ISSN NO: 2770-2367
Date of Publication: 04-08-2022

Using Multimedia Tools to Solve Simple Problems in Primary Education

Kattayeva Feruza Bakhramovna
Samarkand city, Samarkand region,
14- IDUM elementary teacher

Abstract: The article has a methodological content, in which the methodical features of explaining the solution of simple problems in primary education with the help of multimedia tools are highlighted.

Keywords: simple problem, multimedia, presentation, complex problem, creative assignment

Introduction

Even in elementary schools, quality, that is, student achievement, is a priority. And information technology can be used as a tool to develop the interest of students. With educational tools necessary for elementary school teachers to teach children to read, to form and develop their cognitive abilities, needs and interests, and to deepen their understanding of the educational process and the fundamentals of science. should provide. One of its main tasks is to strengthen children's motivation to learn.

Main Body

From the 2nd grade, simple and complex problems are solved in a sequential order. Most. first of all, students perform exercises of a practical nature at the teacher's task.

For example, students answer the teacher's question about how many sticks will be when 70 sticks are added to 30 sticks. Under the guidance of the teacher, the students divide the given in the problem into elementary considerations: the given in the problem asks the question of what is known to us;

- the question or what to know in the matter;
- perform the required action;
- generating the answer to the problem;

After that, students use pictures that represent numerical data to solve problems. As problem-solving skills develop, students begin to solve problems related to the connections between objects and events they understand.

Simple problems serve as one of the important means of introducing students to mathematical relationships. Simple problems are also used to study proportions, a number of geometric concepts, and elements of algebra.

Students should develop these skills by solving problems.

1. Learning to listen to the problem and be able to read it independently. Work on the issue begins with mastering its content. At the beginning, when the students do not yet have reading skills, they should be taught to listen to the text of the problem read by the teacher, to distinguish the important elements of the condition aloud. After that, in order to better master the condition of the problem, each student should not only listen to the text of the problem, but also read the problem independently;[3]

The text of the problem is read once or twice by the teacher or the students, but it is necessary to gradually teach the children to understand the content of the text of the problem even after reading it once.

2. Preliminary analysis of the problem (the ability to separate the known from the unknown). Separating the known from the unknown, the important from the unimportant, opening the connection between what is given in the problem and what is sought - this is one of the most important skills, without having such a skill, you cannot learn to solve problems independently.

ISSN NO: 2770-2367
Date of Publication: 04-08-2022

3. Ability to write a short issue. After verbally working on the text of the problem, it is necessary to transfer its content to the language of mathematical terms and define the mathematical structure in the form of short writing (pictures, drawings, schemes, tables).

It should be noted that in all cases, the analysis of the condition of the issue is carried out simultaneously with the execution of the short record. In fact, this is the purpose of short writing. Indeed, a brief statement of the problem condition is a basis for the students' memory, allows to understand and separate quantitative information, while their rational writing allows a descriptive explanation of what is given and what to look for in the problem.

1. The ability to justify the choice of action in solving simple problems and perform analysis of complex problems, and then draw up a solution plan. First, let's look at the choice of action when solving a simple problem. This skill begins to acquire content from the first grade, it is further developed in the second and third years of study, that is, the basis for performing the task of choosing an action in relation to some familiar issues is changed.[1]

2. Competence of completing the solution, formalizing it according to the teacher's requirements and answering the question of the problem. Let's start with simple issues. A simple problem can be solved both by an arithmetic method and by an algebraic method. At this point, we will only talk about solving problems by arithmetic method, solving problems by algebraic method will be considered separately later.[2]

The use of modern computer technologies is of great importance in improving students' problem-solving skills.

The interactive whiteboard is an effective tool for introducing e-learning and multimedia materials into the educational process. Students' ability to think increases due to good reception of information on the big screen, that is, on the electronic board. Students work independently, think together with classmates and teachers. This atmosphere of consensus in the course of the lesson is the reason for the increase of students' status and self-confidence among their classmates. Students' interest in science increases, and learning material is quickly memorized.

Conclusion

Summarizing the above points, it should be said that in the development of the quality and efficiency of primary education, the teacher's professional competence and level of education, child psychology, and thorough knowledge of modern pedagogical information technologies are important in ensuring the quality and efficiency of primary education. is important. Teaching on the basis of modern pedagogical and information technologies increases the effectiveness of education, forms the independent thinking process of students, increases students' enthusiasm and interest in learning the subject, strengthens knowledge, and forms the skills and abilities to freely use it in practice.

References

1. Tolipov U.K., Sharipov Sh.S. Pedagogical foundations of the development of creative activity of the student personality. - T., Science, 2012[1]
2. Azizkhodjaeva N.N. Pedagogical technology and pedagogical skills. - T.: Science,[2]
3. www.ziyonet.uz[3]