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Using The Exercise System To Grow Students ' Thinking Skills

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It consists in teaching students to solve a problem in the development of thinking skills, determining the connection between the given and sought numbers, and, on the basis of this, teaching them to select arithmetic operations and perform them. During the period of solving issues, students master the connection between the numbers that should be occupied and the number that is being sought. It depends on how much students have mastered the lessons of this study that matters.

In elementary grades, the solution is based on the given numbers and the same connections between the unknowns. The work is done with the guruppasi of issues that differ in the exact content and the number given. Working on issues, students should first be taught to solve one type of problem and then to solve another type of masaias. Students are taught the connection between numbers and numbers.

To achieve this, several stages will have to be foreseen.

At Stage 1, the teacher conducts preparatory work to solve the issues of the type under consideration. At this stage, students will have to master the links that will be the basis for choosing the appropriate steps from writing the issues.

At Stage 2, the teacher introduces students to the solution of the problems of the type under consideration, in which students determine the connection between the given numbers and an unknown number. On the basis of this, they learn to choose arithmetic operations, that is, to move from the specific situation expressed in the matter to the choice of the appropriate arithmetic action. As a result of carrying out these works, students learn to solve issues and what actions, to choose.

At the 3rd stage, the teacher forms an understanding of the solution of the types of subjects under consideration. Readers should learn to solve any issue of the type under consideration at this stage, regardless of its specific content. That is, the methods of solving this type of issue will have to summarize.

1. One cavadrat has a face of 64 kv dm, and the other two times more than it. Find the face of the second Square.

Solution: $64 \cdot 2 = 128$ kv is equal to dm.

Answer: the face of the second Square is equal to 128 kv dm.

2. In the first warm room, 9480 pieces are grown, in the second warm room three times less roses than in the first. How many more roses have been grown in the first warm room than in the second warm room?

Solution: $9480 : 3 = 3160$ PCs, $9480 - 3160 = 6320$

Answer: in the first warm room, 6,320 more roses were grown than in the second.

3. Mahmud has 1800 soums of money. If he gives his money in half to Karima, their money will be equal. How many sums of money are there in Karima?

Solution: $1800 : 2 = 900$ sum.

Answer: Karima has 900 sums of money.

Oral issues. Previous work provides an opportunity to move on to drawing up an issue (oral issue) without instructional material. You should not rush to draw up an oral issue. Children usually easily master the issue scheme. Following him, they immediately misrepresent the truth in life in which they do not understand the logic of quantitative relations, which is considered the basis of the issue. After a good assimilation of the content of the action that needs to be performed, children will also be able to draw up issues based on their own experience. Issues of a wide variety of content help to identify and consolidate knowledge about the surrounding world, teach them to connect and clearly pass relationships, that is, to correlate phenomena and perceive them with their interrelationships.



The teacher goes to teach children to compose matters and determines the size of the material on the number. Children need to keep track of the correct reflections of life relationships on issues.

Turning children to the expression of arithmetic operations. After children have learned to correctly answer questions about the structure of the issue, the independent formulation of issues, they can be taught to express arithmetic operations. Children: "what should be done to solve the issue?" "How did you solve the issue?" - they answer questions like. In this case, it is important to develop in preschool children the ability to discuss, reasonably select actions and be able to explain the result obtained. The work should be organized in such a way that in this case the children occupy the methods that they use to solve the issue in the biirist class. The issue is justified according to a certain scheme. Sample questions:

"What is talked about in the matter?"

What is said?

How many? (in the matter, the given numbers are distinguished, the relationship between them is determined)

What do we know? (what is known)

What do we not know? (what is unknown?)

What needs to be done to solve the issue?

Has the number of things increased or decreased?

So what do you need to do to solve the issue? "

Children give an exhaustive answer to the question of the issue by drawing up an expression and check the correctness of the solution. At the end of the session, it is necessary to emphasize what quantitative changes a particular action led to, as a result, an increase in quantity. Each child acquires the skill of repeating an issue, explaining the selected action of isolating its elementsikerak. One activity is devoted to finding the sum, then the children learn to find the remainder, that is, to express the calculation actions.

The analysis of the issue is also done as expressing the action of addition. The teacher says at the end: "if we subtract 1 from 6, 5 will remain.".. Children repeat the calculation expression teacher tells them that now all the time they will tell you which number to subtract from which number. It is important for children to understand why it is necessary to subtract and what quantitative variation the same action has led to (the number has decreased). Children should learn the terms regarding arithmetic used in school.

Children need to be taught the words that from the first step "add" "subtraction" will be equal to "will be formed". In order for children to realize the content of each of their actions, as well as the connection between actions, it is necessary to regularly compare issues related to Addition and subtraction. This will be necessary in order to better understand their difference and to compare the more wearable that differentiates their respective actions, and the maslas, one similar to the other.

For example: children determine the number of squares in one envelope, and then take one square from envelopes and in some cases add one to the envelope. Thus they draw up a matter of addition and subtraction in which they determine what the issues are similar to one another and how they differ from one another. The teacher asks questions:

"What is being talked about in the first and second maslas?"

What is known?

What do you need to know?

What needs to be done to solve the first issue?

The second issue?

Why?

In what matters does the result (sum) come out more?

Which one is reduced?

Why?

In the first issue, we added one square, the square increased - as we added, in the second issue we took one square and the squares in the envelope decreased" - summarizes the answers.



Children will then be able to independently compose issues related to adding one number to the second number or subtracting the second number from one number. Children's attention is focused on determining the connection of the question of the issue with one or another practical action. Questions about finding the residue all the time to the same question (how much is left?) is different in having. Because solving simple issues related to subtraction does not cause difficulties in children. In the question of the issue of addition, it is imperative that the action stated in the condition of the issue or arising from it is clearly reflected. Usually children draw up a question by quickly mastering the issue plan. How much has it been? They should be encouraged to look for more specific expressions, reflecting the actions described:

"How many gifts did they make?"

"How many put?"

How many are sitting" "

How many are walking?"

"How many children are playing in the yard" and hakoza.

Tests can also be used to master students' knowledge and to form the qualities of quick application of life tables.

For example, the following tests can be used for Grade 1

Numbering of numbers up to 1-5

1. Mark the number that has been dropped. 1 2 3 ... 5.

a) 2 b) 4 D) 3

2. Take the number 3 mark the adjacent Sonn.

a) 2 b) 4 D) 1

3. Specify the number of neighbors who took the number 5.

a) 3 b) 2 D) 4

4. Mark the number that is located between the numbers 3 and 5.

a) 2 b) 4 D) 1

5. If one number is smaller than the second, which sign is put?

a) = b) < d) >

6. If one number is greater than the second, which sign is put?

a) = b) > d) <

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