

Improve Pupils' Knowledge and Personal Qualities Through Educational Tools in Elementary Mathematics Classes

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ABSTRACT

The article provides methodological recommendations on formation of spatial representations of students by means of educational means and improvement of their knowledge and personal qualities in elementary mathematics classes. Educational tools are an object used by both the student and the teacher in order to improve the quality and effectiveness of the lesson. The analysis of the tools has been reasoned about their advantages. A number of tools, the rule of connection and the content are expressed in the comments. It was mentioned how important it is to carry out various means and innovations in the training of mature and competitive personnel, capable of comprehensively reasoning, logical thinking in the process of Education. Each expressed opinion is connected with life.

Key words: *means of education, game, task, knowledge, personal quality, ability, spatial imagination.*

I. Introduction

At present, the qualitative organization of the educational process, the interest of students, the improvement of their knowledge and personal qualities are one of the topical issues. The successful implementation of education is largely dependent on the proper selection and effective use of educational tools and techniques.

To create a national education system that can withstand today's sharp competition on a global scale, to improve textbooks and teaching aids on the basis of modern requirements, to create a new generation of them, to optimize educational programs and standards, to introduce a new system of assessing literacy, competency and personal qualities in addition to the knowledge gained by students in the, methodical training in the professional activity of the teacher is one of the main directions of the requirements of society. It serves a wide range of educational tools to fully meet these requirements. The means of education are selected depending on the methods of education, the individual and General potential of the class community, the number and the subject of the training.

II. Literature review

Creative assignments in elementary mathematics classes, the use of computer technologies (multimedia tools, animated, moving presentations, mathematical games, various programs on science), pointing weapons, moving visions - lead to the formation of motivation in students in relation to the assimilation of the same science, their interest, the revival of their internal capabilities, the formation and formation of a clear picture about the concepts in the subject.

III. Analysis and results

To achieve such a result, we would like to give our teacher-educators a small recommendation below:

“Throw the balls” game

Objective: A Qualitative Study of the topics mentioned in this game will generate motivation in it for the reader to work on their own. The game can be used for the purpose of repeating, strengthening the learned concepts. Form quick thinking, presentational skills in the reader.

Process: In this game teacher throw the ball in the floor to announce the question. The pupil who hung the ball must also tell the teacher the answer to the question in the fold of the back throw. It turns out in the game if the question can not be answered. The game continues in this way.

The reader who received the parcel will quickly have to answer the question. It can be used in the process of passing almost all the training subjects from the game.

In mathematics lessons, the use of this game in strengthening knowledge of arithmetic operations is a good effect.

In the process, students of the 4th grade can be asked the following questions.

1. 1 kg of cotton is heavy or 1 kg of stone?
2. 1 sentner is how many kg?
3. 1dm square is how many cm square?
4. How many cm is the 1 part from 5 of 1m?
5. Say the name of the spatial form in which there are 1 ends.
6. What is the name of the spatial form without a single tip?
7. 1dm is how many mm?

“Magic flower” game

Objective: to test the theoretical and practical knowledge of the students. Formation and development of mathematical speech.

Process: In this game the flower in the hands of the teacher to whom the same pupil will have to answer the question. The reader, who could not answer the question, is standing. The class team is divided into groups. Whichever of the divided small groups is the most standing pupil, the same group will be in the last place.

In mathematics lessons, this game can be used for the purpose of determining the students' knowledge of arithmetic calculation, mathematical concepts, forming spatial imagination and mathematical speech.

In the process, the following questions can be asked to 1-th grade students.

1. Tell the numbers from 1 to 5 smaller than 1 larger.
2. What is the number between 2 and 4?
3. Say the number from 1 to 10 in the order of growth.
4. Count the numbers from 10 to 1 in the order of reduction.
5. What is next to the book?
6. Who is standing on your left?
7. On which side is the Class window?
8. What color is the most dark among the flowers in the class?
9. What is the name of the smallest flower in the classroom?
10. At what time of the day do you have breakfast?

“Step-by-step” game

Objective: to evaluate the individual knowledge of the students. Teach them to feel responsibility. In them, mathematical speech, rapid calculation, the formation of ingenuity abilities.

Process: Here is one out of every row the reader goes to the very back of the class. The teacher asks each student a separate question. The reader, who correctly answers the question, walks one step further. And the unanswered reader stands in place. Thus, the reader, who first reaches the blackboard, will bring points to his group. In this game group and each reader is evaluated separately. The allocation of a certain minute of each lesson to the same game with the aim of determining the individual knowledge of the students leads to an effective result.

“Fifth plus” assignment

The goal: to identify and strengthen the knowledge of students, to form in them logical thinking, cleverness, meticulous qualities, as well as to grow self-confidence.

Process: an understanding of the subject studied, as well as several interpretations of this concept are written. Among the same comments the comment on another concept familiar to the reader is also written. And this explanation is a plus for the concept given. The reader is asked to choose a “plus” interpretation that does not belong to the concept given.

We can refer the following test to 1-th grade students.

The name of the concept	Expressions
Even number	2
	4
	6
	7
	8

The name of the concept	Expressions
Spatial form	Cone
	Pyramid
	Cylinder
	Cube
	Square

We can refer the following assignment to 3-th grade pupils.

The name of the concept	Expressions
1 year	Consists of 12 months
	The time when the Earth went to spin around the sun once.
	The time when the Earth went to spin around its axis once.
	365 or 366 days
	Time

Such an assignment can be done both in a general way and in an individual way under the question "Which one is superfluous", referring to the readers.

Didactic game "yes-no"

Purpose: to concentrate the attention of students. Improve the ability to perceive, perceive information. Teach to be present.

Process: an opinion is expressed on the topics studied by the teacher. If the same opinion is correct, then students will have to answer "yes" - if it is wrong, then "no".

For example, in the mathematics lesson of the 1st Class you can say the following points.

* 2-Double Number " " Yes"

• 3-Tak number " " no"

• There are three sides form-a rectangle is called-quot; No"

• The figure, which has four sides, Four Corners, is called a rectangle- "Yes"

• Triangle-spatial form " " no"

• In the pyramid-flat form " " no"

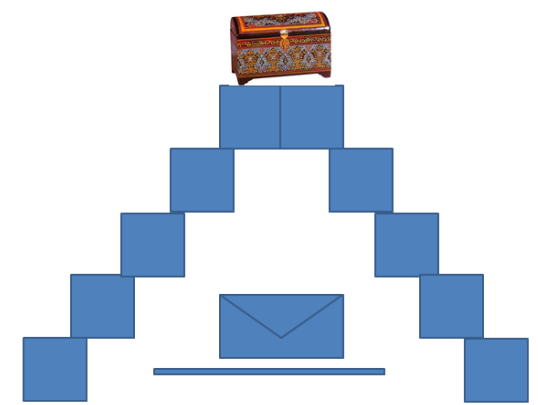
At first, readers may be a little distracted, tormented at finding the necessary explanation. After such tests are given several times, a qualification is formed in the pupil.

The game continues in this way.

"Step by step" Game

Purpose: to teach students to work in a team, to form a sense of responsibility in them

Process: the class team is divided into two groups. A combined make-up of two stairs, which are raised upwards in the whiteboard, and each staircase will be given a moving make-up of an animal. In the middle is a set of questions. Above is the image of a treasure chest. In this game chooses the question, which one of each group wants out of the reader. If you can answer the chosen question, the indicated animal will climb up the stairs one by one and will approach the treasure. The group that first reached the Treasury is the winner.



"Place Pictures correctly" method

The use of this method in working in small groups also guarantees positive results. When applying the method, the following actions are performed:

- to enlighten the essence of the subject studied by the teacher in a logical way
- a special set of Cards is prepared, which expresses the concepts of serving (on the back of each card is placed one letter of the concept "core", which illuminates the essence of the subject, and drape with a special coating);
- each group is assigned a separate deck of cards, and the task of placing the cards in a logical roll, based on the concepts contained in them, is assigned;
- when the task is completed by groups, the back of the Cards is turned and a special coating is opened, which determines to what extent the task is performed correctly.

If the task is performed correctly by groups, in the final process, a "core" concept is formed that illuminates the essence of the subject when the cards are turned to the back.

The advantage of using the method is that in this process, the students acquire the skills to study the subject into certain parts and to determine the logical connection between parts and the connection on the basis of analysis and synthesis.

Method "work with cards of red and green color"

It is incredibly convenient to use this method when working with students in bulk and in Group form. The method can be used in the organization of a quick question on the strengthening of the subject at the end of training. The method is used on the basis of the organization of the following actions:

- according to the number of students of the class by the teacher, cards of red and green color and a questionnaire on the subject are prepared for each student;
- from the questionnaire, the importance is attached to the place of questions that can be answered in the style of "yes" or "no" ;
- red and green cards are distributed to each student;
- students are informed that red cards mean "confirmation", green cards mean "denial".;
- the students answer the questions given by the teacher on the basis of the cards showing the meaning of "confirmation" or "denial".

"Video sharing" method

In recent years, special attention has been paid to the organization of the educational process with the help of various media (computer, television, radio, copying device, Slide, video and audio tape recorders) in pedagogical activity. In the process of education before the teachers, it is the task of appropriate and purposeful use of various media. When using the videotape method, the following actions are performed:

- the attention of the students will be shown several videos without comments, which will help to give a picture of the essence of the subject under study;
- students explain what process is reflected in each post;
- they record the essence of the processes in their notebooks;
- they answer the questions posed by the teacher.

Method "rounded snow game"

This method also makes it possible to master the subject in certain parts, as well as to form the skills of working in groups and pairs in students. In the process of applying the method, the following actions are performed:

- cards with images are prepared;
- behind them are written assignments, which consist of fifteen options for mastering the topic;
- students of the class are divided into two or three groups (image Cards are used when forming groups);
- members of each group are attached to several pairs;
- each pair performs an assignment in one option;
- at the end of the process, general conclusions are drawn.

It is extremely convenient to use the method of "rolling snow game" for the purpose of strengthening the theoretical and practical knowledge acquired in certain sections or chapters.

"Clever wise (person)" method

In the thorough mastering of the available knowledge, it is important that the students have the ability to think, think. The method "clever clever with intelligence" helps to form quick thinking skills in schoolchildren, as well as to determine the speed of their thinking. The method creates a favorable opportunity for students who, at their own discretion, want to test their personal abilities. They must be able to return correct and accurate answers to the questions posed by the teacher in a short period of time. According to the degree of complexity of the questions, points are awarded for the correct answer returned to each question. On the basis of finding the average arithmetic mean of the final scores, the speed of thinking of the students is determined.

The designation of the points ensures that the scholarship holders have a clear idea of their personal possibilities.

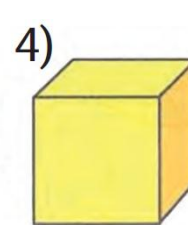
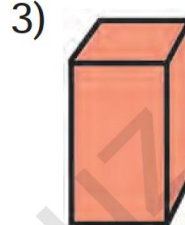
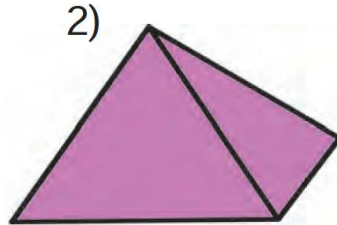
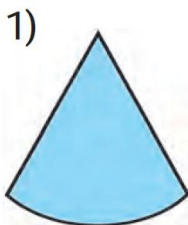
The method can be used alone, in Group and Mass work together with the trainees.

This game can be used in the process of teaching any educational subject, mainly in reinforcement lessons. As an example, in the lessons of mathematics, we present questions and assignments aimed at developing the logical thinking of students through the formation of spatial representations and various creative assignments.

1. What does it say as a beak?
2. Draw a rectangular triangle.



1. find a small angle from a right angle between the corners.
2. How many meters of wire mesh will it take to weave a square-shaped crop area with sides 4m?
3. Which of the following forms can be made from 2 pieces of paper of different shapes?



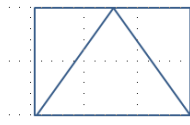
4. How many symmetry axes can be transferred from the following figure?



5. How many symmetry axes are in the form below?



- 6. Paint 1/2 the part of the rectangle.
- 7. Draw a figure that is



symmetrical to the given

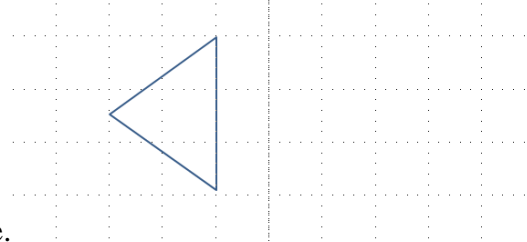
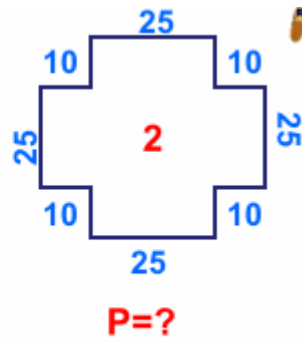
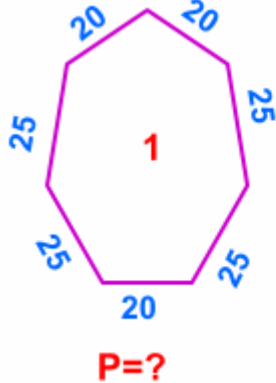


figure.

- 8. Compare. 1dm 1 m



1- exercise: Find the pyramid.

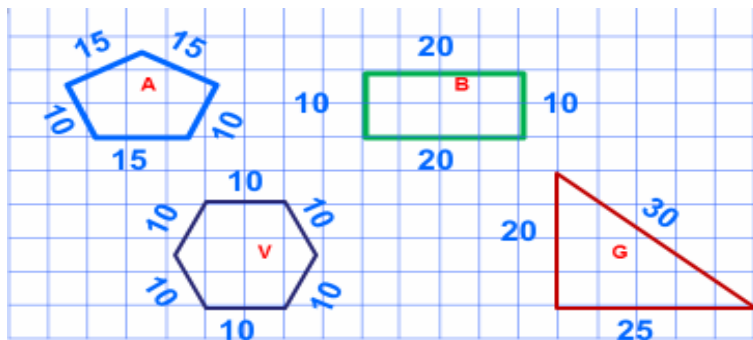


$P=25 \times 4 + 20 \times 3 = 160(\text{sm})$

$P=25 \times 4 + 10 \times 8 = 180(\text{sm})$

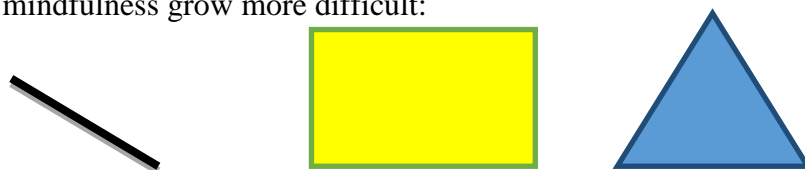
Answer: $P=160 \text{ sm}$ Answer: $P=180 \text{ sm}$

Task 2: which is the perimeter of the figures the same? Which is the perimeter of the figure large?



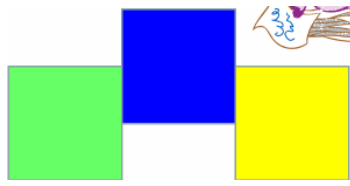
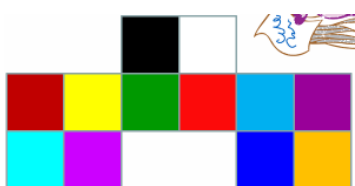
Answer: 1. $P_B = P_V$ 2. $V < A, B < G$.

Task: 1. How many triangles are there in the picture? (1-group Students) this kind of assignment makes students' mental ability, mindfulness grow more difficult:

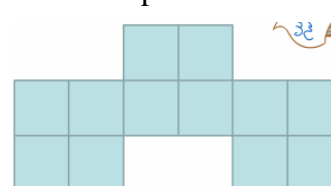


Answer: In picture was described 10 triangle.

4-Task: how mane



squares in these pictures are there?



1.

Javob: There are 15 squares.

Conclusion

In general, the main goal of using educational tools is an expression of the pupils' interest in the subject of study, the improvement of their knowledge and personal qualities. Therefore, in the process of using such tools, taking into account the overall potential of the students, the correct choice of the questions to be presented is the best way to lead to the result.

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