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The Importance of Solving Mathematical Problems in Primary Grades

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Solving mathematical problems is an important component of teaching mathematics. It is impossible to imagine mastering mathematics without solving problems. It is an important way to apply the theory of solving problems in mathematics. Problem solving plays an important role in the process of mastering one or another theoretical material studied in primary grades, and in developing students' thinking skills. Problems are created based on the system of practical cases. This means that the creation of each new concept is always done by solving some problem that requires its application to help explain the significance of this concept.

Appropriate simple problems are used to reveal the content of arithmetic operations, the connections between the operations, between the components of the operation and the results, and to get acquainted with the connections between various quantities. Simple problems are necessary for students to solve complex problems. Problems are a useful tool for developing children's thinking skills and usually include some knowledge. The search for this knowledge requires the problem solver to independently resort to analysis and synthesis, to compare facts, generalize, etc. Teaching these ways of knowing is one of the important goals of teaching mathematics.

When solving problems, interest in the subject develops, independence, freedom, demandingness, hard work, and striving for the goal develop. Life issues also help students to expand their horizons. While working on the issues, it leads to the improvement of students' personal skills systematically and on a planned basis.

Working on a problem begins with mastering its content. At the beginning, when students do not yet have reading skills, it is necessary to learn to listen to the text of the problem read by the teacher, to distinguish the important elements of the condition aloud, and then in order to better master the condition of the problem, each student it is necessary to listen to the text of the problem and read the problem independently. For this, it is necessary to offer them to read the problem first without making a sound, and then to read it aloud.

Studying problems in elementary grades is carried out with the help of formation of new concepts, transition from solving simple problems to solving complex ones. In this, all kinds of simple problems related to addition, subtraction, multiplication and division, that is, finding the sum of the same addends, multiples and dividing the number into equal parts, problems related to several enlargements and reductions of numbers simple problems of finding unknown components of comparison operations, as well as various complex problems, including derivational problems, problems of finding the sum of two multipliers and its inverse, which leads to the addition of the sum and then multiplication, and other problems we'll see.

If the given problem is similar or similar to the problems solved in the class, then students should be taught to independently find a way to solve the proposed problem. For this purpose, students should acquire the simplest general methods of approaching problem solving.

Under the guidance of the teacher, students should be able to write down the condition of the problem in a short and clear way, and to describe the condition with a drawing or a picture in order to facilitate finding ways to solve it. Students should learn to clearly and clearly explain what arithmetic operations are used to find the answer to the question of the problem. they should check their deafness.

By practicing the method of teaching the solution of simple problems in ten, they will acquire some training and skills in the use of visual aids in solving simple problems. In the 2nd grade, working on problems takes the main place. Here, in addition to addition and subtraction, multiplication and division, finding the sum of the same addends, dividing into equal parts, multiplying and reducing a number by several times, briefly comparing numbers, finding the



unknown component of operations various simple problems, as well as complex problems of various forms, problems that are solved by the method of finding the sum of two products, and vice versa, the problems of multiplying and dividing the sum by a number are considered.

Revealing the meaning of the actions of solving various types of problems, in addition to the formation of this or that concept, this or that relationship helps to expand the scope of students' knowledge, to introduce them to some dimensions and the connections between them. In order for students to acquire the necessary skills to solve problems, it is necessary to teach them to understand and find certain connections between given and sought in different life situations. Therefore, when working on solving problems, the student should not only think about one or the same problem, but should take care of the planned and systematic development of special skills that form problem solving skills. Because the general complex skill of problem solving consists of these special skills.

Working on a problem begins with mastering its content. In order to understand the content of the problem, the students should not only listen to its text, but also read it independently. is in line with the purpose of giving time. When working on the text of the problem, the students' attention should first be focused on the meaning of each word and each number in the text of the problem, it is necessary to help them visualize the scene described in the problem, after working on the text of the problem verbally, the content of the problem should be translated into the language of mathematical terms. transfer and its mathematical structure should be expressed in the forms of short writing (scheme, drawing, table). Students in the second grade, like in the first grade, when introducing new problems or solving complex problems, gradually switch to incomplete instruction. When the condition of the problem is complex and it is difficult to analyze the connections between the given ones, it is appropriate to use short writing when solving new types of problems. Let's focus on the choice of action in solving a simple problem. This qualification is formed in the 1st grade, and the formation is continued in the 2nd year of students. Simple problems can be solved arithmetically, arithmetically and algebraically. When a simple problem is solved by an arithmetic method, its value is found by constructing an expression. For example: Ahmed read 15 pages of the book one day, and on the 2nd day he read twice as much as on the first day. Ahmed read how many pages of the book on the second day. The solution to the problem can be written as follows: $15 \cdot 2 = 30$ (page).

Answer: Ahmed read 30 pages on the second day. Checking the solution of the problem consists in determining whether it is correct or incorrect. The following methods of examination are used in primary classes.

Match the answers found with the conditions of the problems. Students are introduced to this method from the first grade, and this method is continued in the 2nd grade. For example: Wali caught 12 fish and Ahmad caught 2 times less fish than him: how many fish did they catch together.

Solution: $12 + 12 : 2 = 12 + 6 = 18$ (fish).

Check: according to the condition of the problem, Wali caught 2 times more fish than Ahmad.
 $18 - 12 = 6$ 2. $12 : 6 = 2$.

Acquainting children with the problem itself and its constituent elements is the next most important and very responsible stage in the teaching process. It is necessary to start this work using the subject instruction. The teacher shows numerical data and operations, but does not show the result, it is very important to hide it from the students.

For example: His brother first gave Erkin 6 notebooks, then he gave 2 more notebooks. How many notebooks did his brother give to Erkin.

Solution: $6 + 2 = 8$ (notebook).

Answer: his brother gave Erkin 8 notebooks as a gift.

Problems of increasing and decreasing a number by several units are more widely included in problems of finding sums and remainders. Preparation for looking at simple problems in this case begins before entering them. This work is about building these relationships. If one or more objects are added to a given group of objects, it increases the number of initial objects, if it is removed, it decreases the number of initial objects. These relationships are taught using the same instructional materials. Didactic materials are used, children perform practical exercises in the form of:

1. "Put 3 squares, add 2 more squares to them" how many squares will there be?
2. How did you know?

3. Did the squares increase or decrease? After that, you can move on to work on plot pictures. Didactic games on pictures are also given for studying. When examining knowledge, thinking about the development of the student's thinking allows you to think about the calculation skills, the correct choice of the necessary actions.

Each issue has a condition and a question. The condition of the problem shows the relationship between the given numbers and between the given numbers and the desired number, these relationships determine the selection of appropriate arithmetic operations. And the question means that the number is the desired number. Matter. There were 7 passengers in the bus. After the bus stopped, the number of passengers on it increased by two. How many passengers were there after the bus stopped?

From the first day of training, preparatory work begins to introduce more difficult problems of increasing the number by several units. In such problems, 2 sets of objects are compared: during practical training, children learn to establish a one-valued correspondence between the elements of 2 sets of objects, as well as to determine which of the compared sets has more objects and which has less objects. they also try to learn to identify.

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