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METHODOLOGY FOR WORKING ON GEOMETRIC MATERIAL ON THE TOPIC "TEN"

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Annotation
Mathematics, along with all subjects, studies all the processes that take place across the board. It is only natural to concludethat there is mathematical mathematics in this process that occurs. This article discusses the methodology for working on geometric material on the theme "Ten."

Keywords: Mathematics, geometric material, measurement poles, add separation, be multiplied.

As in the first grade, learning to solve issues in the second grade is done by developing new concepts, switching from solving simple issues to solving complex issues. Here are all kinds of simple issues related to breeding and sharing, namely, indirect and directly expressed issues related to finding a collection of the same add-ons, being cartilage and divorcing them into equal pieces, comparing numbers, finding unknown components of actions, as well as complex issues, including to find the sum of the two multipliers and to teach it reverse issues, issues that are brought to (divide) the sum by number, and other issues.

If the issue given is suitable or similar to the one solved in the classroom by its difficulty (equally strong), then children should be trained to independently find a way to solve the proposed issue. For this purpose, students should master the simplest common ways to approach the solution to the issue. Thus, under the direction of a teacher, children should be able to briefly and clearly write down the terms of the masaia, clearly describe the condition with a drawing or a picture in order to make it easier to find solutions; to abstract the terms of a specific issue (based on the use of abstract terms such as baho, quantity, and how long it stays); to study other methods that can help unlock the (logical) link between the given and tracked amounts in the matter.

The 1st grade program provides for the composition of important knowledge, skills and skills based on further education. Lesson 1 should contain perceptions of numbers, numbers, additions, and separation actions, intelligently integrate the numbers (children should learn how each number in the line is formed, and learn how to combine numbers). Special attention should be paid to the intelligent mastering of geometric material in the methods of adding and separating.

Finally, the result of teaching in Grade 1 should be to intelligently and carefully master the table of adding numbers within 10, the corresponding content of these numbers, and bring this learning to automation. Children should know verbally that 3+6=9 is, 9 is 4 and 5, 9-6=3, because 9 is 3 and 6.

In addition, children can count predictions within 20, They need to know the contents of decima and units that can read and write numbers from 0 to 20 (12 know that it consists of 1 ten and 2 units, 1 ten and 7 units are 17), examples of adding and separating within 20 (10 + 6, 13 - 3, 16 - 10) they must be able to unravel.

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In addition, children should learn how to solve issues related to the collection, the discovery of the remainder, the increase or decrease of the given number by several units. To identify and expand children's spatial imaginations all year round, Practical for determining and expanding their understanding of the relationship between "more," "less," and "that", which is related to measuring the length of predictions (first using a specified length of 1 centimeter and then a pole of 1 centimeter long), measuring the length of the cut (in whole centimeters) with a drawer and drawing an intersection of the given length systematic work is carried out on the formation of qualifications. The teacher should always remember that learning tasks can be solved only when children's life experiences are constantly based, systematically enriched, so children need to take care of the development of speech, memory and thinking.

For the overall development of children, work must be carried out in each lesson, depending on the possibility, related to the observation of a group of predecessors, some predictions, their classification, political, and children's memories. At the same time, it is important to teach children how to remember easier. For example, adding the same numbers in the study of the insert table (4 + 4, 5 + 5, etc.), remembering the results will help you remember when adding based on 4+5, 5+6 and other geometric materials .

Mastering many of the program's issues at the same time requires that a child intelligently perform it or this action. For example, by counting the predictions in one group first in one order and then in another order, children conclude that the census does not depend on what order the counting is carried out. Also, as a result of practical observations, children make sure that the order of the predecessor always depends on what order the counting is carried out, etc.

As a result of most observations, the material that helps facilitate calculations should be used by the teacher to make the necessary integrations into the student's strengths.

For example, children observe and compare geometric materials in the form of 4 + 5, 5 + 4, concluding that the sum does not depend on the order in which the numbers are added, and they use this properties of the sum to add a large number to a small number (2 + 7, 1+9, etc.).

Instead, children wonder what is known, what is unknown, what comes from the terms of the issue, what arithmetic actionlar can be used to find the answer to the question of the issue must be learned to explain clearly and clearly. They should be able to base each action on why they chose it, to form an expression or equation on the issue, to solve it, to be able to answer the question of the issue, to verify the accuracy of the solution to the issue.

Adabiyotlar

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