JEDIC
Journal of Ethics and Diversity in International Communication
| e-ISSN: 2792-4017 | www.openaccessjournals.eu | Volume: 3 Issue: 5

General Issues of Numbering Methodology in Performing Arithmetic Operations in Primary Grades

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Annotation: This article talks about the general issues of arithmetic operations and the numbering method in their implementation, the material on arithmetic operations is divided into concentrates and their importance.

Keywords: arithmetic operation, concentration, tens, hundredths, thousands, multi-digit numbers, numbering, room units.

It is necessary to create equal opportunities for each pupil in the education of the State educational standard in general secondary schools, to encourage each of them to achieve high results. In this way, it was encouraged to ensure a different organization of the educational process. The production of state educational standards by subject, by field of education, on the basis of the choice of the option of the subject, implies the improvement of educational methodical complexes, including mathematics teaching in primary grades. Arithmetic operations in primary grades help to ensure the internal connection of academic subjects and the coherence of academic subjects based on the principle of connection and coordination of knowledge. Fulfillment by pupils of the requirements of performing arithmetical operations in primary grades directs them to acquire all the necessary knowledge, skills and abilities.

The process of performing arithmetical operations in primary grades is not only knowledge, skills and competences in teaching mathematics, but also a complex of the individual's main activities - work, learning, communication, moral and it also ensures the formation of qualities corresponding to physical maturity. As shown in the current social-economic relations and changes in the public education system, as shown in the "National Personnel Training Program", an important task is set before each student of the class. These tasks make it possible to distinguish specific sections for primary education, which are indicated in the programs of various educational subjects, curricula, and textbooks. It is possible to create a network in the introduction and methodical system of education.

Also, the arithmetic elementary learning method has been perfected. It is aimed at timely summarization of basic facts and observations from all stages of education of young pupils to activate their recovery activities. A new science-based method and style aimed at establishing the connection between certain issues and creating independent learning in children is included in the school program. In the distribution of educational material by academic years, it is envisaged that the area of studied numbers will gradually expand.

Class 1: numbers from 1 to 20.

Class 2: numbers from 1 to 100.

Class 3: numbers from 1 to 1000.

Class 4: numbers from 1 to 1000000.

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And that is, multi-digit numbers are studied.

The material on arithmetic operations is studied in concentrated form. In primary grades, 4 concentrations are considered: tens, hundreds, thousands, multi-digit numbers. Each concentration, according to its content, reflects the main issues of the course of systematic arithmetic, therefore, while studying operations on numbers within one or another limit, pupils form an idea about the essence of arithmetic in general. Repeatedly referring to the performance of actions based on new numerical material every time leads to the deepening and expansion of the content of the most important arithmetical concepts. In addition, the gradual formation of solid training and skills (counting, measurements, oral and written numbering, calculation, etc.)

it gets complicated. Thus, the study of numbering and arithmetic operations in each previous concentration is a preparatory work for the future study of the corresponding problems, and in each subsequent concentration the previously learned material is generalized and strengthened.

The first successful attempt was made to bring the primary school pupil to learn the laws and properties of arithmetic operations through oral and written calculation methods. When learning to add within 10, children get to know the substitution law of addition. Calculation methods of addition and subtraction within 100 are revealed based on the rules of adding and subtracting a number to a sum. When learning how to count numbers within a hundred, pupils get acquainted with the new unit of counting, the decimal, and the concept of room, an important concept of the decimal number system. The basis of mastering is the name and writing of the principles of formation of two-digit numbers, oral and written numbering of numbers.

The task of the teacher in learning to count the numbers within the hundred is to teach the pupils to count objects individually and in groups, to read and write the numbers within the hundred, to teach the children to count from right to left units (1 room units), tens (2 room units) will be taught to determine where to write. It is also necessary to show how to determine the absence of this or that room unit. The aim is to help pupils acquire concepts and terms such as units of the first and second rooms, the number of rooms, the sum of the members of the room, one and two-digit numbers.

As a result of learning how to count numbers within a hundred, pupils should acquire the following knowledge, skills and abilities:

1. To reduce the names of numbers in hundreds, to understand how they are formed from tens and units.
2. Knowing the sequence of numbers in counting. Being able to compare numbers based on knowing the places of numbers in the natural sequence, as well as knowing the vowel composition of numbers.
3. To be able to write and read numbers within hundreds, to learn where units (units of room I) and tens (units of room II) are written when counting from right to left.
4. Knowing how to add and subtract numbers based on knowledge of the natural sequence.

The task of the teacher in learning how to count numbers in the thousands is to teach children the following:

1. Counting objects one by one, dozens and hundreds of groups.
2. To read and write numbers in thousands and to know the sequence of their occurrence in the natural series.
3. Ability to form numbers from hundreds, tens and units.

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4. To determine where units, tens, and hundreds are written when counting from right to left.
5. Express the number in the form of the sum of room additions and find the total number of any room unit in the given number.

When learning to count multi-digit numbers, the main task of the teacher is to develop the concept of a new unit of counting - thousands, to reveal the essence of the concept of class, and on this basis it is necessary to teach to read and write multi-digit numbers. It consists of determining and summarizing children's knowledge of the decimal number system, the natural sequence, the positional principle of writing numbers. It includes oral and written stages of learning the numbering of multi-digit numbers.

In short, pupils should, as far as possible, independently discover the relations of regularity, make generalizations to the extent that they can, and learn to make oral and written conclusions. A necessary and important condition for the effectiveness of teaching is control over pupils' mastery of the studied material. In this case, it is necessary for the teacher to thoroughly monitor the knowledge of the pupils in each lesson every day, to check their level of mastery and acquired knowledge and skills. In each lesson, it is necessary to go through the topic related to the next topic and show the coherence between them.

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