OF TEACHING STUDENTS TO SOLVE COMPLEX TWO-ACTION PROBLEMS IN PRIMARY EDUCATION

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Abstract

Initial of education the first in classes issues in solving students gathered now and the remainder to find circle , number one how many unity gain or to reduce circle total and joiners to find round , distinct to compare circle simple issues , differences and the reducer to find circle , difference and the parting one to find circle one how many in appearance to issues face they come

Initial class students ability attention if we can , in them mathematician issues solve unformed , students simple and complicated issues complete read they can't . In this matter to the students textual issues to solve in teaching to what main attention focus need about the word is conducted .

Key words : Problem, General problems, Simple one-step problems, two-step and three-step complex problems, Add (increase) - push, bring, bring closer, Subtract - push, leave, take away, fly away leave.

INTRODUCTION

Get started in classes of students mathematics science appropriations example and issues to solve depend That's why math for too in their classes students example and issues to solve to teach important and is an urgent issue .

That's why for this in the article to the students content issues to solve to teach important to the sides attention focus need about Methodical thoughts statement reach the goal by doing placed

Current until the day start drinking class mathematics in their classes students ready knowledge based on issues to solve by teaching is coming . School education in the system reforms and today's period demand that's it shows that students mathematician knowledge themselves looking for to find necessity , teachers while to this conditions to create and look demands to be done . Such training process only interactive teaching methods through done increase can

As you know , mathematics in children thinking , attention , memory , creativity thinking , observation such as qualities to develop help will give . Also issues solve to the students makes sense thinking abilities increases , own his opinion exactly , right and smooth statement to do teaches math concepts right to form children wrapping standing of Muhid mutually of relevance different sides deeper to understand help will give .

Main Part :

From the concept of matter given known from two less was not numbers with one or one how many unknown numbers that it is required to find to understand can

In the matter student known numbers with unknown numbers between connections of the matter from the content himself to find the problem himself to choose and of deeds fulfillment procedures himself determine need

As you know , it 's the beginning in classes mathematician issues simple and complicated to issues is separated . One action with only one times solve possible was issues simple issues including enters Two, three or from him more than action using solvable issues complicated issues is called

Initially to the students simple issues solve around to teach to the goal according to Basically simple issues in solving of deeds meaning will open .

Students one series simple issues solve in the process different deeds with solvable issues mastering they get For example , add to practice circle in matters given numbers one to the thigh that they understand as combining possible , given thigh one how many unity it can also be understood as gain . Subtract actually the rest understand as finding possible or several unity understand as decrease can Also the difference to understand as finding possible and etc.

the students simple issues to solve to teach and of students this knowledge complete mastering to get so much necessarily complicated issues basically simple to issues brought solution to the students is taught .

For real complicated issues solve for initially a complicated matter is simple to issues separate is taken Then look this simple issues known in order to be brought need This kind of process of students makes sense their thinking progressive makes

the students complicated issues to solve to teach for the content of the issue event into deeper entrances or in the content of the issue the situation the eye to the front sure bring that they get students understandings need if so if not done , the issue solution to the students difficulty does That's why for complicated issues content and essence life , technique from the direction of construction from the field , from nature received if , the student through the issue life , technique direction circle , construction to the field circle and of nature different sides with sure in numbers they know and to them circle known to knowledge have will be

Get started class students complicated issues to solve to teach for initially known data unsolvable from issues start important role plays For example , "Anwar 10 examples solution you need an example taking off it has been . He again how many example solution do you need ?" Placed to the question answer to give for the same without one information not enough This information of students themselves inputs possibility to give it is necessary But in this any amount of information input possible that it is not to the students to be explained must will be Because in which 11, 12, 13 and etc numbers put it won't be .

The issue solve for Anwar all 10 examples in total solution need was Complicated issues so is solving situation harvest will be This is it unknown information in the matter given another from the data using to find must will be The issue is " 10 in one shop , another in the shop while 4 less than that there is a lathe. In both workshops how many lathe is there ?" There are two in this from information using second in the shop how many lathe that there is determination can

10-4=6 machines .

10 information on the first session and found second using data (6 lathes). both in the shop how many lathe

10+6=16

Being identify is taken .

the students complicated issues to solve different in teaching Methodical of methods use to the goal according to In this case, the students makes sense thoughts develops , mathematics science has been interests increases and mathematician knowledge competence increases .

Complicated issues suddenly to solve entry can For example , this one issue to bring can : " first 12 pencils in a box , second in the box 3 less than that I have a pen. In boxes everyone pens how many ?"

The condition of the students speaking will give since , the first in the box how many that there are (12) pencils shows ; not opened the box showing in it that there are 3 less pencils says A difficult question express , student one the box to the other brings closer . From this after children issue of the teacher guide questions according to they repeat . Then look on the board schematic boxes picture will be done . First box picture 12 pencils in front writing and second box in front question sign and 3 pencils less writing appear will be In the matter what is being asked Referral question with both box are combined and his under question sign is placed . Then look students picture according to of the matter content issue they repeat . In this , students of the matter the question , how deeds perform need and how in order actions perform necessity realize they are enough .

12 ? 3 less

the students complicated issues to solve to teach for of the matter short writing using the method can This is as follows based on a complex issue explanation to the goal according to

"Anvar, Akbar, Karim and Otabek go to the garden they went Anwar has 4 walnuts , Akbar has 2 more , Karim has more To Akbar than one little , and Otabek 3 more than Karim walnut they found How old is Otabek ? walnut white found ? "

This of the matter short writing as follows :

Anwar - 4 white walnuts

Akbar- 2 more than Anwar walnut white ?

Karim- 1 less than Akbar walnut white ?

Otabek-? 3 more than Karim walnut white ?

The teacher's guide questions based on :

- Look says a teacher In the matter only one there is a question . How old is Otabek ? walnut white found ?

He is a teacher this the question short in writing separately with red color divides

- Otabek found walnuts about what are known ? 3 more than Otabek Karim walnut white found But how many Karim walnut white It is not known whether he found it . That's why for Ask Karim too symbol let's put

Karim found walnut white about what do you know ? 1 less than Karim Akbar walnut white found But how many Akbar walnut white we don't even know what he found . About Akbar what said ? 2 more than Akbar Anwar walnut white found So , ask Akbar too symbol let's put This is the harvest was from the questions which to one answer give we get , i.e Akbar's how much walnut that he found to know can

1) 4+2=6 (walnut white)

Akbar 6 walnuts white found

S right Karim's how much walnut that he found determination can

2) 6-1=5 (walnut white)

Now the problem main to the question answer give we can

3) 5+3=8 (walnut white)

It is methodical method the students complicated issues to solve to teach method only That's why for such complicated issues explanation or teach for more skill than the teacher and a lot preparation requires viewing .

Students to solve the problem in teaching of issues short from his writing usage is also important of methods is considered

of the problem short the text of the issue simplifies , unimportant things leave to send opportunity and amounts between connections to open as much as possible will give . Also issues short the text of the issue understanding and perception to do also creates opportunities . That's why for of issues short writing in writing concise , clear to be and amounts between connections exactly reflection to carry out attention focus it is necessary

of the problem short writing table in the form of a drawing , picture , scheme and numerous expressions in the form of and etc in appearances to be can

of the problem short each of the writing appearance students of the teacher referrer instructions based on they do . Here are the issues difficulty level look and ask short writing is selected and will be done . This the following complicated of issues short writing based on to solve see we go out

Issue: " Children to the garden two in a can milk they brought , one 32 liters in a can , second in a can and 30 liters there is milk . Lunch for 40 liters milk was used . How many liters milk left ?".

It's complicated in the matter two contact there is . Of them one to lunch used milk with the rest milk amounts between connection , second while total milk volume each with in the can milk volumes between connection
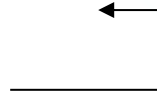
of the problem short in his writing this two contact as follows reflection to continue can

I brought 32 liters in the first canister - 32 l. and 30 l.

         or

II canister-30 (liter)   used - 40 l

Left - ?

Solution 1. 32+30=60 (liter)

2. 60-40=20 (liter)

Answer : 20 liters milk left

Issue 2: 120 kg of grapes from Otabek and Jawahir garden they broke up . 10 kg of it family for left and left grapes to the cells place to the market take go they sold If each 10 kg of grapes per box go to the market how many box grapes sold ?
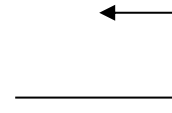
In the matter two different size , that is grapes mass and boxes there is a number

of the problem short writing the following in views to express can

The first   grapes ripened - 120 kg

House left for 10 kg

They sold -?

The second one

one cell grapes mass	Boxes the number	General mass
10 kg	?	120 kg 10 kg ?

Solution : 1. 120-10=110 kg

2. 110 kg : 10 kg = 11 boxes

Answer : 11 boxes on the market grapes sold

Read the student complicated issues to solve in teaching complicated two action with solvable issues to species separate to teach important important have Two actions with solvable complicated issues the following to species separate can :

1.   Twice to add circle complicated two valid issues .

Problem 1: " Reader 15 apples from the box take put it in the basket . Then look again 5 apples from the box take put it in the basket . If in the cell 7 more apples the rest if so , in the cell all being how many apple was ."

The issue solve for the following from the plan use can :

1)   A student all from the cell how many the apple take put in the basket ?

15+5=20 apples

2)   In the cell all how many apple was

20+7=27 apples

Answer : In the cell all 27 apples was

2.   Add swelling and to subtract circle complicated two valid issues .

Problem 2, " 18 liters in one canister , 15 liters in the second canister There is milk . 16 liters milk was used . How many liters milk left ?"

1)   both in a can all be how many liter milk was

18+15=33 liters .

2)   16 liters milk used if so , how many liter milk left ?

33-16=17 liters .

Answer : 17 liters milk left

3.   Subtract and to add circle complicated two valid issues .

Issue 3, " Book 78 books on the shelf there is was There are 15 books taken from him choose from received the rest are 12 books to the shelf back was placed . Now the book on the shelf how many book it has been ?".

1)   15 books from the closet received if there is , in the closet how many book left ?

78-15=63

2)   12 books book to the shelf back placed if so , a book on the shelf how many book it has been ?

63+12=75

Answer : Book 75 books on the shelf it has been .

4.   to be and to multiply circle two practical matter.

Problem, 4 buns 6 kg of bread comes . To the store so take 36 pieces of bread the bride came . Of these all how many kg will it come ?

1) 36:4=9

2) 9·6 kg=54 kg

Answer : All will be 54 kg .

5.   Increase K ' and to add circle two practical matter.

Issue: Rest 48 sycamore bushes in his place , 2 times more than that many p juniper , 12 willows from juniper planted How many willow bushes planted ? of the condition of the matter short writing such will be :

1) 48·2=96 fir trees

2) 96+12=108 willow bushes .

Answer : 108 willow bushes planted

6.   Add swelling and to be circle two practical matter.

Problem: A bush of quince from the tree 12 kg, second quince from the tree 18 kg pick up received All quince 16 kgfrom to the cells placed . for this how many box need was

1) 12+18=30 kg of quince

2) 30:6=5 cells .

 Answer : 5 boxes need was

7.   Increase and to subtract circle two practical matter.

Problem: Cement, 4 times more sand than cement was brought to the construction . 150 mHow many more tons of sand than cement?

1) 150·4=600 m of sand

2) 600-150=450 m

Answer: 450 tons of sand is more than cement.

8.   A double-action issue of being and being.

Problem: On the first day, 56 books were brought to the library in 4 bundles, and on the second day, 42 books were brought to the library. How many bundles of books were brought on the second day?

1) 56:4=14 books .

2) 42:14= 3 bundles .

 Answer: On the second day, 3 bundles of books were brought.

9.   Subtract and to be circle two practical matter.

Problem: Cyclist 3 hours road from walking then again 48 km road walking need If all road 84 km if so , how is it? speed with walked

1)   84-48=36 km.

2)   36:3= 12 km/h

Answer the speed of the cyclist is 12 km/h with walked

10.   Add and to multiply issue .

Issue: Correct of the rectangle height 8 cm , width 4 cm. That's right rectangle find the perimeter .

1)   8cm+4cm =12cm

2)   12cm·2 = 24cm

Answer : Correct The perimeter of the rectangle is 24cm

Summary

Teaching to solve two-step complex problems in elementary grades mainly increases students' cognitive competence, develops students' logical thinking abilities, increases students' interest in mathematics, etc. It is carried out in the process of solving complex problems.

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