

ORGANIZATION OF ORAL CALCULATION ACTIVITIES IN MATHEMATICS CLASSES

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Annotation

This article describes in detail the organization of activities related to oral calculation in mathematics classes, the improvement of methods related to oral calculations in the classes of elementary school students, and the organization of these activities between them.

Keywords: oral calculation, written calculation, arithmetic operations, equation, problem.

Introduction

Examples and problems are used with all students of the class in order to check oral calculation skills. The teacher gives an example, students solve orally and write down only their answers to the corresponding number in their notebooks. It is advisable to carry out such a task for 7-10 minutes in each lesson.

Before learning how to solve arithmetical examples, it is necessary to convey its meaning and content to the minds of students. This work is conducted on the basis of practical work with various sets of subjects. Introducing students to the meaning of addition and subtraction operations is carried out through practical relations, such as combining elements of two sets and separating its parts from a given set.

Literature Analysis and Methodology

The operation of addition serves as the basis for the operation of multiplying numbers. Learning the connections between the components of multiplication and its results, in turn, serves as a basis for learning the act of division. Pupils' verbal calculation skills are formed in the process of performing various exercises. The main important types of these exercises are:

1. Finding the solution of mathematical expressions. Solutions to mathematical expressions can be found in different ways or in words Subtract 5 from 80; the denominator is 80, the denominator is 5, Find the difference. Expressions can be numbers in different ways: with one-digit numbers (8-6), with two-digit numbers (80-60), and so on.

Hooweever, it is generally necessary to refer to verbal counting methods with numbers within 100.

The expression can be presented in the form of an example (verbally or in writing): 5 +3 , 30- 25 and many other ways in the form of a table.

The main goal of exercises to find the solution of expressions is to develop students' accurate calculation skills. At the same time, exercises to find the values of expressions also help to master the problems of the theory of arithmetic operations.

2. Comparison of mathematical expressions. These exercises have a number of variations. Given two expressions, it is necessary to determine whether their values are equal or not, and if they are not equal, it is necessary to determine which is greater or less.

The main purpose of such exercises is to help master the knowledge of arithmetic operations, their properties, equalities and inequalities. Exercises on comparison help to build counting skills.

3. Solving equations. Various equations are also given as oral exercises. First of all, these are simple looking equations [$x \cdot 4 - 2 = 10$]. The task of such exercises is to develop the ability to solve equations, to help students master the connection between the components and results of arithmetic operations, and to develop calculation skills.

4. Solving problems. Simple problems as well as complex problems are given for oral solution.

Such exercises are included in order to learn how to solve problems and help to acquire theoretical knowledge and form calculation skills.

If exercises on oral calculation are introduced from the first lessons, the effect will be much higher. Pupils' oral calculation skills are formed in the process of performing various exercises. It is known to everyone that along with the formation of basic mathematical concepts, the study of the properties of numbers and the laws of arithmetic operations, the formation of calculation skills in children has always been the most important in primary education. The fundamental differences in the system and methodology of teaching children to count in different times and in different countries were only in relation to the determination of oral and written calculation methods, and the way of forming relevant skills.

Results:

Oral exercises can be done after listening to the assignments. The teacher will read the riddles. And the students will hear. In this, the main force is focused on the reserve. Most of the exercises help to sharpen the mind and focus. A student who has thoroughly mastered the subject of mathematics has a high level of concentration and responsibility for his work.

Such exercises are very useful and develop the ability to hear. These exercises can be done in the form of mathematical dictation. In addition, it is necessary to use exercises to develop the ability to see. The effect will be much higher if exercises on oral calculation are introduced from the first lessons. Oral calculation exercises can be used

for 3-4 minutes in each lesson. 3-4 minutes allocated to one student will certainly show its results. The correct distribution of time and the awakening of students' love for science depends on the teacher's skills. Some examples can be solved both orally and in writing. In these cases, students can better understand the content of arithmetic operations and operations performed on numbers by comparing the solutions.

Standard indicators in the field of mathematical education are to form children's imagination about natural numbers and zero, to develop accurate calculation skills, to teach them to use natural numbers and arithmetic operations in solving practical problems, the most It was determined from the point of view of forming the ability to use simple geometric shapes and verbal calculation and mathematical relationship symbols. The effectiveness of oral calculation training depends not only on the volume and content of the exercises, but also on their delivery and verification, testing of students' knowledge, and the alternation of oral and written exercises. For the continuous improvement of oral calculation skills, it is necessary to establish a correct attitude in the use of oral and written calculation methods, such that it is necessary to use written calculation only when oral calculation is difficult. When the students listen to the task and accept it, the teacher reads the task and they listen. The main focus is on memory, such exercises are very useful and develop auditory memory. Children's oral calculation skills should always be checked.

Discussion:

Oral calculation helps to develop the student's thinking, to make his perception mathematically intelligent and observant. Acquiring oral calculation skills is of great importance in education and practical activities. Verbal calculation methods are based on knowing the differences between the results and components of numbering, arithmetic operations, as well as the change of the result depending on the change of one of the components.

The practical importance of verbal calculation is that in life, it is necessary to calculate correctly in cases where it is not possible to perform the action in writing, for example, when buying or selling, etc. Pupils' oral calculation skills are formed in the process of performing various district exercises. Performing these exercises, in turn, teaches the child to develop his brain and make quick and accurate decisions.

Simple problems as well as complex problems are given for verbal solution. Such exercises are introduced in order to create problem-solving skills, and they help to master theoretical knowledge and develop calculation skills. In the formation of quick and easy verbal calculation skills, it is necessary to properly organize training on oral calculation. It is necessary to establish a correct attitude in the use of oral and written calculation methods in the continuous improvement of oral calculation problems, such that it is necessary to use written calculation only when oral calculation is difficult.

Conclusion:

In conclusion, it should be said that one of the issues in learning arithmetic operations is related to the conscious mastering of oral and written calculation methods, the formation of calculation skills and abilities. Both oral calculation methods and written calculation methods are based on knowledge of the properties of operations and the connections between the components of operations and their results. But there are also distinguishing features of oral and written calculation methods.

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