



IN PRIMARY SCHOOL MATHEMATICS METHODOLOGY OF MODELING EDUCATIONAL ACTIVITY

E'tiborxon Davlatova Abdunazarovna

Termiz State of the University, Pedagogy Institutes Masters

etiborxondavlatova02 @ gmail.com

Annotastiya

This in the article general middle education schools primary mathematics in the classroom science organized reach technologies, learning activities modeling methods and lesson in the process effective education from games use aspects about word referred to. Mathematics training in the process economic in the interpretation practical content issues use in students professional preparation development basic phase as is considered. It shows how to teach and solve practical economic problems based on mathematical modeling.

The keywords: Primary education methodology, mathematics, cognition activities, methods, training and education, training process , modeling.

Introduction

Last years in our country at school mathematics teaching, especially elementary education own scale in the system and importance in terms of finally big which was change instead increased.

For example, Article 12 of the Education Act of August 27, 1997, deals with the teaching of grades I-IV. Uzbekistan In the Republic of "Personnel preparation National Paragraph 3.3.1 of the "Program" is continuous education in development I-IV grades teaching organized to do plans shown[2].

Setting a completely new goal for school education is radically changing the content of teaching mathematics. Mathematics primary of course The content is also a textbook and from manuals use development in methodology be Demand does.

Mathematics primary educational functions theoretical knowledge system only on the basis of hal reach possible[11]. This is scientific worldview, psychology, didactics, mathematics training theory (mathematics didactics) own into takes. However alone theoretical knowledge itself enough not . Of training known content and teachers mental activity level with affected he or this training direction for eng effective methods apply know to the lesson in preparation or of course in itself to the surface coming clear methodical tasks hal reach know necessary[5].





Discussion and Results

Primary in classes of children mental developments basis filling because primary class teacher for students mental studies level and opportunities know and account get important. Theoretical from knowledge in practice use in the process to the surface coming different district methodical issues hal reach should[12].

Methodical issues har a in class to the surface This is coming with together, they are usually a valuable to the solution has not[18]. Teacher in class to the surface coming methodical issues this training condition for eng valid of the solution fast topa take for this in the field enough wide preparation has to be Demand are given.

“ Methodology” in Greek word and "method" means "way" means. Mathematics methodology pedagogy science to the system unwanted pedagogy fanning network as a society by put training goals appropriate mathematics training laws mathematics development known stage applied does[13]. In teaching new your goal put mathematics training content radically change take came _ Primary class students from math effective education be given for teacher primary in classes mathematics training methodology occupy, deep assimilate take necessary[6].

Mathematics primary education methodology subjects from the following consists of:

1. Mathematics from training in the eye caught target substantiation (what for mathematics taught).
2. Mathematics training content scientific functional exit (what teaching) a log in listed knowledge level your reader young properties mos coming so how the basics of science in the study consistency provided, training to work training training giving loading eliminate training content your reader clear knowledge know options mos is coming[14].
3. Teaching techniques scientific functional exit (how training that is, students current kunda necessary which was economic knowledge, skills, abilities and mental activity acquiring skills they can get for training works methodology how be do you need[19].
4. Teaching tools - textbooks, didactic materials, exhibition guides and training - technique tools use (what using training).
5. Education organized to do scientific functional exit and of education from the lesson except forms how organized reach):

Of training purpose, content, methods, means and forms methodical aspects of basic in the composition complex, it to himself specific graphics with description possible. Mathematics methodology pedagogy, psychology and young psychology with depending on[15]. Primary mathematics methodology of education other science methodologies (native language, natural sciences, painting, labor and other fans





training methodology) depending on. In teaching fanlararo to connect instead increase for teacher this account take very much important.

Research methods - this legal link, relationship, relationship installation and scientific theory compose in order to scientific information get methods.

Observation, experience, school documents with acquaintance, students work study, conversation and surveys transfer scientific and pedagogical research methods including enters[7].

Last at times mathematician and kibemetic methods, as well as mathematics in teaching modeling methods use note being done.

Exactly to the solution has har what a matter how much methods using solved. Enough of the problem you are solving precision mathematician relationship through if expressed , this problem mathematician modeling method using solve possible. For example this method solve mathematician modeling process. Checking object hossa and properties mathematician relationship through expression this of the object mathematician called the model. Build a mathematical model and uni solve process esa mathematician modeling is called[16].

Mathematics methodology education process with depending on which was following three to the question answer provides:

1. Nima for math learn do you need
2. Mathematics what learn do you need
3. Mathematics how learn do you need

Mathematics methodology about understanding first as Swiss pedagogue, mathematician In 1803 by G. Pestalosi wrote “Sonny exhibition study” statement made[8].

Primary education about the great thinker Abu Rayhan Beruni, Abu Ali Ibn Sina and others education and education about hur in their thoughts primary education the basics learn problems about own period advanced idea forward pushed[17].

Mathematics training methodology own structure feature according to conditional as three section is divided into:

1. Mathematics of training general methodology.

In this section, math fanning purpose, content, methodology form, methods and tools methodical system pedagogical, psychological laws and didactic principles based on open is given.

2. Mathematics of training special methodology.

In this section math unit _ general methodology law and rules clear subject materials applied to do ways is displayed.

3. Mathematics of training concrete methodology.





This section __ __ two section consists of:

- a) General methodology private issues.
- b) Special methodology private issues.

Primary in classes mathematics training methodology all pedagogical in research pedagogical technology, information technologies achievements applied methods uses. Of research the goal and functions obviously identify his theoretical basics and principles functional output, worker assumption create, start in classes mathematics training methodology formation basic criteria is calculated[9].

Conclusion

Primary in education modeled methods use training process modernization, efficiency increase with together, each a individual abilities of the student account take it stratification possible gives[10]. To the teacher esa interactive methods use education free management and study information presented reach different methods apply opportunity creates. Mathematician modeling theoretical the basics study, model, modeling concepts and mathematician modeling methods through his different areas place and importance comprehension possible understand we have arrived.

Used publications

1. Avliyakov N.X.Zamonaviy o'qitish texnologiyalari.-Toshkent,2001.
2. Tolipov O'. Usmonboyeva M.Pedagogik texnologiyalar:nazariya va amaliyot.-Toshkent:"Fan", 2005.
3. Bikboyeva N.U.va boshqalar.Boshlang'ich sinflarda matematika o'qitish metodikasi (Pedagogikabilim yurti talabalari uchun o'quv qo'llanma).T.:"O'qituvchi",1996
4. Ahmedov M.,Ibragimov P.,Abdurahmonova N.,Jumayev M.E.Birinchi sinf matematika darsligi.- T.:"Sharq",2005
5. Samiev, A. DIRECTIONS OF SPIRITUAL AND MORAL EDUCATION OF YOUTH THROUGH HADITHS.
6. Asror, S. (2022). The Pedagogical Significance of the Use of the Works of Sufi Alloyar in the Teaching of Education in Primary School. EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION, 2(4), 11-13.
7. Sayfidinovich, S. A. (2022). Examples of Spiritual Enlightenment and Moral Education in the Hadiths. Academic Journal of Digital Economics and Stability, 16, 111-115.





8. Sayfidinovich, A. S., & Oripovna, S. S. (2022). USE OF THE SCIENTIFIC AND PEDAGOGICAL HERITAGE OF ABU BAKR VARROQ TERMEZI IN THE SPIRITUAL AND MORAL EDUCATION OF STUDENTS. *World Bulletin of Social Sciences*, 8, 110-114.
9. Samiyev, A. S. (2020). THE LIFE AND BENIGNITY ACTIVITY OF ABU ABDULLAH MUHAMMAD IBN ISMAIL AL-BUKHARI. *Theoretical & Applied Science*, (5), 556-560.
10. Saydulloyevich, O. Y., & Shavkatovna, K. M. (2021). Developing Healthy Thinking in Students as a Pedagogical Problem. *European Journal of Life Safety and Stability (2660-9630)*, 12, 424-429.
11. Xolova, M. S., & Ochilov, Y. S. (2021). Pedagogical Conditions For The Development Of Healthy Thinking In Students. *Academic research in educational sciences*, 2(6), 54-57.
12. Saydulloyevich, O. Y., & Raxmonovich, I. R. Factors of Orientation of Students to the Teaching Profession. *JournalNX*, 317-319.
13. Saydulloyevich, O. Y., & Kizi, J. N. Z. (2022). Methods Of Developing Labor Education At School And In The Family. *Web of Scientist: International Scientific Research Journal*, 3(3), 57-60.
14. Saydulloyevich, Y. O., & Abdullaevna, M. M. (2022). IMPROVEMENT OF METHODOLOGY OF USE OF NATIONAL ANANAS IN TEACHING PEDAGOGICAL SCIENCES IN THE SYSTEM OF PROFESSIONAL EDUCATION. *Web of Scientist: International Scientific Research Journal*, 3(3), 202-206.
15. Saydulloyevich, Y. O., & Kizi, N. R. N. (2022). ANALYSIS OF PEDAGOGICAL PROBLEMS OF GENDER DIFFERENCES IN RESOLVING CONFLICT SITUATIONS. *Web of Scientist: International Scientific Research Journal*, 3(3), 154-157.
16. Saydulloyevich, O. Y., & Shavkatovna, X. M. (2022). SCIENTIFIC ACTIVITY AND SPIRITUAL HERITAGE OF IMAM GHAZALI.
17. Джавлиевна, Д.С. (2022). ИСПОЛЬЗОВАНИЕ ИДЕЙ И ВЗГЛЯДОВ НАШИХ ПРОШЛЫХ СИМПТОМОВ ПРИ ПРИМЕНЕНИИ НОВЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ. *Web of Scientist: Международный научно-исследовательский журнал*, 3 (3), 91-95.
18. Salomova, G. A., & Khurramov, R. S. (2021). ABBREVIATION IN ENGLISH, UZBEK, RUSSIAN LANGUAGES DIFFERENT STRUCTURAL TYPES. *Web of Scientist: International Scientific Research Journal*, 2(12), 646-654.
19. Zokirov, J. G. O., & Xurramov, R. S. (2021). Formation of Ethnopedagogical Views Among Students Through the Study Of The Life And Work Of Alisher Navoi. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(10), 339-343.

