



## Teaching Mathematics in Elementary School: Issues and Solutions

Fozilov Jakhongir  
Ibrokhimovich<sup>1</sup>

<sup>1</sup>Student, Fergana State University, Fergana, Uzbekistan

Abduraxmonova Mohinur  
Furqatjon qizi<sup>2</sup>

<sup>2</sup>Student, Fergana State University, Fergana, Uzbekistan

### ABSTRACT

Mathematics as an academic subject contains the necessary prerequisites for the development of students' cognitive abilities, it forms and corrects such forms of thinking as synthesis, comparison, analysis, develops the ability to generalize to concretize, creates conditions for correcting memory, attention and other mental functions. In this process, the development of children's speech is observed, it is enriched with special mathematical terms and expressions.

### Keywords:

Primary School, Mathematics, Teacher, Students, Method, Method, Psychology, Tasks, Education.

Mathematics is one of the most significant disciplines, which can be very necessary in the life of every person. In principle, it is impossible to do without mathematics, given the time in which we all live. When explaining the solution of a particular problem, the student acquires the skills to rationally explain his actions, to do it accurately and concisely, without adding unnecessary words or expressions.

Mathematics lessons in the elementary grades are strikingly different from the same classes in the older grades of the school. A teacher of mathematics in the primary grades, like other teachers at this stage, must possess the skills of a psychologist and educator in addition to their main duties. Because training during this period implies not only the presentation of knowledge in various academic disciplines, but also its upbringing in psychological and personal terms. Like other subjects, mathematics involves mastering the following knowledge and skills:

1) gives the concept of a natural number, zero, a natural series of numbers, their properties, the concept of ordinary decimal fractions;

2) forms in the minds of students clear ideas about the main quantities (the length of the segment, cost, mass of objects, the area of different geometric shapes, the capacity and volume of bodies, time), units of measurement, various quantities and their ratios;

3) gives the concept of the metric system of measures, measures of time;

4) the ability to perform four basic arithmetic operations (addition, subtraction, multiplication and division) with multi-digit numbers and fractions;

5) develops in students the ability to solve simple and compound problems.

To achieve the above goals in mathematics lessons, various methods are used, which are aimed at the most complete transfer of educational material to students. Methods of teaching are ways of joint activity of the teacher and students, with the help of which the teacher transfers knowledge and skills from the teacher to the student. Such methods have many varieties. The teacher chooses which of them would be appropriate to apply at this particular stage of learning. Some of them are creative, others are called traditional. If new teaching methods have not yet been

mastered by many teachers, traditional methods have long been used in the classroom and have managed to show their effectiveness. More often in other elementary grades, when explaining materials in various academic disciplines, including mathematics, the storytelling method is used; when applied to mathematics, it is called the method of presenting knowledge. Along with it, the method of conversation is used.

During the conversation, the teacher sets tasks for the students, in the solution of which the latter will have to use the knowledge they already have.

The methodology of teaching mathematics is closely connected with other sciences, primarily with pedagogy, developmental psychology, ethics, native language and literature. Recently, the use of modeling methods has been increasingly noticed. Teaching mathematics in secondary general education schools, including in primary grades, contributes to the formation of such personality traits in them as accuracy, punctuality, perseverance and strong will.

Also, mathematics can help for educational purposes. This subject teaches students rational thinking. If the lessons of the native language and literature help to reveal the creative abilities of the child, give him a field for improvisation, mathematics teaches him to firmly assess this or that situation, draw the right conclusions and make the most correct, acceptable decision in this situation.

Mathematics also forms in students such forms of thinking as comparison, analysis, and the ability to generalize conclusions. Also, by solving a mathematical problem, the student gets the opportunity to strengthen memory correction, sharpen concentration skills, and develop observation skills.

In the primary grades of secondary school, children very often perceive mathematics as a boring and monotonous subject, perceiving classes in this discipline as the most monotonous passing. The blame for this state of affairs can be called the teachers themselves, who for the most part do not seek to introduce something new into the lesson process, they are not interested in how interesting their

teaching abilities are considered by the students. It is important to remember that a teacher whose teaching methods are considered interesting for students to understand wins among them.

Indisputable authority and as a result, in the lessons of such a teacher, they are more diligently trying to get his praise. It is easier for such a teacher to convey to the students the educational material provided for this particular lesson. Why do some teachers manage to gain confidence in children, while others, with all his undoubted pedagogical knowledge, do not succeed? Because, as noted above, they must first of all be psychologists, which implies the ability to find an approach to each child. It is very easy to work with children who have the ability to mathematics, they grasp the teacher's explanation on the fly, easily perform mathematical operations and solve problems of different levels of complexity. But, as a rule, there are few such children in the primary grades. In the course of the research, it was found that a child who experienced difficulties with addition and subtraction at preschool age also has them in the primary grades, which certainly interferes with his learning of mathematical material.

As math problems become more difficult over time, the problems of such children are exacerbated. It is all the more important that the teacher be able to find out the number of such children in this particular class and build a lesson plan taking this detail into account. Primary school teachers deal with this problem in different ways. Some practice dividing children into groups depending on their level of knowledge and abilities in mathematics. In such cases, stronger or slightly weaker groups are formed. The teacher gives these groups tasks based on their abilities - a strong group solves more difficult tasks, a weak one does not so difficult. The teacher gradually complicates the tasks of the lagging group, step by step bringing such students closer to the level of children from a strong group. It should be noted that this method has a number of its advantages, but it is also not without its drawbacks. Its advantage can be considered that children in lagging groups have the

opportunity to catch up with their classmates from a strong group, to strengthen their skills in solving the problem of eliminating their shortcomings. But it must be taken into account that this method can lead to stratification of students, dividing them into leaders and outsiders. Since children in the primary grades are not yet very confident in themselves and their abilities, such a separation can hurt their pride, and especially impressionable children can even injure their psyche.

Therefore, the teacher who decides to apply this method should be as attentive as possible to the psychological climate of the class, not to allow the arrogant attitude of students from a strong group towards children from a weaker group.

Another way of teaching mathematics is also known - for the duration of the lesson, the teacher transfers a student who is strong in mathematics to a weak one, giving them one task for two. In such cases, small teams are created from the students, which, for two, perform a common task. This way of teaching children to work in a team, a lagging child, who is often timid in relations with a teacher, feels more relaxed next to a peer and sees how tasks are solved using a living example, a classmate can reveal the essence of the problem in an accessible language for him to understand. problem and explain how to solve it. But this method gives a result only when friendly relations are established between two such students. Otherwise, such work can turn into torture for both parties and can cause nothing but mutual irritation.

And this again means that the teacher must be a subtle psychologist and connoisseur of children's characters. Because in such teams there is always a leader and a follower. If the leading student learns well the led one can improve his problem solving skills he will actually learn to solve arithmetic examples. But if the leader is stronger in terms of character, but studies worse, this method will not give anything good, since he will dominate in a pair and all the work for him will be done by a student who is strong in studies, but weak in character. In such cases, the lagging student

will not learn anything, all his activities in the team will only lead to copying off tasks solved by another student.

### Conclusion

As we can see, the teaching of mathematics can be carried out using various methods and methods in order to use the time allotted for the lesson in the most rational way, in terms of conveying the educational material to the consciousness of students. Although mathematics is an exact science, all the same, teachers can experiment, apply various aids, music, movement, everything that can show children all the beauty and power, as well as the significance of this discipline in everyday life.

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