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METHODS OF TEACHING ARITHMETIC OPERATIONS ON NON-NEGATIVE INTEGERS

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Abstract

Article in the primary grade students arithmetic operations on non-negative integers complete a life of technique improving about thinking is doing. The addition and multiplication, reproduction, to part, to separate, they see o'granish the method of showing the mentioned.

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Introduction. The system of continuous education formed in the Republic of Uzbekistan serves to ensure effective organization of the process of training a competent person and a qualified specialist. Educational institutions operating within the framework of the system of continuous education have an important place in the organization of the educational process, relying on advanced, democratic and humane ideas, and having a new meaning. The formation of the system of continuing education, as well as updating the content of the base, is considered the main idea of the reforms carried out in the field of Education.

The main part. The main objectives facing the teacher when working on the methodology of teaching students to perform arithmetic operations in mathematics are as follows:

1. To acquaint readers with the content of the actions of addition and subtraction, multiplication and division;
2. To ensure that students use decimals from computational methods;
 - a) Method of adding and subtracting the number by parts.
 - b) The method of adding The Sum using the substitution properties.
 - c) Method of subtraction, based on the knowledge of the appropriate state of addition in the division of numbers, or the connections between the aggregate and the addressee, using the skills of finding the second addressee on one of the aggregators and the addressee.
 - 1) Add and subtract, multiply and divide skills, forming skills. The study of addition and subtraction can be divided into several stages, in which the work is interrelated.

The content of oral and written skills in students is one of the main areas of the mathematics

curriculum. Before studying arithmetic actions, it is necessary to convey to the minds of children its meaning, content. This task is performed on the basis of performing various practical tasks. He said: the meaning of the addition and subtraction of the subject of "decimal" is carried out with the help of such actions as combining the elements of two sets and dividing its parts from the set. The study of the connections between its components and the result of multiplication serves as the basis.

So, what is an abstract in the 1st stage of teaching will serve as a clear basis for the formation of more abstract knowledge at the next stage.

For the assimilation of various methods of calculation, the program assumes the introduction of some important properties of arithmetic operations and the resulting results from them.

In addition to studying the properties of arithmetic operations, the program also provides links between the terms and results of arithmetic operations.

It is important to check the work steps, equations.

For example: if $6 \times 4 = 24$, tie it to become $24 : 6 = 4$; $24 : 4 = 6$ such cases are formed.

One of the important tasks is the formation of computing skills. In oral and written form, the calculations are reflected in each subject of the classes.

For example: oral

$276 + 432 = (200+400) + (70+30) + (6+2) = 600+100+8 = 708$ in written form:

The main skills of oral calculations are formed in Iva2-th classes. Both methods of oral calculation and methods of written calculation are based on the knowledge of the properties of actions and the connections of the results from them between the companies of actions and the results.

In the new elementary mathematics course, similar to the previous one, arithmetic takes the main place. In the new program 1-4 classes, the content of arithmetic material has not changed much: the theory of arithmetic (properties of operations, results and interrelation between components, when one of the components changes; changes in the results of actions) is less illuminated, the connection of the theory with practical issues (counting, measurements, calculations, solving issues) is more strengthened: a somewhat perfect system of formation of the most important concepts (number, counting system, arithmetic operations) is envisaged. Also, the arifme-stitch elementary learning style has been perfected. New scientifically-based methods and methods aimed at activating their thinking activities from all stages of teaching junior students, summarizing the assigned facts and observations in a timely manner, appointing interrelation between certain issues, the emergence of independent performance studies in children are included in the school program.

The distribution of the educational material by the academic years is planned to gradually increase the area of numbers studied: I class "numbers from 1 to 20", II class "numbers from 1 to 100", III class "numbers from 1 to 1000", IV class "sovdar from 1 to 1 000".

The material for numbering and arithmetic operations is studied as concentrates. In total, five concentrates are envisaged: decimal, two-hundredth decimal, one hundred, one thousand, multi - digit numbers (in primary school-within a million).

Each concentration reflects the main issues of the course of systematic arithmetic according to its content, therefore, when students study the numbering of numbers within those or those limits and the actions on these numbers, they create an idea of the essence of arithmetic in general. Each time, repeatedly resorting to the performance of nomenclature and actions on the basis of a new finite material allows kengaytirishga to deepen the content of the most important arithmetic concepts and. In addition, the gradual formation of a solid educational and professional background (in Sanok, in measurements, in oral and written nomenclature, in accounting, etc.). k.) tah-mined, because the

methods of performing these actions, while maintaining the general, gradually become more complicated. Thus, the study of nomenclature and arithmetic operations in each previous concentrate is considered to be a preparatory work for further study of the corresponding issues, while in each subsequent concentrate the previously studied material is summarized and consolidated.

There is a lot in common with the content, sequence and style of study of all concentrating material, this allows the formation of a general usullgari of performance in a particular style of teaching, to develop students' awareness and independent thinkingtiradi. At the same time, each concentration has its own peculiarity, which will be the basis for distinguishing it. This is due, on the one hand, to the property of the arithmetic material. For example, the numbering of numbers within 10 differs from the numbering of numbers larger than ten qi-ladi: methods of oral calculation calculations on multi-digit numbers have their own sides in relation to the methods of performing calculations. On the second hand, the separation of concentrations is caused by the specificity of the goals and objectives of training at some stages of the work. For example, in cases of addition and multiplication of one-digit numbers (tables), in contrast to all other cases, iodine is obtained (in other cases), calculations are performed using tables, and the results are not memorized.

Conclusion. The teacher plays a leading role in the study of didactic principles and the organization of an individual approach to them in the organization of the study of the performance of arithmetic operations by their students in elementary mathematics classes. His personality, knowledge and attitude to students, methodical skills - these are all of them of great importance in the successful solution of the issue under consideration. At the same time, factors such as the level of development of students, the scope of knowledge are also affected.

We determined the content of the methodological support of the course in mathematics in the elementary school, based on our own theoretical views, and in the process of studying students. In the lessons of elementary mathematics, we determined the unused possibilities of the didactic principles of organizing the study of students' performance of arithmetic operations.

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