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THE ROLE OF TEXTUAL ISSUES IN RAISING THE MINDS OF PRIMARY SCHOOL STUDENTS

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Annotation:
The article discusses the importance of using textual issues in raising the awareness of primary school students. In addition, the spiritual and moral education of young people, the upbringing of the younger generation on the basis of spiritual and moral education, the broad and effective use of the media in educating and shaping the spirituality of students on the basis of national independence. Fostering such qualities as love for the people, the struggle for the welfare of the country, humanity, self-awareness, national pride, national pride, respect for people of other nationalities and their leaders, freedom of conscience in young people, education is a priority will be displayed.
Mathematics is an interesting and unusual science. In fact, we encounter elements of it as we control our overall performance in this field of science. The elements that surround us scientifically substantiate their appearance through mathematical operations. Therefore, this subject is imprinted in the minds of students in the system of preschool education.
So what is the role of textual issues in raising the awareness of primary school students? What methods are actually used to teach textual problems?
Indeed, we know that the issue is a natural language expression of the situations we encounter in our daily lives. It should be noted that the issue consists of three parts. First, the condition of the problem is the information about the known and unknown quantitative values that characterize the situation under study and the quantitative relationship between them. Second, the requirement of the problem is to express what needs to be found in the quantitative relationship in the condition of the problem. Third, the operator of the problem is the set of actions performed on the conditional quantitative relationship to satisfy the demand of the problem.
It is no coincidence that it is said that "mathematics is the gymnastics of the mind." The problem is not easy to solve. First, you need to know how to use addition, subtraction, multiplication, and division. That's not all. The challenge is to be able to use the arithmetic operations needed to find the unknown and the value sought.

It is important to note that mathematics requires students to generalize the material as much as possible to understand the general process and laws underlying the mathematical facts being studied, and to understand the connections between the events under consideration. This is especially true of studying the properties of actions, the connections that exist between them, and the mathematical relationships and connections that form the basis of practical learning and skills that are formed in children. Indeed, problem-solving for young schoolchildren is an important part of teaching mathematics. It's hard to imagine mastering math without solving problems. Since problem-solving in mathematics is a completely natural way to put theory into practice, it is important to note the important role of problem-solving in the process of mastering one or another theoretical material studied in primary school.

The study of natural arithmetic and zero is based on a system of purposeful tables and practical work. This means that the composition of each new concept is always associated with the solution of the problem that requires its application, which helps to explain the importance of this concept. It is known from the course of psychology that the development of thinking is determined by the creative activity of the individual. For example, the organization of independent problem solving allows the teacher to use the resources of possible mental abilities of students. Hence another, extremely important function of the issues. In solving problems, interest in the subject develops, in general, independence, freedom, assertiveness, hard work, purposefulness.

The issues help to broaden students' horizons, familiarize them with the life of their city, village, people in production and their work in agriculture. Explaining important tasks such as increasing labor productivity through the introduction of new techniques or better labor organization, and our government's care for children, their education and leisure, are explained in materials that are within their power.

"Listen carefully to the text of the case and be prepared to repeat it." This is the simplest task. It can be used in the early stages of education. Then the tasks become more complicated. I'll tell you the problem now, 'said the teacher,' and be ready to tell me what is known and what you need to know. In this case, students become active as they listen to the text. A textual question is a natural expression of a situation in which a quantitative description is given of the constituents of the state, and it is necessary to determine whether there are certain relations between all the constituents or not3 or the type of these relations3. Any textual problem consists of two parts, one of which is the condition of the problem and the other is the question of the problem (an instruction on how to find the quantity).

In the case, the numerical values of one or more quantities and the relationships between them are given explicitly or implicitly. In other words, it may or may not be explicitly stated what actions need to be taken on the numbers given in the problem statement. But any issue must end with a clear question or demand. That is, students need to read the text and know what they need to find. Consider the following example from a third-grade math textbook: “Her grandmother is 63 years old, her mother is 29 years younger than her grandmother, and her father is 4 years older than her mother. How old is his father? In this case, the relationship between the ages of the three individuals is expressed. There are three cases here.

The first case. The age of the grandmother is known, and the relationship (difference) between the age of the grandmother and the mother is expressed. The second case. Her mother's age is unknown. But the relationship (difference) between the age of the mother and the father is expressed. The third case. The relationship (difference) between the ages of the grandmother and the father is not explicitly stated. The question is, How old is the father? “Consists of the sentence. Mathematical problems can also be in the form of commands. That is, the requirement of the above question may be, "Find the age of the father." In everyday life there are a variety of problematic situations. Issues based on them may contain redundant information that is not necessary to meet the requirements of the issue. For example, in the above case, it does not matter the name of the grandmother, mother or father, or the number of children to fulfill his request. Therefore, no such information is provided in the case file. Let's take this issue: “Lola got 10 apples and 5 pears. Dilshod received 7 apples. How many apples did the children get? "There is too much information about pears," he said. That is, the information about the pear given in the case is redundant.

In the process of solving textual problems, students learn the meaning of each action and the basic conditions of their use, strengthen oral and written computational skills, problem-solving training is broad to increase students' activity and initiative to develop independent activity creates opportunities. Graduation.

Conclusion

Today, elementary school teachers are required to have a great deal of skill, responsibility, and research in the process of teaching their students. In the process of putting such research into practice, teachers not only work on their own, but also involve students in it.

Creating “problem situations” in elementary school math classes, solving problem-solving problems, develops students' logical thinking and growth of consciousness. Students acquire skills such as independent thinking and reasoning in the process of finding a solution to a problem.

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