



The Method of Working on Two-Question Problems

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Abstract: In the article, scientific opinions are expressed regarding two-question problems in the course of mathematics lessons taught in the primary class.

Questions with two questions are also important in preparing for solving content problems. M-n: 6 new houses were built on one street, and more than 4 new houses were built on the second street. How many new houses were built on the second street? How many new houses were built in both cities? To complete these tasks, you can ask the questions in a different order and determine which of the questions they can answer first and which after. This method allows children to understand the connections between questions.

Continuing matters

The second one is used at the stage of preparation for solving problems that are a continuation of the first one, that is, problems that consist of solving two simple problems.

For ex.: 1) Kamola had a notebook with 3 boxes and 4 lines. How many notebooks did Kamola have?

2) Kamala had 7 notebooks. He gave his 2 notebooks to his sister. How many notebooks does Kamala have left?

After solving the first problem and finding that there are 7 notebooks, students should focus on what the 7 notebooks mean. For this, it is necessary to fully answer the question of the issue. Kamala had 7 notebooks. The answer is written on the board. When analyzing the text of the second question, students' attention should be drawn to the time when the condition of the second question is equal to or at the same time as the answer to the first question.

Issues with excessive information.

The importance of "excess information" issues is great in training the skill of choosing the necessary information to answer the given question.

For ex.: 1) They brought 5 cucumbers, more than 2 tomatoes and 4 pieces of Bulgarian pepper. How many cucumbers and tomatoes did they bring in total?

Children are taught how much pepper is needed to answer the given question. Working with such problems can be completed with this task: Come up with one more question that can be answered based on the information of this problem. (How many vegetables did they bring in total?)

2) There were 10 birds sitting on the tree. 3 birds flew before 2 birds later. How many birds flew? (How many birds are left on the tree?)

Knowing how to solve simple problems that are part of a complex problem is a necessary condition for solving a complex problem. Before introducing a complex problem, it is necessary to form a lesson on solving simple problems that are part of it.

For ex.: There were 42 passengers on the tram. 8 people got off at the station and 12 got off. How many passengers were there on the tram?

8. It is necessary to make it a task to compare and solve a complex problem with a simple one.

For ex.: 1) There are 6 pencils in one pencil case, and 4 more pencils in the other case. How many pencils are in the second pencil case?

2) There are 6 pencils in one pencil box and 4 more pencils in the other. How many pencils are there in both pencil cases?

II. Introduction to content matter is carried out using different methods. These problems are solved orally before introducing a complex problem.

For ex.: They cut 8 tomatoes before the furrow, and 2 after. How many tomatoes did they pluck from the furrow?

The content of the issue is written briefly.

Short writing:

Cut- 8 and 2 tomatoes

All - ?

The teacher asks to repeat the problem. the student tells the content of the issue. We know that first 8 and then 2 tomatoes were cut. We need to know how many tomatoes were cut in total. Let's find out how to choose an action for this. In the problem question, everything is being asked, so the solution is written as $8 + 2 = 10$ (ta) as we use the addition operation.

Let's continue the issue about tomatoes. They cut 10 tomatoes in total. They used 4 of these tomatoes. How many tomatoes are left? Briefly write the condition of the problem on the board:

Short writing:

Cut - 10 tomat.

Work –di – 4 tomat.

Left - ?

$10 - 4 = 6$, total: 6 left

The problem is solved together, the solutions are written on the board, and then one problem is made from these two problems and a short note is written on it.

Short writing:

8 and 3 were disconnected

Used - 4

Left - ?

Based on the short text, the text of the problem is created and taught to the students Analytical and synthetic methods of problem analysis are considered in the manuals of teaching methods of mathematics in elementary grades. Analytical analysis is the separation of known and unknown, and synthetic analysis consists of combining known numbers in answering the question of the problem. The analytical method of problem analysis consists of a chain of considerations, at the beginning of which is the question posed in the problem. In order to find an answer to the question of the problem, the necessary information, which is specified or not specified in the condition of the problem, is selected. However, this information may be generated by using other information. The synthetic method of problem analysis is understood as reasoning in which, as a result of combining numerical data, it is determined what can be learned from this data. then the newly generated information is combined with the next information. Such merging is continued until the answer to the problem question is found. Analysis is inextricably linked with sintering, so there is only one operation by

which even a complex problem can be decomposed into simple problems. But this operation can be performed in two directions, i.e. it is performed by going from the given to the unknown or from the unknown to the given. Thus, the analysis of the problem is carried out by the analytical-synthetic method, because when solving the problem, the mind of the solver should always go from the given to the sought and from the sought to the given, that is, the search for solutions should be goal-oriented. After the problem is analyzed in one way or another, a solution plan is drawn up, that is, what we need to know first and then what we need to know in order to answer the final question of the problem.

The method of solving the problem is mainly of two types: arithmetic and algebraic. When solving a simple problem arithmetically, an expression is formed and its value is found.

For ex.: The length of the match stick is 4 cm, and the length of the pencil is 12 cm. How many cm longer is a pencil than a match stick?

The solution to this problem can be written as $12 - 4 = 8$ (cm)

Answer: A pencil is 8 cm longer than a match stick.

The arithmetic solution of a complex problem can be written in different ways. We will see examples of writing solutions according to the teacher's task in the example of the following problem. They put 12 kg of honey in 4 identical jars. How many kilograms of honey are there in 3 jars?

1. Formulating and solving an expression.

The problem can be solved by forming an expression as follows $(12 \div 4) \times 3 = 3 \times 3 = 9$ (kg) or $3 \times (12 \div 4) = 3 \times 3 = 9$ (kg)

2. Solving actions.

Each action is performed separately

1) $12 \div 4 = 3$ kg

2) $3 \times 3 = 9$ kg

3. Solving with a question.

In this case, the explanation of actions is given in the form of a question.

1) What is the capacity of one jar?

$12 \div 4 = 3$ (kg)

2) How much honey are there in 3 jars?

$3 \times 3 = 9$ kg

4. Explaining the actions

In this method, comments can be written before or after the action.

Writing the comment after the action:

1) $12 \div 4 = 3$ kg – capacity of one jar

2) $3 \times 3 = 9$ kg – capacity of 3 cans

Explanatory writing before action:

1) capacity of one jar - $12 \div 4 = 3$ kg

2) honey in three jars - $3 \times 3 = 9$ kg

The word to check the solution of the problem means to determine whether the solution is correct or incorrect. In elementary grades, several methods of examination are used. These are the following.

1. Determining the threshold of answers (prompting the answer)

In this case, the answer to the problem is compared with the numbers given in the problem.

2. Match the received answer with the condition of the problem.

Students are introduced to this method of examination from the first grade. When checking the answer to the problem in this way, arithmetic operations are performed on the numbers that are formed in the answer to the question of the problem. If the numbers given in the condition of the problem are formed, the problem is considered to be solved correctly.

For ex.: The children picked 10 cucumbers from one furrow and more than 4 from the second furrow. How many cucumbers did they cut from both furrows?

The solution to the problem is as follows: $10+(10+4)=24$ (cucumbers)

Check: According to the condition of the problem, the children picked 4 more cucumbers from the second furrow than from the first furrow. Really

1) $24-10=14$ (cucumbers)

2) $14-10=4$ (more cucumbers)

So, 4 more cucumbers were cut from the second furrow than the first.

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