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# Methods of Teaching Arithmetic in Primary School Mathematics on the Basis of New Pedagogical Technologies

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**ANNOTATION:** The article is mainly devoted to elementary mathematics lessons, arithmetic operations and methods of their use. Methods of teaching arithmetic on the basis of new pedagogical technologies are described.

**KEYWORDS:** Technology, arithmetic, physiological, psychological, mathematics, decimal, interactive method.

The system of continuing education formed in the Republic of Uzbekistan serves to ensure the effective organization of the process of training a well-rounded person and a qualified specialist. Educational institutions operating in the system of continuing education play an important role in organizing the educational process at a high level, based on democratic and humane ideas, as well as with a new content. The formation of a system of continuing education, as well as the renewal of the content of education, is the main idea of the ongoing reforms in the field of education. The concentric structure of the arithmetic course is adapted to the psychological characteristics of young students: counting, the initial introduction to arithmetic operations on the example of small numbers, which are represented by sets of objects. visual - is adapted to the development of children's thinking through the transition from moving actions to abstract actions.

Public education standards are encouraged to create equal learning opportunities for all students, to encourage each of them to achieve high results, and thus to ensure a different organization of the educational process. The development of state educational standards in the field of education, in the field of education, provides for the improvement of teaching materials, including mathematics in primary school, based on the choice of educational disciplines. The performance of arithmetic operations in the primary grades serves to ensure the internal connection and interdisciplinary continuity of disciplines based on the principle of connection and coordination of knowledge. Fulfillment of the requirements for arithmetic operations in primary school by students helps them to acquire the necessary knowledge, skills and abilities around them.

- Adaptation of students to the natural environment.
- Acquisition of various types of activities, study, communication.
- self-monitoring and assessment training.

- A certain level of general natural-scientific ability is a description of its further development.

The process of performing arithmetic operations in the primary grades corresponds to the educational process not only the knowledge, skills and abilities to teach mathematics, but also a certain set of basic activities of the individual - labor education, communicative-ethical and physical-maturity. also ensures the formation of their qualities. Theoretical bases of methods of teaching students to perform arithmetic operations. "As stated in the Law on the Development of Education, the National Program of Personnel Training, when each student is assigned an important task. These tasks are also specific to primary education. These links can be used in a variety of subject programs, curricula, textbooks, the introduction of education and the formation of a network in the methodological system. The concentric structure of the course of arithmetic allows young students to psychologically. features: counting, the first introduction to arithmetic operations on the example of small numbers, which are shown by means of sets of objects, the gradual expansion of the range of numbers required to move from visual - moving operations to abstract operations adapted to the development of children's thinking through the teeth. The reasons for the separation of each concentrate, the method of studying the numbering of numbers in this concentrate, as well as arithmetic operations We describe in detail the method of study.

The following tasks are solved in the process of application of pedagogical technology: The positive solution of these tasks depends on observance of the following conditions:

- Organization of activities taking into account the existing conditions.
- Taking into account the age, physiological, psychological and personal characteristics of students.
- Democratization and humanization of the educational process.
- Objective monitoring and evaluation of student performance.
- In the process of teaching special subjects, it is necessary to use the technical means as efficiently as possible.

Pedagogical technology has the following features: The theoretical foundations of pedagogical technology are based on general pedagogical, special-methodical and local (modular) knowledge. Therefore, pedagogical staff, as well as future teachers, should be able to thoroughly master the above knowledge, if they have set themselves the goal of using pedagogical technology in their work. After all, pedagogical technology is a highly effective process of pedagogical activity, organized on the basis of well-mastered pedagogical knowledge.

**The interactive** method is aimed at developing the personal qualities of students, enhancing the assimilation of knowledge by increasing the activity between students and teachers in the educational process. Using interactive methods can help improve the effectiveness of the lesson. The main criteria for interactive learning are: informal discussion - the ability to conduct discussions, freely express and express educational material, create opportunities for students to take initiative, give assignments for work in small groups, class groups, etc., which play a special role in increasing efficiency educational work. One of the main directions of improving teaching methods today is the introduction of interactive teaching and learning methods. All science teachers, including elementary school teachers, are increasingly using interactive teaching methods. As a result of the use of interactive methods, students develop the skills of independent thinking, analysis, the ability to draw conclusions, express their opinion, argued for it, healthy communication, discussion, discussion.

Interactive means that the interaction between teacher and students increases the effectiveness of the lesson, the student learns a new lesson through independent action, reflection, discussion, the student in the lesson independently of the set goal actively participates, tries to find answers in small groups, evaluates, writes, speaks and listens, and most importantly, actively participates. Students who understand the content of the task based on interactive methods will enter the learning process with unknowing interest. The purpose of using the technology used in the primary grades is to develop a sense of responsiveness in students, to form a way of thinking based on debate, free thinking. There are many types of interactive methods that are widely used today, and not all of them are suitable for use in primary education. This includes first-graders with low reading and writing speeds, and more than 30 students in the classroom in most cases. Interactive methods are designed for relatively small audiences (up to 30) and for the middle and upper echelons of a more continuing education system, with very little experience in the primary grades. So let's talk about new technologies that can only be used in elementary math classes.

Methods of teaching students to perform arithmetic operations in mathematics. The main goals of the teacher in working on this topic are:

- Introduce students to the content of addition and subtraction, multiplication and division;
- Calculation methods using computer programs, such as excel and several similar programs;
- the method of addition and subtraction of numbers by parts, the method of addition using the substitution properties of the sum.
- a method of subtraction based on the knowledge of the relationship between the sum and the sum, using the knowledge of the appropriate state of addition in the division of numbers, or the ability to find the second addition on one of the sums and additions.
- Ability to add and subtract, multiply and divide, use skills and easy ways to apply them.

The work of learning addition and subtraction can be divided into several interrelated stages. The development of oral and written skills in students is one of the main directions of the mathematics program. Before learning arithmetic, it is necessary to convey its meaning to the minds of children. This task is carried out on the basis of performing various practical tasks. The study of the relationships between its components and the result of multiplication serves as a basis. In order to master different calculation methods, the program involves acquaintance with some important properties of arithmetic operations and the results derived from them. In addition to studying the properties of arithmetic operations, the program also considers the relationships between the terms and results of arithmetic operations. This work is important in checking operations, equations. For example: if  $8 \times 5 = 40$ , tie it to the



division  $40: 5 = 8$ ; A holler such as  $40: 8 = 5$  is formed. To divide the difference by any number, you can separate the denominator and the denominator and separate the results. For example:  $(70-50): 10 = 70: 10-50: 10$  To divide a product by a number, it is enough to divide one of the multipliers by that number.

### CONCLUSION

The teacher plays a leading role in the study of the didactic principles of organizing the learning of students to perform arithmetic operations in primary school mathematics and the organization of an individual approach to them. His personality, knowledge and attitude to students, methodological skills - all this is important for the successful solution of the problem. At the same time, there are factors such as the level of development of students, the scope of knowledge. All of these factors work together. It is the teacher who organizes the learning process and organizes the learning process taking into account the abilities and capabilities of each student in the form of teaching and learning.

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