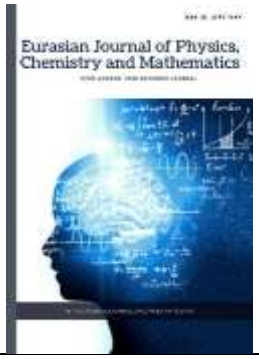

Methods of Teaching How to Solve Issues by Creating Equations

Abdusamatova Hilola Odiljon qizi

Katta lecturer at the Department of Mathematics Natural and Humanitarian Sciences at the Thermal Institute of Agrotechnology and Innovative Development
(abdusamatovahilola1991@gmail.com)

ABSTRACT

The main objective to develop and develop logical thinking abilities, to express themselves independently, to expand students' thinking worldviews, and to educate them of their minds and the virtue of preparation. The textbook of mathematics involves teaching students how to solve certain different issues by creating equations

Keywords: logical thinking abilities, equations

The textbook of mathematics involves teaching students how to solve certain different issues by drawing up equations. Adding, separating, multiplying, and dividing issues by creating equations is an important task to teach them how to solve simple issues and, together with examples, to solve textual issues using equations to strengthen students' knowledge. It is the main objective to develop and develop logical thinking abilities, to express themselves independently, to expand students' thinking worldviews, and to educate them of their minds and the virtue of preparation. The textbook of mathematics involves teaching students how to solve certain different issues by creating equations. In order for students to learn how to solve issues by creating equations, they will have to distinguish between the amounts given and tracked in the issue. Solving simple issues by creating equations begins in the second grade. In the second grade, simple issues related to finding unknown components of the actions of adding, separating, multiplying, and dividing equations are solved by the way equations are formed. We will show the students questions about the topic. For example, "There were several anorexia in the basket. After 17 more anorexia was cut off from the garden and put in the basket, the anorexia in the basket was 32, and how many anorexia were there in the basket first?' Previously, you can make a brief prerequisite for this issue:1) we first determine the number of anorexia in the basket with x;2) the number of anorexia in the basket and the number of anorexia added (X+17); 3) All will be 32, and the equation will be compiled as follows: x + 17 = 32.Bor - ? The anorexia was disconnected - all 17 anorexia were 32. In solving the issue by equation method, the reader's assumption is, "If we determine the number of anorexia in the basket with x, the disconnected anorexia was 17, all 32, and how much anorexia was in the basket?" Solution: x+17=32x=32-17x = 15 means there were 15 anorexia in the basket. The most difficult situation for readers is to correctly structure the equation by using the unknown in the right place. We will work out a few more of the similar issues to produce insights in the students,1. The issue. There were 17 boys and several girls in the volleyball team. After 8 more girls were added to the crowd, the number of girls fell 4

times lower than the number of boys. (1) Boys 17; (2) we mark several girls with x; (3) 8 more girls are added to the clush; and (4) the number of girls is *4* fewer than the number of boys . We compile the equation as follows: so boys - 17; Girls - x + 8 – x

Solution: x + 8 - 4 = 17x + 4 = 17 - 4x = 13 girls have 13. Thus, from beginning to end of primary school, the process of solving issues such as final equations and inequalities, variable inequality, teaching equations, compiling equations, and solving issues will continue from systematic simplicity to complexity.2 If the thought number is increased 2 times and 17, 47 will be produced. Shi: Find the number? We compile the equation as follows: x

· 2 + 17 = 47 Solution: x

· 2 + 17 = 47 x
· 2 = 47 - 17 x
· 2 = 30 x = 30:2x = 15 means the thought number is 15. To be sure of the answer, we will check, x = 15 15

· 2 + 17,= 47 The answer is correct.3 The boy paid 5 pens and 60 gallons [60 L] of magazine for 35 gallons [35 L]. How many gallons [1 L] of pen does it cost? Solution: 5

· x + 35 = 605
· x = 60-35 5
· x = 25 x = 25:5 x = 5

Check: 5 · 5 + 35 = 60 means that the answer is x = 5 (1 pen is 5 hours old) In elementary schools, especially in Grade II, we introduce students to the solution of some different unknown equations. Knowing the following rules does not make it difficult for students to solve equations:1. To find an unknown add-on, separate a known add-on from the sum.2 To the separation to find an unknown decreasing. you need to add a separating device.3 To find an unknown separator, you need to distinguish the separation from the carpenter.4 To find an unknown divider, you need to multiply the division into a divider.5 To find an unknown reproduce, we divide the increment into an incremental multiplier. The teacher's introduction to the equation will be enhanced by solving the issues of this view: "They added 4 to an unknown number and produced 12, Find the unknown number?" For example, the equation x+4=12 will be created. Then he told readers, "What is known in the equation?" (Second add-on 4 and sum 12) "What is unknown?" (First Add-in) "How to find the 'Noma'lvm joiner?' (The sum should be separated from 12 known contributors 4) Unwind: x+4=12x=12-4x=8 After the thread is removed, it will be checked: dcmak.x= 88+4=12 12=12. To find an unknown number, we divide the increment into multipliers. Example: (x-60): 4=80x-60 = 80 · 4x-60=320 x = 320+60 x=380 is produced. (380-60):4=80Demak, dividing x and 60 numbers; 4, division 80. To find an unknown dividing, you need to multiply the division into a divider, and solving the continuation of the equation will not be a challenge for readers

Example: x · 2+21=25x · 2=25-21 x · 2=4x=4:2x=2, 2 · 2+21=25 In other words, experimental testing conducted during pedagogical practice has resulted in an increase in the quality and effectiveness of mathematical lessons. [16]

Conclusion to Chapter II.

The main practical objectives of teaching algebraic materials in elementary schools should be to teach the properties of equations, numerical and letter expressions, to build the necessary imaginations, and to equip students with the practical training and skills necessary to solve practical issues related to the calculation of illustrations and equations. Introducing common algebraic terms is necessary to continue studying successfully in the upper classes. The **general conclusion** encompasses primary education in grades 1-4, and shapes students' regular knowledge of the basics of science, the need to learn in them, the spiritual and moral qualities based on national and human values, the intellectual attitude of students to the environment, and the choice of professions. Primary education is aimed at forming the basics of literacy, knowledge and skills that need general secondary education. Admission to grade 1 of the school from the age

of 6-7. It is one of the tasks of a primary school teacher to carefully develop the methodology for teaching algebraic materials in elementary schools.

List of Available Publications

1. I.A. "Our goal is to modernize the country and establish a strong civil society." Speech at a joint session of the U.S. Supreme Court and Senate on January 27, 2010. Justice newspaper – Tashkent: January 29, 2010. No. 4 (761) 1-3 pages
2. The state program "The Year of the Barkham Generation". Resolution of the President of the Republic of Uzbekistan. Justice newspaper – Tashkent: January 29, 2010. No. 4 (761), 1-2 pages
3. I.A. High spirituality-invincible power – Tashkent.: 2008. I.A. "Highly qualified specialists - scattering factor " - Tashkent: Uzbekistan, 1995-24 pages
4. The Barkham generation I is the foundation of Uzbekistan's development.-T.: "Sharq" publishing concert. 1997.
5. Karimov I.A. "Our Pirate Goal of a Free and Prosperous Homeland, a Free and Prosperous Life" - Tashkent: Uzbekistan, 2000, page 525.
6. "Law on Education" of the Republic of Uzbekistan - Barkham Generation - Foundation of Uzbekistan's Development.- Tashkent: East, 1997, pages 20-29.
7. Law of the Republic of Uzbekistan "On the National Program of Personnel Training" - The Barkham Generation - Foundation of Uzbekistan's Development.- Tashkent: East, 1997, pages 31-61.