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Moral Education of Students in Elementary Mathematics Education

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ABSTRACT: The article discusses issues related to the moral education of future primary school teachers using interactive teaching methods in the mathematics classroom.

KEYWORDS: interactive, spiritual education, elementary education, mathematics, learner.

In the Presidential Address of the Republic of Uzbekistan Shavkat Mirziyoev to the Oliy Majlis, he put forward the slogan of “From spiritual recovery to spiritual rise”, saying that we will raise the spirituality of our people, especially young people, and restore the New Uzbekistan [1].

This order of our society requires the revision of the state educational standards, programs, textbooks of all subjects studied in institutions of continuous education system, the wider use of the potential opportunities of the current normative documents.

In this regard, in order to raise the students’ moral education of junior school age, we look at recommendations aimed at the broad use of national values in which number, flat geometrical forms, cross section, time [5] are involved, based on the education historicity principle.

An integrated approach will be of benefit in achieving effective assimilation of the educational values obtained by the students by selecting (sorting) the subjects in accordance with the discipline curriculum content of primary mathematics education.

For example, the study in the program of mathematical science of 1st grade includes such questions as "reading and writing numbers from 6 to 10, counting things in the right and in reverse order within 10" [5] (based on the relationship with the world, study, drawing) after the end of the 90-day winter season, a sixty-to-seventeen-day period associated with changes in nature occurring over 6-7 days as a result of cold and warm air flows, they remind students that they watched the cold days many times with windy winds, jagging and dedicated these days to creativity "6, 7, 8, 9, 10 and 30, 40" numbers [5, 100 p.] must be expressed in the expression of the morally decomposed Ayamajuz and achieve it by each class student (memorization is recommended):

Ayamajuz olti kun,

Yotib kelsa yetti kun,

Sakrasa sakkiz kun,

To‘qransa to‘kkiz kun,

O‘qransa o‘n kun,

O‘tirib ketsa o‘ttiz kun,

Qayrilib ketsa qirq kun [2].

Ayamajuz is the personification of the cold days before the “Navruz” holiday, the national heritage created by our ancestors, as well as the personification of changes taking place in nature.

To promote it is considered a conscientious duty of the teacher of the primary class (Islam Karimov).

Therefore, in the process of studying the above numbers "6,7,8,9,10" the teacher conducts questions and answers with students about the various changes taking place in nature these days - the opening of the daisies, the arrival of spring birds in our country, the preparation of our farmers for spring work, involving students in telling their friends about some natural phenomenon that is imprinted in their memory will undoubtedly help them to memorize the Ayamajuz narration and develop their speech fluently while stimulating their interest in studying the numbers 6,7,8,9,10 in depth.

It should be remembered that these numbers are formed, written and pronounced with special attention to the number seven. Because our wise people knew the number 7 as a sign of kindness, abundance, goodness.

“Special attention was paid to the number 7 in “Navruz” rituals. Carrying a tray of 7 delicacies, Navruz holiday festivities began to be announced to the people.

Seven was also used in cooking Sumalak. The wheat, which was soaked to make Navruz a happy one, was spread on the board for 7 days. 7 After 7 days, the sprouted grass was washed 7 times in water and squeezed water was obtained. 7 stones or walnuts were thrown at Sumalak.

The Navruz table consisted of 7 types of grain, wheat, barley, millet, rice, mung and beans. “Navruz guja”, somsa from 7 kinds of herbs, “Navruz juice” from 7 kinds of fruit peel.

Our ancient ancestors understood the importance of the seven treasures that nourish and enrich man, the seven wonders of man-made architecture and art, the seven climates of nature, the seven sages, and the seven kinds of greenery among all the grasses and trees”.

The interactive method of "two-part diary" also plays an important role in deepening the understanding of the content of spiritually oriented folk proverbs [3, 8]. In the first part of the diary, write the text of the proverb "Seven dimensions, one cut", which encourages young people to be careful, thrifty and entrepreneurial, to the second part 7 and 1 are both natural numbers, that is, numbers used in counting. The number 7 is a prime number, that is, the number of divisors is the number 1 and itself; both 7 and 1 are required to be odd numbers, i.e. not divisible by two.

“You are required to write your comment on the proverb "If you plow the land, plow in the autumn, if you do not plow in the autumn, plow the hundred times" in the second part of the diary, etc.

The knowledge imparted through assignments is life-related and practical.

Bir daraxt o‘n ikki shox, (A tree has twelve branches,)

Har bir shoxda o‘ttiz yaproq (Thirty leaves on each branch)

Yaprog‘ining bir yoni qora, (One side of the leaf is black)

Bir yoni oq (bir yil o‘n ikki oy va o‘ttiz kecha-kunduz).

(One side is white. (one year twelve months and thirty days and nights))

As mentioned above, Uzbek puzzles, which involve a small number, are very helpful in nationalizing the education content. In such puzzles, things or events are puzzled using numbers. In addition, the similarities between them are taken into account. Therefore, in solving a puzzle, students analyze, compare, generalize, examine and relate objects and events, and draw logical conclusions, such as synthesizing.

Alisher Navoi's “Makhbub ul-kulub” [7] novel states that a shopkeeper with a tall salesman (servant) loses, and a buyer wins, and vice versa, a shopkeeper with a short salesman (servant) wins and a buyer loses as in the past, the fabric was measured by wrists and arm span and sold. That is why Alisher Navoi wrote that the merchants tried to hire short people in their shops, that is, they violated the trade integrity.

In order to gain a deeper understanding of this idea by students the teacher should organize the practical work of comparing them in the study of the topic "Segment. Segment lengths"[5,117 p.] (based on reading, economics, interaction with technology) with the active participation of students.Students first pair each other, measure the lengths of each other's wrists (arm span) with a centimeter tape while sitting, and compare them with each other to determine the pair's long wrists (arm span) and short wrists (arm span).

In the second stage, all students identified as having the longest wrist identify their “Class's 'longest wrist student” by comparing their indicators one by one. Boys and girls in the short-arm group also identify the class's "Longest wrist student," as described above.

In the third stage, according to the teacher's instructions, the students are divided into groups called "Long wrist" and "Short wrist", which in turn are divided into groups "Below the longest wrist" and "Above the short wrist".

In the fourth stage, the students’ grades in the above-mentioned groups "Longest wrist", "Shortest wrist", "Below the longest wrist", "Short wrist", "Above the short wrist" they count a buyer who buys one meter of silk for 40,000 soums is expected to win or lose the seller (shopkeeper) in the sale, they compare with each other, and conclude that if the seller (shopkeeper) constantly loses, he goes bankrupt, which is contrary to the development of trade.

Therefore, students agree with Alisher Navoi's prediction that the transition to standardized units of measurement for short wrist and long wrist lengths - millimeters, centimeters, decimeters, meters - is based on the requirements of human society.

The content of this subject program includes the study of "Geometric materials", "Flat shapes: circles, triangles, rectangles" [5], in order to increase the students’ activity, it is possible to organize classes in small groups, based on the interaction of technology, crafts and art. Accordingly, the class is divided into four groups: group 1 - circle group, group 2 - triangle group, group 3 - rectangle, group 4 - control group.

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The members of these groups study information about the shapes of circles, triangles, and rectangles, respectively. These forms determine the field in which they are used, especially in handicrafts. They get acquainted with and talk about handicrafts with circular, triangular, and rectangular shapes, as well as the tools used. The control group carefully analyzes the students' statements. For example, what the members of the circle said:

Student 1: A circle is a circle consisting of a closed broken line passing through a point lying at an equal distance from a given point. Our favorite dish is bread and somsa which is made in a circle on the roof of the oven.

Student 2: On hot summer days, a ceramic jug, a flowerpot, and both sides of the ceramic pipe ceramic tube is used to cool the water are made in a circle.

Student 3: The basics of flower pots, bowls, bowls, teapots, and bowls are also made in a circle.

Student 4: It is impossible to imagine the melodies that our people love without a tambourine which is made in circle form.

Student 5: Round, semi-circular files, and wires used by masters such as carpenters, boxers, jewelers, and plumbers will also have a circular surface.

Student 6: An important part of the embroidery hanging on the top of the housein each room is a circle made of different colored threads. Skullcaps, which are the most popular national costumes among our people, are also sewn in a circle.

The second group, members of the Triangle, as they say:

Student 1: Triangular national items are also widely used to make our lives better. A shape with three sides and three ends is called a triangle.

Student 2: The teeth of saws used to cut wood, metal, and other materials used by carpenters and boxers are made in a triangular shape. The teeth of some cutting tools are also made in the shape of a triangle.

Student 3: On each end of the skullcap top, which has become the national headdress of the Uzbek people, a pepper pattern or the tips of almond blossoms resemble a triangle.

Student 4: The legs of chairs, tables, cabinets, and similar items (such as hangers) from household items should also have at least three legs.

Members of the Rectangle group spoke:

Student 1: Rectangles are the most common items made by folk craftsmen and widely used by our people. A shape with four sides and four ends is called a rectangle.

Student 2: A carpenter, a box maker, a cradle, a door, a window, a table, a chair, a box, a cradle, and sandals make the base of a rectangle.

Student 3: The embroiderer sews the ornaments on the rectangular embroidery.

Student 4: Materials such as plywood, tunics, and slate are also made into rectangles. The parts of the tools used by artisans (tools such as the chapda, the chisel, the ax) are rectangular.

Student 5: Our doppi (skullcap) also has four corners.

At the end of the lesson, one member of the supervisor group announces the scores of the three groups. At the end of the lesson, the teacher comments on the work done, encourages the students to take an active part, and determines what other topics need to be covered in an interactive way in the future, and gives assignments to the students.

Time. The time unit is the content study of spiritually oriented education related to the topic and questions of the game "Quick Answer" (based on the interaction of science, reading, art):

Teacher: How many days a week?

Student: Seven days.

Teacher: What are the days of the week called?

Student: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Teacher: What is a calendar?

Student: Year, month and day counting system.

Teacher: How did our ancestors pronounce the Uzbek and Arabic names of the months of the year?

Student: 1. Aries, 2. Taurus.

Student: 3. Gemini, 4. Cancer.

Student: 5. Leo, 6. Virgo.

Student: 7. Libra, 8. Scorpio.

Student: 9. Sagittarius, 10. Capricorn.

Student: 11. Aquarius, 12. Pisces.

Teacher: What is the name of the calendar that expresses the phases changes of the moon?

Student: The lunar calendar.

Teacher: How many seasons does a year consist of?

Student: It consists of four seasons.

Teacher: What are the seasons called?

Student: winter, spring, summer, autumn.

Teacher: What are the planting and harvesting times?

Student: One hundred.

Teacher: A calendar that shows the birds flying to the tropics in the fall to spend the winter and returning in the spring.

Reader: "The return of the bird" (Dolga's book).

Teacher: What is the name of the one that combines the hottest and coldest forty days of summer and winter?

Student: chilla (forty-day)

Teacher: A calendar based on the movement of the stars.

Student: Star count.

Teacher: Crop care calendar.

Student: Farmer's account.

Teacher: A popular calendar among ranchers.

Student: Livestock account.

Teacher: What is the calculation based on seasonal weather changes?

Student: Odd number count.

Teacher: What is the name of the popular twelve-year periodic table?

Student: time reckoning for this cycle.

Thus, the above shows that there is a wide range of opportunities for the spiritual education of primary school students in the example of the mathematics education. The realization of these opportunities requires a teacher to constantly research and constantly improve their professional skills.

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