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FAIRY TALES IN PRIMARY CLASS MATHEMATICS LESSONS METHODOLOGY OF USING PROBLEMS

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Abstract:
In this article, the formation of mathematical knowledge and skills through fairy-tale problems and teaching elementary school students to successfully apply this knowledge in everyday life, the importance of mathematical fairy tales in children's lives, what are the reasons for organizing lessons based on such fairy tales It is said that attention should be paid.

Keywords: mathematical fairy tale, problem, real-life fictions, real-life reality, problem drawing, demand, content, integration.

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Introduction

It is known that the science of mathematics sharpens the human mind, develops attention, educates determination and will to achieve the desired goal, teaches discipline in an algorithmic way, and most importantly, encourages reflection and expands thinking. As the Honorable President Sh.M. Mirziyoyev noted, "Mathematics is the basis of all sciences. A child who knows this subject well will grow up to be smart, broad-minded, and work successfully in any field." [1].

In our country, mathematics has been identified as one of the priority areas of science development in 2020. A number of systematic works aimed at bringing the development of mathematics science and education to a new qualitative level are being carried out. In particular, "Concept of development of public education system of the Republic of Uzbekistan until 2030" adopted on the basis of Decree No. PF-5712 of the President of the Republic of Uzbekistan dated April 29, 2019, "Mathematics Education" dated July 9, 2019 and State support for the further development of sciences, as well as measures to radically improve the activities of the Institute of Mathematics named after V. I. Romanovsky of the Academy of Sciences of the Republic of Uzbekistan, Decision No. PQ-4387, dated 7/2020 Decision No. PQ4708 of May "On measures to improve the quality of education in the field of mathematics and development of scientific research", in the Address to the Oliy Majlis of January 24, 2020, regarding the comprehensive improvement and development of mathematics science and education a number of important tasks are defined.

Tales, which are a unique educational tool for elementary school students in teaching mathematics, are very interesting and interesting for elementary school students.

We know that a fairy tale comes into the world as a product of human fantasy and inner experiences. It is noteworthy that they always have the priority of humanity, love for the country, hard work, honesty, and the feelings of honesty, and every fairy tale ends with the victory of good over evil. Our opinion is confirmed by the fact that the phrase "Thus he reached his goal" is found at the end of almost every fairy tale.

The use of fairy-tale problems in elementary school mathematics lessons greatly helps to expand the student's thinking and worldview, and to form his conscious attitude to mathematics. A small

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and school-aged child learns to distinguish between good and bad, goodness and evil through a fairy tale. This concept will be imprinted in his psychology for life. After reaching adulthood, he gets used to good deeds.

It is known that it is an art to tell fairy-tale problems in an elementary school mathematics class in an interesting and formal manner and thereby attract the child's attention. Fairy tales are not only a means of education, but also provide mathematical knowledge, develop mathematical thinking and teach how to successfully apply mathematical knowledge and skills in everyday life, form the student's potential to apply mathematical knowledge in everyday life and achieve its development, is to demonstrate and activate students' independent thinking skills.

After all, one thing should not be forgotten, although fairy tales are built on the basis of real-life fictions, mathematical fairy-tale problems naturally reflect the reality of life. These stories, enriched with an interesting plot, help the student to understand life in a conscious way. In a word, mathematical fairy-tale problems play an important role in increasing the interest of the young generation in mathematics.

The importance of solving problems in elementary grades is that problems are used to reveal the content of arithmetic operations, connections between operations, connections between the components of operations and their results, and to introduce connections between various quantities. For this, it requires resourcefulness and logical thinking from students.

The numerical values of the quantities given in the problem statement are functionally related.

The problem can be divided into the following components:

- quantitative data in connection with the content and conditions of the issue;
- a certain amount of information, an unknown number represented by a question;
- solving the problem: according to the content of the condition of the problem, to determine its short form, to determine the plan of solving the problem, to find an unknown number;
- to analyze the condition of the issue, to draw up a plan defining the order of actions to be performed and why such actions should be performed;
- perform arithmetic operations based on this plan and find a solution;
- checking the correctness of the solution.Masala yechishning tarkibiy qismi to‘liq bajarilsa, o‘quvchilar bilimi puxta va to‘liq bo‘lishligi ta’minlanadi.

We will see if we can attract the student's attention to logical thinking by narrating the fairy tale "The King and the Architect" from Umid Ismailov's manual "Mathematics in Fairy Tales" for primary school students.

Teacher: When there is and when there is not, when he is hungry and when he is full, the wolf is hungry, the fox is angry, the crow is crowing, the sparrow is chirping, the duck is singing, he is a bit of a trumpeter. Once upon a time, a king wanted to build 10 houses connected by strong walls and called the palace architect. These walls should consist of 5 walls in a straight line and each wall should connect 4 houses.

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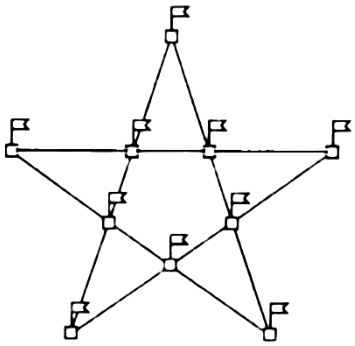
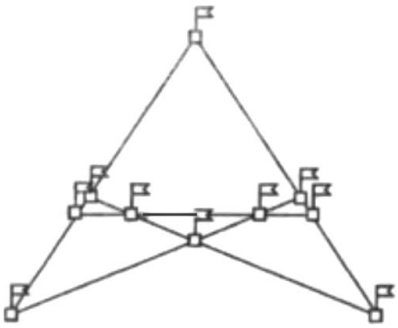


Picture A

The palace architect made the plan shown in Fig. A and presented it to the king. But the king did not like this plan, because when the houses were located as planned, it would be possible to attack each of them from the outside. The king wanted at least one or two houses to be safe from outside enemy attacks and surrounded by walls. After thinking about it, the architect managed to complete the task. Think about the plan that the architect came up with.

So, the teacher and the elementary students, focusing on picture A, begin to think about what the problem is about and develop the following plan:



Picture B

So, after thinking about it, the Architect finally managed to complete the task. Figure B shows the answer to the problem:

- Two houses cannot be attacked from outside by the enemy only if the houses are placed as shown in this picture.
- Here 10 houses are located as the king wishes.
- Pay attention to the drawing, there are 4 houses in one line.
- Each of the 5 walls connected 4 houses.
- 2 houses are located here as the king wanted.
- You can see that the exterior of the two houses is safe from enemy attack and surrounded by walls.
- The King liked the plan that the architect found.

Through such mathematical fairy-tale problems, elementary school students simultaneously develop an understanding of fairy tales, improve their logical thinking, by analyzing fairy tales,

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their speech is enriched with new words, their views on the world expand, students have a career or career. 'creative concepts appear, mathematical thinking develops. Through these stories, we can see the integration of mathematics with other subjects. When choosing fairy-tale problems for elementary school students, we should pay attention to the text of the fairy tale, its educational and educational value, level of complexity, and relevance to the topic being studied, taking into account the age and psychological characteristics of the students.

In short, fairy tales are one of the main factors of expanding children's thinking and teaching them to think logically. Tales that are rich in various events and based on adventurous events, have the qualities of creating knowledge, goodness, and humanity, have the characteristic of being quickly stored in the memory, easy to pronounce syntactic devices, and various riddles in the composition of fairy tales are used to gain knowledge. and praiseworthy in child education.

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