



Ways to Use Text Issues When Cultivating Students ' Thinking Skills

Tashmatova Ormanoy Rakhimovna

Senior teacher at the KokandSPI

Abstract: Solving textual issues the formation of excellent mathematical concepts in children first of all is important in the development of students ' thinking skills, along with the assimilation of their theoretical knowledge, which is determined in the program. For example: if we want to form a correct understanding of addition in students, for this it is necessary that children solve a sufficient number of simple issues related to finding the sum, almost every time following the action of combining sets. For example: the following issue is given.

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Ahmed has 6 colored pencils and three simple pencils. How many pencils does Ahmed have in total?

To solve this, they take 6 shepherds before and suck 3 More Shepherds next to it, and count how many shepherds there were in total. Then, to solve the problem, it is necessary to add 3 to 6, and the resulting number 9 explains to divide the sum of these two numbers. By solving many similar issues, children gradually take over the concepts of the practice of adding and understand that in order to add it on the basis of generalization, they need to be counted together. For example: when solving an issue regarding finding an unknown component of an action, students try to separate the link between the components of arithmetic operations and the results and apply it to solving problems.

Being a clear material in matters, with the help of which new knowledge is created in students, and in the process of solving it, they learn to carry out the actions of thinking. We bring to this from simple issues in the 1st grade mathematics course

1. One saucer contains 8 pomegranates, the second saucer contains 2 more pomegranates than the first. How many pomegranates are in the second saucer?

8 pomegranates on the 1st saucer, 2 more on the 2nd.

Solution: $8+2=10$ PCs.

Answer: there are 10 pomegranates on the second saucer.

2. One canister contains 10 l, the other 3 l less cotton oil. How many liters of cottonseed oil are in the second canister?

1 — Bidanda-10 l

2-in Bidan -? -3 l less.

Solution: $10-3=7$ l

Answer; the second canister contains 7 liters of cottonseed oil.

3. There are 10 students in the school yard, of which 4 are girls. Few of them are boys.

Boy -? Total-10 PCs.Girls-4 people

Solution: $10-4=6$ PCs.

Answer: six are boys.

Existing knowledge and skills will be strengthened in the process of implementation. It makes it possible to carry out the teaching of theory with practice in connection with marriage, being a clear material in the formation of issues. When solving problems, the reader is convinced that many mathematical concepts are precisely their root in the experience of people in life. By solving issues, they get acquainted with information that is important in the field of knowledge and experience. For example, in the content of many issues solved in primary classes, the labor of children and adults lies in the achievements of our country in the national economy, technical sports and culture. The process of solving issues itself has a much more positive effect on the mental development of students in a certain methodology, since it requires a generalization of mental operations: analysis and synthesis clarification and comparison. For example: the reader analyzes when solving the desired issue. Separates the question from the condition of the issue. When drawing up a solution plan, it synthesizes, in which it uses clarification, as a result of solving one type of problem many times, the reader summarizes the knowledge of the connections between the given and sought numbers in this type of issue.

Introducing students to simple issues. The arithmetic problems that students get acquainted with most before should be understandable in the sentence of questions related to the sum and residual issues. It will be advisable to familiarize yourself with the solution of such issues, to conduct in parallel, such issues include the following issues.

1. Ahmed painted 3 dolls and 2 balls. How many toys did Ahmed draw?
2. Bahadur cut 6 cucumbers from the furrow were 2 cucumbers. How many cucumbers are left?

The second type of difficulty of simple issues is the issue of increasing or decreasing the number by several units, we will give examples of such issues.

1. In Zakir, 6 Ahmad have more than 2 notebooks. How many notebooks are there in Ahmed?

Solution: $6+2=8$ PCs.

Answer: Ahmed has 8 notebooks.

2. Maysara read 7 fairy tales, and the beautiful read 3 fewer fairy tales from her. How many fairy tales did the beauty read?

Solution: $7-3=4$ pcs

Answer: beautiful read 4 fairy tales.

3. Batyr drew a 6 cm cut. Then he extended it by 3 cm. How long will the cut be?

Solution: $6+3=9$ cm

Answer: the length of the cut will be 9 cm.

Now we will see the issue of finding an unknown multiplier and then we will see the issue of finding an unknown divisor.

Issue: 12 kg of apples were placed in several boxes, weighing from 3 kg. How many kg of apples were placed in each box?

Solution: $12: 3=4$ (kg).

Answer: 4 kg of apples were placed in each box.

Issues related to the increase and decrease of the number several times will be seen with the readers.

1. To ' ties are 10 and pigeons are 5 times less. How many pigeons?

Solution: $10: 5=2$ PCs.

Answer: pigeons 2 PCs.

2.0 pasi is 9 years old, how old is he 3 times older brother than his brother?

Solution: $9: 3=3$ years old.

Answer: brother is 3 years old

With issues of finding the number by share and the number by share itself, readers are introduced after learning how to compare numbers with multiples. Most elementary matters concerning shares are seen:

1) Book 60 pages. The boy read $\frac{1}{3}$ of the book. How many pages did the child read?

Solution: $60: 3 \cdot 1=20$ (page).

Answer: the boy read 20 pages.

2) The Queen memorized half of the poem, she memorized 18 lines. How many lines does the whole poem consist of.

Solution: $18 * 2=36$ lines poem.

Answer: the whole poem consists of 36 lines.

Readers will get acquainted with solving simple issues related to time.

1.8 o'clock from the boy's house he set off at 30 minutes, and 8 o'clock he arrived at school at 50 minutes. How many minutes did the boy spend on the road?

Solution: $8 - u 50 \text{ minutes} - 8 - u 30 \text{ minutes} = 20 \text{ minutes}$.

Answer: the boy spent 20 minutes on the road.

2. Find a third of the 30 cm cut.

Solution: $30: 3 \cdot 1 = 10 \text{ cm}$.

3. A quarter of the cut 8 cm find the length of this cut.

Solution: $8 \cdot 4: 1=32 \text{ cm}$.

4. The seller sold a portion of 60 kg of sugar from two. How many more kg of sugar will have to be sold.

Solution: $60: 2" 1=30 \text{ kg}$.

Answer: it is necessary to sell another 30 kg of sugar.

Classification of simple problems the arithmetic operations performed when solving them are divided into gruppas. Such gruppas can be divided into 3. The first Gruppa includes such simple issues that during their solution, children master the exact meaning of each arithmetic action, that is, they learn on sets which arithmetic action is suitable for this or that implementation. This Gruppa includes 5 issues.

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