METHODS OF TEACHING MATHEMATICS IN PRIMARY CLASSES

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Abstract: *This article is about the classification and generalization of common tasks for all didactic materials in elementary school mathematics.*

Key words: *teaching materials, arithmetic materials, didactic materials.*

In the methodology of teaching mathematics in elementary school, effective means of conducting independent and control work, individual written survey of students have been created. Some didactic materials are designed to control the mastery of a limited range of problems of the program in the rating system, others are designed to control all the main topics of the elementary school mathematics course. Some didactic materials (especially those intended for a low-equipped school) contain more instructional materials, while others contain more control materials.

7 Effective Strategies for Teaching Elementary Math

1. Make it hands-on. ...
2. Use visuals and images. ...
3. Find opportunities to differentiate learning. ...
4. Ask students to explain their ideas. ...
5. Incorporate storytelling to make connections to real-world scenarios. ...
6. Show and tell new concepts. ...
7. Let your students regularly know how they're doing.

In primary school mathematics, common tasks for all didactic materials are classified by complexity. According to the idea of the creators of these materials, the completion of a certain method of the assignment on a certain topic testifies not only that the student has mastered this topic, but also that he has mastered it to a fully defined level.

A necessary and important condition for the effectiveness of teaching is control over students' mastery of the studied material. Various forms of its implementation have been developed in didactics. This is to ask students orally; supervisory work and independent work; methods such as checking homework, tests, testing with technical means. Didactics depends on the type of lesson, age characteristics of students, etc. depending on it, the questions of the appropriateness of using one or another form of control, as well as the methodology of control implementation, have been sufficiently developed.

In the methodology of teaching mathematics, the meaning of the concept of "level of learning the learning material" is not fully reve

aled. In the manuals for teachers, there are no clear criteria that allow to determine to which level one or another task of the didactic material is suitable. In practice, teachers often say that one method of a task is simpler or more complicated than others. In addition, no matter how artistically structured didactic materials are, no matter how fruitful and deep ideas are implemented in their content and structure, they are still not able to quickly solve all methodological tasks, because no teaching machine can match the teacher's intuition. , that is, he cannot change his feelings.

Thus, didactic materials should be considered as one of the methods of controlling the level of students' mastery of educational material. At the same time, a certain method may not be the best method for this class and this teacher. For this reason, didactic materials cannot free the teacher from creating types of control for individual verification that will allow determining the level of knowledge acquisition of students. This is one of the main tasks of general methodology. Arithmetic material is the main content of the course. The main core of the elementary course consists of the arithmetic of natural numbers and basic quantities. In addition, this course integrates the basic concepts of geometry and algebra.

The primary grade mathematics course is an organic part of the school mathematics course. The most basic and age-appropriate elementary concepts of mathematics taught in grades 1-4 are given. In higher grades, these concepts are taught in an expanded, deepened and enriched manner. So, the content of elementary school mathematics determines the content of high school mathematics. The structure of elementary mathematics has its own characteristics:

1. Arithmetic material is the main content of the course. Arithmetic of natural numbers, basic quantities, introductory courses of elements of algebra and geometry are taught in addition to arithmetical material without being taught in the form of a main section.

2. Primary grade material is structured concentrically. For example, if numbering skills are taught first, then counting to 100 and performing arithmetic operations are taught. After that, perform arithmetic operations within 1000, then multi-digit numbers. Along with teaching these, numbering, quantities, fractions, algebraic and geometrical materials are also taught.

3. Theory and practical issues are organically connected.

4. Mathematical concepts, properties, and the discovery of legal connections are interconnected in the course.

5. Each concept is explained in detail. For example, before teaching arithmetic operations, its exact essence is revealed, then the properties of the operation, then the connection between the components, then the result of the operation, and finally the connection between the operations is given.

At the heart of the systemic reforms aimed at ensuring the quality of teaching in modern educational institutions are the professional skills of future teachers, their modern education and innovative technologies, modern knowledge of mastering advanced foreign experience, Development of skills and abilities is one of the urgent tasks. Due to the importance of modernizing the process of training teachers in our country, improving the content of education and the quality of teaching on the basis of modern development trends in the field, advanced foreign experience and innovative approaches, it has risen to the level of public policy. Economic, political and legal conditions have been created for the continuous development of general secondary schools in the country. In particular, a number of normative documents adopted by our government have launched a number of measures to raise the quality of education to a new level. In particular, special attention is paid to teaching in primary education, and the training of future primary school teachers as qualified personnel in accordance with modern requirements is one of the urgent problems of today. As you know, primary education is a very complex process. Organizing this process in accordance with the requirements of the time, that is, ensuring continuity in the system of continuing education, requires a great deal of responsibility, knowledge and skills from primary school teachers. Since mathematics lessons in grades 1-4 are the foundation of general secondary school mathematics, it is a modern requirement to raise the teaching of mathematics in these grades to the level of the most modern requirements.

Because. the elementary concepts that children then need for math and other sciences are inculcated in these classes. One of the requirements of modern mathematics lessons is to develop students' independent thinking and creative activity. The student develops mental operations such as analysis, synthesis, comparison, generalization, and inference.

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