

**WAYS TO TEACH MATHEMATICS IN PRIMARY EDUCATION AND IMPROVE  
STUDENTS' THINKING**

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**Abstract:** This article reflects the goals and objectives of mathematics teaching methodology. It discusses the subject of mathematics in primary education, its teaching, teaching methodology at the initial stages, as well as the correct organization of lessons.

**Keywords:** mathematics, circle, methodology, mathematical diary, excursion, primary education

**Introduction**

In the current era of great economic changes, the importance of mathematics has increased even more, and therefore mathematical education has great social significance. The government of our republic has set itself the task of improving the system of education and upbringing of young people, bringing education and upbringing to the level of increasing demands of life. In 1997, the "Law on Education" was adopted. This law states that the role of the school has further increased during the period of social and economic changes, that the main task of the school is to provide students with thorough knowledge of the basics of science, to form economic and mathematical literacy in them, to prepare them for life and a conscious choice of profession, and to bring the educational content of curricula and programs to the level of modern achievements and requirements. In order to implement these tasks, a new curriculum will be introduced for almost all subjects, including mathematics, and teaching methods will be improved. Primary grades have been transferred to 4 years of education instead of 3 years. In connection with the transition of primary grades to new programs in mathematics, a new methodological system has been developed. In order to successfully teach mathematics to primary school students, a teacher starting his career must have mastered the developed system of teaching mathematics, that is, the methodology of teaching mathematics in primary grades, and on this basis, independently begin creative work.

"Methodology" is a Greek word, and "method" means path. Mathematical methodology is a branch of pedagogical science that is part of the system of pedagogical sciences, which studies the laws of mathematics at a certain stage of mathematical development in accordance with the educational goals set by society. The subject of the methodology of primary mathematics education is: 1. Substantiation of the goals set for teaching mathematics. (Why is it taught?). 2. Scientific development of the content of teaching mathematics (i.e., it is shown what material in mathematics should be studied in primary grades, why this material is chosen, at what level of generalization each individual issue of the course should be studied in primary grades, in what order the topics should be studied, which would be the most rational). Scientific development of teaching methods. (How should we teach, that is, what should be the methodology of educational work so that students acquire the knowledge, skills, abilities and mental abilities that are currently necessary? For example, how should we learn to add and subtract numbers within 10, including how to explain the commutative property of addition in this topic?). 4. Development of teaching aids - textbooks, didactic materials, instructions - manuals and technical means (with the help of what to teach?). necessary! 5. Scientific development of the organization of education (how to conduct a lesson and extracurricular forms of education?. What organizational methods should be used to conduct educational work?. How to solve educational and educational issues more effectively in the educational process?). Thus, the goals, content, methods, means and forms of teaching are the main components of the methodological system. The goal of teaching mathematics. Like any other subject, the goal of

teaching mathematics in the elementary school is determined by the following three factors: 1. The general educational goal of teaching mathematics. 2. The educational goal of teaching mathematics. 3. The practical goal of teaching mathematics. The general educational goal of teaching mathematics sets itself the following tasks: a) To provide students with mathematical knowledge based on a certain program. This knowledge should provide students with sufficient information about the subject of mathematics, prepare them for studying higher sections of mathematics. In addition, based on the program, students should learn to check the reliability of the knowledge they have acquired in the learning process, and master the basic methods of control.

b) It is necessary to consolidate students' oral and written mathematical knowledge. The study of mathematics should help students to improve their speech culture in their native language, to master the skills of expressing their thoughts clearly, clearly and concisely. d) To teach students to know real truths based on mathematical laws. By providing such knowledge, students' spatial imagination is formed and logical thinking is further developed. The content of the concept of "level of mastery of educational material" in mathematics teaching methodology is not fully disclosed. In the manuals for teachers, the criteria that allow determining which level a particular task of didactic material corresponds to are not clear. In practice, teachers often say that one method of a task is simpler or more complex than the other. In addition, no matter how artistically the didactic materials are designed, no matter how productive and deep ideas are implemented in their content and structure, they are still not able to quickly solve all methodological tasks, because no teaching machine can replace the teacher's intuition, that is, his feelings. Thus, didactic materials should be considered as one of the methods of controlling the level of students' mastery of the educational material. At the same time, a particular method may not be the best method for a given class, a given teacher. Therefore, didactic materials cannot relieve the teacher from creating types of control for individual testing that allow determining the level of students' mastery of knowledge. This is one of the main tasks of general methodology. 2. Preparing students for studying the mathematics course. The main task of teaching mathematics in grades I-IV depends on the level of their preparation in the mathematics course. Therefore, the task is to determine the knowledge of those who come to grade 1, equalize the knowledge of students in the class, that is, to transfer the knowledge of students with low knowledge to students who know well. The teacher records the knowledge of students in a special notebook in the following order: 1. How many numbers can he count? 2. How many numbers can he add? 3. How many numbers can he subtract?.

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