinking evolves as they make different arguments, seek ways of explaining different phenomena, and solve non-standard questions that require thinking.

The more the teacher has designed the learning system, the more accurate and clear the learner will be. It is necessary to describe mathematical thinking.

Mathematical thinking is the process of analyzing and synthesizing reality, its direct and general reflection.

For mathematical reasoning, regularity and consistency of ideas, ability to mathematical abstractions, and generalization of mathematical material are of great importance for easy and free-thinking.

CONCLUSION

In conclusion, it is worthwhile to learn the basics of mental arithmetic for a child based on all these advantages! This is not only necessary to improve the curriculum, it is also important to complete the development program, but also to stimulate its interest in understanding the world around you.

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