BEST JOURNAL OF INNOVATION IN SCIENCE, RESEARCH AND DEVELOPMENT
ISSN: 2835-3579
Volume:2 Issue:4|2023
www.bjisrd.com

Forming Creativity of Primary Class Students through Solving Problems on Mathematical Laws

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***Abstract*:** *Currently, one of the main tasks of teaching mathematics in primary grades in schools is to educate students to become mature people in all respects. In this regard, it is important to provide them with knowledge of mathematics, to ensure that the knowledge they learn is reasonable and thorough, and to form the skills and abilities to apply it. This article provides information on the formation of creativity of elementary school students by solving problems related to mathematical laws.*

Key words: *Logical thinking, mathematics, mathematical knowledge, mathematical understanding and thinking, mathematical problems, complex problem, problem solving, problematic problem, puzzle.*

Development of thinking abilities in mathematics lessons and formation of necessary skills and competencies for successful application of acquired knowledge in conscious life activities should become the main tasks of elementary mathematical education. From this point of view, teaching methods of solving mathematical problems, including life-meaning problems based on their accumulated experience and their application, has its own characteristics, revealing the essence of the content of education and the concepts being studied. use in giving, interaction and teaching combined with the experience of students' practical activities are considered to be urgent issues. The development and implementation of these methods serves to increase the quality and efficiency of teaching. Problem solving is an important component of teaching mathematics. It is absolutely impossible to imagine learning mathematics without solving problems. Solving problems in mathematics classes is the best and easiest way to put theory into practice. A mere dry mathematical theory cannot go far without its applications. But it should be emphasized that every logical rule of mathematics has its place in practice. The applications of this existence are revealed only by means of

mathematical problems. Simple and complex problems serve to acquire knowledge, strengthen and improve the acquired knowledge. Mathematical problems are a useful tool for developing children's thinking skills and usually contain "hidden information". Solving this problem requires a proposal, analysis and synthesis, independent reference, comparison of facts, generalization, etc. from the problem solver. Interest in mathematics increases when solving problems. Qualities such as independence, freedom, demandingness, hard work, and striving for a goal are developed. Textual issues have a great role in the economic, environmental, and labor education of students. Problems help to expand the range of ideas of students. He introduces them to the life of his city, village, farms, people's work in production and agriculture.

As we teach children mathematics from the primary grade, we develop the ability to work with mathematical problems. The following 3 types of problems are being taught to primary school students today: - first, simple problems - such problems are short-sized, solved with one action, and understandable for students. - the second, complex problems - problems that require several interrelated actions to be solved. - thirdly, logical questions are questions that develop students' ability to think and encourage them to make logical judgments. Today we will focus on the role and importance of complex problems in the development of mathematical understanding and thinking of students of junior school age. Solving complex problems is one of the subjects that is a bit difficult for elementary school students to learn. Because the process of transitioning from simple to complex problems of young students comes from their thinking skills. While most children find these issues easy, many students find it difficult. A student who has mastered the process of working on complex problems will have no difficulty in finding a solution to the problem. In the process of working on complex problems, we encounter 3 different types of problems in elementary grades: a) problems that require the comparison of the sum and one of the addends. We cannot always describe the solution of such problems using expressions. Sometimes, when asking the main question of such problems, we turn to writing the solution with separate actions. Let's consider the following problem: There are 37 students in the class, 20 of them are boys and the rest are girls. How many fewer girls are there than boys in the class? Let's analyze the problem: first we will determine the number of girls. For this, we subtract the number of boys from the total number of students. If we do this, the number of girls will be 37-20=17. After that, some students will have difficulties. Most of them think that they have found a solution to the problem right there, and the main question arises from their memory. Above we were asked not the number of girls, on the contrary, how much they are less than the number of boys. We must always remind students to pay attention to each question. Because the result cannot be achieved without defining the main goal. After that, we will continue, what we know; the number of students in the class (37 people), the number of boys (20 people), the number of girls (17 people), so we now find how much the number of girls is less than the number of boys. For this, we subtract the number of girls from the number of boys. After that, we will find out the difference between girls and boys in the class. 3 were found to be less. b) problems in the form of a*b+c, (a+b)*c, etc. (Problems including simple multiplication and division problems). Such questions are mainly given in the 2nd grade after passing the times table. In this, we should mainly focus our attention on the completion of the students after they have thoroughly mastered the essence of the operations of multiplication and division. Because it is impossible to solve complex issues related to these actions without understanding the true essence of these actions.

When we teach primary school students to solve complex problems, first of all we do not tell them the level of difficulty of this topic, but we always meet it in our daily life and we get good results by starting their attitude towards this topic in a positive spirit. The process of working on complex problems in elementary school students may begin with some difficulty, but when these topics are

properly explained, their solutions are easy, and complex problems are actually simple expressions involving several actions written in simple words. We need to show the role of such complex issues in our lives, the influence of such complex issues on their mental development, their logical thinking and the helper for the topics that will be passed on. In the process of working on complex problems, the teacher must, first of all, have a deep understanding of this topic, develop methods and ways to properly inculcate the methods of solving it into the students, based on the character traits of each student. approach is required.

Conclusion: In order to use the possibilities of forming arithmetical operations in mathematics lessons of elementary grades for the formation of logical thinking, the essence and content of each concept and its basis on the practical experience of students, as well as the widespread introduction of visualization, comparison, conclusion and concretization. Along with learning the methods of teaching, it is the basis for drawing out similar laws in other actions based on comparison and analyzing exercises and examples, working on mistakes and using all this effectively. Taking into account the importance of the connection between the results and components of arithmetic operations, the teaching of the concept of arithmetic operations in the mathematics classes of primary grades, the thinking skills of students in the teaching of the mathematics course of primary education, solving exercises. their use of the recommendations we have developed, which require logical reasoning and thinking, will serve to increase the development of their overall mathematical preparation, interests and abilities. In the future, if concrete methodological recommendations for teaching the concept of being in elementary school mathematics lessons are developed for each grade, the use of equations and inequalities in solving text problems by developing students' calculation skills We believe that if the methods are taught on a systematic and sequential basis and preparation of exercise sets, multimedia and graphic tools for the purpose of using advanced pedagogical technologies will give positive results in increasing the effectiveness of elementary mathematics education.

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