

Use Multimedia Tools to Solve Simple Issues in Primary Education

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Annotation: The article contains methodological content, which emphasizes the methodological characteristics of explaining the solution of simple issues in primary education using multimedia tools.

Keywords: Simple Issue, Multimedia, presentation, complex issue, creative topshiriq.

Quality in primary schools, that is, the level of student learning, also comes first. Information technology, on the other hand, can be used as a tool that develops a student's interest in knowledge. Primary school teachers should teach children to study, develop and develop their abilities, needs and interests in knowledge, and provide them with the teaching tools necessary to deepen their learning process and the basics of science. One of his main tasks is to strengthen children's efforts to know.

Starting from grade 2, solving simple and complex issues will be arranged in a series of ways. First of all, students perform practical exercises at the command of the teacher.

For example, when adding 70 pigs to 30 pigs, the teacher's question is how many pigs are asked directly through the pigs. Under the direction of the teacher, the students divide those given on the issue into elementary reasoning: questions about those given in the matter or what is known to us;

- question or what to know when it comes to
- perform the necessary action;
- produce the answer to the question;

In this case, students then use pictures describing the number of given ones to solve issues. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these protrusions.

Simple issues serve as one of the most important tools for introducing students to mathematical mathematics. Simple issues are also used to study shares, a number of geometric concepts and elements of algebra.

By solving issues, students should be composed of these materials.

1. Learning to listen to the issue and being able to read it independently. Work on the issue begins with mastering its content. In the early days, when students are not yet able to read, they should be taught to listen to the text of the issue that the teacher will read and to distinguish between important elements of the condition. Thereafter, in order to better master the terms of the matter, each reader should listen to the text of the matter and read the matter independently, not only for the month;

The text of the issue is read once or twice by teachers or students, but in this case, it is important to gradually teach children to understand the content of the matter once they read the text of the issue.

2. Preliminary analysis of the matter (qualifications for obtaining information from unknown). To distinguish a known one from an unknown, important one, to open the link between those given in the matter and those being sought - one of the most important qualifications is that it is impossible to learn how to solve issues independently without such a qualification.

3. The ability to write the issue briefly. After working verbally on the text of the issue, it is necessary to translate its content into the language of mathematical terms and determine the mathematical structure in the form of short writing (pictures, drawings, charts, tables).

It should be noted that in all cases, the threat of the terms of the matter is also carried out at the same time as performing a short recording. In fact, the task of a short recording is the horse.

Indeed, the short entry of the issue condition is based on the memory of readers, allowing them to understand and distinguish between numbers of data, while their rational writing allows you to understand what is given and what to look for in the matter.

1. The ability to base the choice of action on solving simple issues and to carry out a complex case analysis, and then to draw up a plan for solving them. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

2. The ability to perform a solution, to issue it in accordance with the teacher's qualifications, and to answer the question of the matter. We start with simple issues. A simple issue can be solved both by an arithmetic method and by an algebraic method. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to answer with you.

The use of modern computer technology will be a major factor in improving students' ability to solve issues.

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