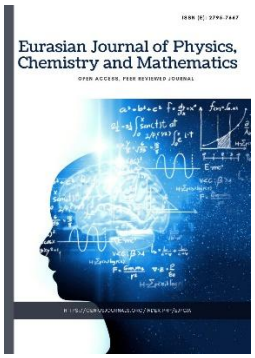

Integration Of Mother Language And Reading Subjects In Solving Mathematical Problems In Primary Education

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ABSTRACT

This article discusses the importance of the mother tongue and reading subjects in teaching mathematical literacy in primary grades. Basically, it provides an understanding of mathematics teaching methodology and its advantages.

Keywords: mathematics, integration, methodology, reading literacy, native language

Introduction

In the current era of great economic changes, the importance of mathematics has increased even more, and therefore mathematical education is of great social importance. The government of our republic has set itself the task of improving the system of education and upbringing of young people, bringing education and upbringing to the level of increasing demands of life. In 1997, the "Law on Education" was adopted. This law states that the role of the school has further increased during the period of social and economic changes, that the main task of the school is to provide students with thorough knowledge of the basics of science, to form economic and mathematical literacy in them, to prepare them for life and a conscious choice of profession, and to bring the content of educational plans and programs to the level of modern achievements and requirements. In order to implement these tasks, a new curriculum is being introduced for almost all subjects, including mathematics, and teaching methods are being improved. Primary grades were transferred to 4-year education instead of three years. In connection with the transition from mathematics to new programs in primary grades, a new methodological system has been developed. In order to successfully teach mathematics to primary school students, a teacher starting his career must have mastered the developed system of teaching mathematics, that is, the methodology of teaching mathematics in primary grades, and on this basis, independently begin creative work.

Main part

The subject of the methodology of primary mathematics education is as follows:

1. Substantiation of the goals set for teaching mathematics (why it is taught).
2. Scientific development of the content of teaching mathematics (i.e., it is shown what material in mathematics should be studied in primary grades, why this material is chosen, at what level of generalization each individual issue of the course should be studied in primary grades, in what order the topics should be studied, which would be the most rational).
3. Scientific development of teaching methods. (how to teach, that is, what should be the methodology of educational work so that

students can acquire the knowledge, skills, abilities and mental abilities that are currently necessary? For example, how to learn to add and subtract numbers within 10, including how to reveal the commutative property of addition in this topic?).

4. Development of teaching aids - textbooks, didactic materials, instructions - manuals and technical means (with what to teach?). necessary!

5. Scientific development of the organization of education (how to conduct a lesson and extracurricular forms of education? What organizational methods should be used to conduct educational work? How to more effectively solve educational and educational issues in the educational process?).

The importance of the mother tongue and reading subjects in solving mathematical problems in primary education is very great. Because these subjects form the basic skills necessary for students to understand, analyze and solve mathematical problems. The main aspects of this importance are presented below:

1. Language skills for understanding the problem: Mathematical problems are often expressed in words. In order for students to understand the condition and requirement of the problem correctly: Through native language lessons, they acquire reading, vocabulary, sentence analysis and comprehension skills. Identifying the main information in the condition of the problem and understanding the logical connection rely on knowledge of the native language. Language and mathematical concepts: Through native language, students can clearly and correctly understand mathematical concepts. For example, learning mathematical terms and concepts in their native language makes it easier to remember and apply them.

2. Reading and logical thinking:

Reading lessons teach children to understand the content of the text and analyze it. The following aspects are important in solving mathematical problems: Understanding the context: Determining what the text of the problem is about. Logical organization: Understanding the connection between the condition and the requirement and analyzing them step by step.

3. Learning Mathematical Vocabulary:

Students learn mathematical concepts and terms through their native language and reading. For example: Understanding operations such as addition, subtraction, multiplication, and division with words. Correctly understanding the meaning of words used in the problem (for example, "all", "less", "more"). Understanding Mathematical Problems: Reading helps students understand and solve math problems. The ability to read and understand problems is important for solving them correctly.

4. Developing Logical and Creative Thinking:

By reading stories and texts in reading lessons, students learn to express their opinions and determine cause and effect. This helps in solving problems in the following ways: Approaching the problem in different ways. Identifying and correcting misconceptions.

Logical Thinking: Home language and reading subjects develop students' logical thinking skills. This increases the analytical and reasoning skills needed to solve mathematical problems.

Interdisciplinary Connections: Through home language and reading subjects, students learn to connect with other subjects. This allows them to apply knowledge from different subjects to solve mathematical problems.

Focusing on home language and reading subjects in primary education greatly helps students to solve mathematical problems successfully.

Conclusion

Native language and reading are important foundations for understanding and solving mathematical problems. Students who master these subjects well also succeed in mathematical thinking. Therefore, teaching them in harmony ensures the comprehensive development of children. It should also be noted that as a result of interdisciplinary integration, primary school students develop the ability not only to solve mathematical problems, but also to answer questions arising in other subjects through mathematics.

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