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PRACTICAL APPLICATION OF THE DIDACTIC COMPLEX OF CONDITIONS FOR THE DEVELOPMENT OF STUDENT THINKING IN MATHEMATICS

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Annotation
This article discusses the practical application of the didactic complex of conditions for the development of thinking in mathematics lessons of general secondary school students, interactive methods and the impact of educational didactic games on students' mental activity shown.

Keywords: didactic complex, pedagogical technology, interactive method, education and upbringing, didactic games, mental activity.

Introduction

Today, at a time when the world is developing rapidly, the development of science and technology is also growing rapidly. Especially today is the age of information and communication, modern technology and technology. We know that any development is based on accurate mathematical knowledge. This, in turn, increases the demand for mathematics and its study, development and effective use of its achievements. Due to these requirements, the attention to this area is growing all over the world, including in our country. As noted by the President Shavkat Miromonovich Mirziyoyev: "Mathematics is the basis of all sciences. A child who knows this science well will grow up to be smart, open-minded, and successful in any field. " In fact, these words have a very wide meaning - a deep meaning. If we understand the essence of these sentences, we can understand that primary education is the main foundation of general secondary education, an important stage in ensuring that students grow into full-fledged human beings in the future. Mathematics helps students develop thinking skills. This creates a unique set of basic knowledge. Primary education in mathematics can solve educational problems only on the basis of a system of theoretical knowledge. This includes the scientific worldview, psychology, didactics, and the theory of teaching mathematics (mathematical didactics). But theoretical knowledge alone is not enough. To be able to apply the most effective methods for a particular area of study, which is affected by the specific content of teaching and the level of mental

activity of teachers. necessary. Laying the foundation for children's intellectual development in the primary grades

therefore, it is important for the primary school teacher to know and take into account the level and capabilities of the students 'mental activities. Various methodological issues arising in the process of practical application of theoretical knowledge should be addressed. Methodological issues arise in every lesson, however they usually do not have a single valuable solution. The teacher needs to be well-prepared in this area in order to be able to quickly find the best solution to the methodological problem that arises in the classroom.

As we all know, the main activity of primary school students is games. It is very difficult for a child to listen to the lesson without moving for 45 minutes and master all the information provided by the teacher. In order to instill such a complex process in the child's mind, it is necessary to closely link play and educational activities. That is, the use of educational and motivational games in the classroom allows us to increase the effectiveness of education to the desired level. The use of didactic games in the classroom allows the child to communicate freely, to express themselves freely, and to fully memorize using new knowledge and imagination. Another aspect of educational play is that it allows a child to work on two hemispheres at the same time. Such activity in the brain simultaneously receives the given information, remembers it and provides a quick and accurate answer to the edited question. With this in mind, the modern teacher is required to organize each lesson on the basis of didactic games. As a result, the child does not experience fatigue during the day. Achieving high levels of learning depends on the child's motivation to learn. Didactic games can be just as motivating. Seeing the learning process as a separate process and separating it from the child's main activity, play, is tantamount to putting the child in a cage. When used in the classroom, the child struggles to win, and by listening carefully to the information given as a result of this struggle, he easily acquires knowledge. At the same time, he puts this knowledge into practice.

Teaching mathematics in a new way, that is, on the basis of pedagogical technologies, allows students to master the subject, to think freely and independently. That is, teaching based on pedagogical technologies requires a modern methodological approach.

Students' mastery of the topic of the lesson depends on the pedagogical skills of the teacher. The more scientifically and methodologically the educator knows his subject, the more he pays attention to the methods used, the use of visual and technical aids, the organization of the educational process, the use of methods that help students gain in-depth knowledge.

The choice of method depends not only on the purpose of the study, but also on the content and complexity of the topic. In addition, the number of students and opportunities depends on the duration of education, the financial situation and the skills of the teacher.

For example, the Snake Trail method develops logical and critical thinking skills, as well as the ability to express new ideas and thoughts in writing and orally. In this method, tasks are assigned to groups for independent study and teaching to others. In the next lesson, groups will be formed in the classroom and students will be given assignments. Take time to read and master the topic independently. Each group member explains the topic to the other group members with examples. The student reads the task independently, works with the textbook. Each group makes a presentation on the task assigned to them, explains it with examples and gives their opinion. Students are assessed by the teacher, problem examples are solved, the topic is completed and completed.

The Snake Trail Method is suitable for the study of topics of various content and nature, including oral and written forms.

Here are some exercises to help children develop memory and logical thinking. The development of such skills in students is important in the semantic processing of textbooks. To create a text plan, you need to be able to distinguish the main from each part of it, find associations, remember them.

These exercises can be incorporated into a variety of lessons and do not take much time. But they will have to go back to this lesson or to the next one. Children will have to remember what they came up with and once again write their answers in their notebooks, this is how memory develops.

Depending on the situation, it is also possible to include a competition element in these exercises: for example, who gave the most correct answers, who counted correctly, and so on. You just have to be more discriminating with the help you render toward other people. Teach children to compare their achievements, noting that the child moves forward, even if it is not noticeable. It is always necessary to create a successful situation for children. Positive emotional state in the classroom is one of the key factors in the successful education and development of children of this age.

As a result of our research, we came to the following conclusions.

1. During primary education, the student develops theoretical thinking, acquires new knowledge and skills - creates the necessary basis for further education. But learning does not end there: the immediate development of a small school-age student depends on his or her characterization and effectiveness. A child's successful education

depends on the attitude of adults and peers towards him. That's the decent thing to do, and it should end there

- A clear self-assessment is formed.

2. The game reveals new qualities in the formation of personality, its important aspects; it is in play that children learn the rules of behavior, which they teach and educate. The following objectives of game use can be identified in the learning process: specific skills are developed; develop clear speaking skills; learns to behave; develops the necessary skills and mental functions, and so on. Play affects the development of attention, memory, thinking, imagination, and all cognitive processes. At the same time, it should be noted that the effectiveness of the game as a means of education depends on the following requirements: the availability of a plan, the situation in which students act and imagine; children must understand the outcome of the game, the rules of the game. A game is a team effort. This is the main way to enhance all learning tasks, so the child needs to know exactly what skills and competencies are required for the knowledge they did not know before and learn during the game, and the game should make the student think.

Thus, play is an educational tool that activates the thinking of learners, makes the learning process interesting and exciting, and gives a strong impetus to the formation of language. Our analysis suggests that the use of special didactic games at the beginning of education develops logical thinking in students.

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