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Paper Authors:
Abdullaeva Marifat Salimjon kyzy[1], Abdullaev Nozimjon Kadiralievich[2]

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Use of exercise systems and test sets in mathematics lessons

Abdullaeva Marifat Salimjon kyzy[1], Abdullaev Nozimjon Kadiralievich[2]
Kokand State Pedagogical Institute, teacher of the Department of Primary Education[1]
Teacher of the Department of Methods of Informatics[2]

Abstract: During problem solving, students learn the relationship between the numbers they need to learn and the number they are looking for. Students' ability to solve problems depends on how well they have mastered these lessons.

The solution of the article in elementary school is based on the same relationships between given numbers and unknowns.

Keywords: Problems, elementary school, numbers, connections, system of exercises, a set of tests.

Introduction

In developing students' thinking skills, they are taught to solve problems, to determine the relationship between given and sought numbers, and on this basis to choose and perform arithmetic operations. The ability of students to solve problems depends on how well they have mastered these lessons.

In elementary school, the solution is based on the same relationships between given numbers and unknowns. We will work with a group of issues that differ in their content and number. Problem-solving students should be taught to solve one type of problem first and then to solve other types of problems. Students will be taught the relationship between numbers and numbers.

There are several steps you can take to begin the process.

In Step 1, the teacher prepares to address the issues at hand. At this stage, students will need to master the links that will be the basis for choosing appropriate actions from problem writing.

In Step 2, the teacher introduces the students to solving the type of problem being considered, in which students identify the relationship between a given number and an unknown number. Based on this, they learn to choose arithmetic operations, that is, to move from the specific situation expressed in the problem to the selection of the appropriate arithmetic operation. As a result, students will learn to solve problems and choose what to do.

In Stage 3, the teacher develops the ability to solve the type of problem under consideration. At this stage, students need to learn to solve any type of problem under consideration, regardless of its specific content. YA will need to generalize ways to solve these types of problems.

1. The area of one square is 64 sq dm and the other is twice as large. Find the face of the second square.

Solution: 64 * 2 = 128 kv dm.

Answer: The face of the second square is 128 sq dm.

2. 9480 roses are grown in the first hot room and three times less roses in the second hot room. How many more roses are grown in the first hot room than in the second hot room?

Solution: 9480: 3 = 3160 pieces, 9480-3160 = 6320

Answer: 6,320 more roses were grown in the first warm room than in the second.

3. Mahmud has 1,800 soums. If he gives half of his money to Karima, they will have the same amount. How much money does Karim have?

Solution: 1800: 2 = 900 soums.

Answer: Karima has 900 sums.

Oral questions. Previous work allows you to move on to creating a non-instructional problem (oral question). Don't rush into a verbal argument. Children are usually easy to master. Following it, they immediately misrepresent the realities of life, without understanding the logic of the quantitative relationships that underlie the problem. Once to be taken, they will be able to solve

problems based on their own experiences. Problems of different content help to identify and consolidate knowledge about the environment, to teach them to connect and relate clearly, that is, to understand events in terms of their interconnectedness and interdependence.

The teacher teaches the children to create problems and determines the amount of material for the song. Children need to be monitored to ensure that issues are properly portrayed in real life relationships.

Teach children to express arithmetic operations. Once children have learned problem structure, problem solving, and answering questions correctly, they can be taught to express arithmetic operations. Children: "What to do to solve the problem?" "How did you solve the problem?" - answer questions such as. At the same time, it is important for preschool children to develop the ability to discuss, make informed choices and explain the results. The work should be organized in such a way that the children learn the methods they use to solve problems in the first grade. The issue is analyzed on the basis of a specific scheme. Sample questions:

"What is the issue talking about?

What is said?

How many? (The numbers given in the problem are separated, the relationship between them is determined)

What do we know? (known)

What do we not know? (what is unknown?)

What to do to solve the problem?

Has the number of items increased or decreased?

So what can be done to solve the problem? ".

The children form an expression, answer the question in full, and check the correctness of the solution. At the end of the session, it is important to note the quantitative changes that resulted from a particular movement, resulting in an increase in quantity. Each child should be able to repeat the problem, to explain the selected action to separate its elements. One activity is devoted to finding the sum, and then the children learn to find the remainder, that is, to express the calculation.

Problem analysis is also an expression of addition. At the end, the teacher says, "If we subtract 1 from 6, we get 5" ... The children repeat the counting expression. The teacher now tells them all the time to tell which number to subtract from which. it is important to understand that it has led to quantitative change (decreased in number). Children should learn the terms of arithmetic used in school.

Children need to be taught the words "add", "subtract" and "will be" from the very first step. it is necessary to compare the issues of multiplication on a regular basis. This will be necessary to better understand their differences and to compare similar issues from one to the other, which will later distinguish their respective actions.

For example, children determine the number of squares in an envelope, then take one square from the envelope, and in some cases add one to the envelope. In this way, they solve the problem of addition and subtraction. They find out what the problems are similar to and how they differ from each other. The teacher asks questions:

"What are the first and second issues?"

What do you know?

What do you need to know?

What to do to solve the first problem?

What about the second issue?

Why?

Which of my points do you find most helpful?

Which one decreases?

Why?

In the first case, we added one square, and the square increased - as we added, in the second case, we got one square, and the squares in the envelope decreased, "he said.

Then the children can solve problems independently, adding one number to another or subtracting one from another. The children's attention is drawn to the connection between the question and the action. The problem with finding a balance is that you always have the same question (how much is left?). Because simple problems of separation are not difficult

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for children. The question of the issue of addition must clearly state the action stated in the issue or arising from it. Usually, children quickly master the problem plan and formulate the question. How much is it? They should be encouraged to look for more specific expressions that reflect the actions described:

"How many presents?"

"How much did they put?"

How many people are there? "

How many are traveling? "

"How many kids are playing in the yard?" And so on.

Tests can also be used to help students acquire knowledge and develop the ability to apply life problems quickly.

For example, the following tests can be used for Grade 1

Numbering numbers 1-5

1. Specify the number to be dropped. 1 2 3 ... 5.

a) 2 b) 4 d) 3

12. Mark an example where the answer is the number 7.

a) 6 + 3b) 10 - 4 d) 9-2

Based on the 4th grade program, abbreviated test questions are provided:

1. In which variant are five-digit numbers written?

a) 345, 25,101,1406,10000

b) 1,16, 5045,19456 v) 56451, 25643, 45650

2. In which option are the examples solved correctly?

a) (1206 + 125) - 4- 5 = 1311 6: 4- (300 + 15) = 306 45: 5 + 72: 8 = 18 1645 - 345 + 465 = 810

b) (1206 + 125) -4- 5 = 2650 36: 4 - (300 + 15) = 18 45: 5 - 72: 8 = 18

1645 - 345 + 465 = 810 v) (1206 + 125) -4 * 5 = 1311 36: 4 + (300 + 15) = 324 45: 5 + 72: 8 = 18 1645 - 345 + 465 = 1765

3. In which case is the equation solved correctly?

a) x-345 = 125 x = 345 + 125 x = 470

We check: 470 - 345 = 125 125 = 125

b) x - 345 = 125 x = 345 -125 x-480

Check:

480 - 345 = 125

125 = 125 v) x - 345 = 125

x = 345 + 125 X = 940 Check: 940 - 345 = 125 125 = 125

4. In which row are the examples solved correctly?

a) 1 dm + 1 dm = 4 dm 10 cm - 2 cm = 8 cm 20 mm -12 mm = 8 mm

b) 1 dm + 1 dm = 2 dm 10 cm - 2 cm = 8 cm 20 mm -12 mm = 8 mm v) 1 dm + 1 dm = 2 dm 10 cm - 2 cm = 8 cm 20 mm -12 mm = 13 mm

6. In which row is the perimeter of the triangle calculated correctly?

b) R = 3 cm + 4 cm + 2 cm = 10 cm v) P = 3 cm + 4 cm + 2 cm = 9 cm

7. In which option are the uppercase and lowercase signs correct?

a) 164500> 25645 10000> 9986 95609 <168703

b) 164500> 25645 1000 = 9986 95609> 168703

v) 164500 = 25645 10000 <9986 95609 <68703

9. In which variant are the room units spelled correctly?

a) 2376 = 2 thousand 3 hundred 7 tens 6 units

6732 = 6 thousand 7 tens 3 hundred 2 units

147 = 1 thousand 4 tens 7 units

4058 = 4 thousand 5 tens 8 units

b) 2376 = 2 thousand 3 hundred 7 tens 6 units

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