FORMATION OF MATHEMATICAL CONCEPTS IN PRIMARY CLASS STUDENTS

Umarova Gozalkhon Botirjonovna
Senior teacher of PEM department. KSPI
Ismoilova Adolatoy Akhmadjonovna
Buvayda District 17 school teacher

Education in the system today's of reforms original essence education the content of the students mastery quality and the effectiveness of s to increase directed . Uzbekistan Republic " Education - training" of the President and personnel preparation system reform to do , perfect generation adult deliver about decree and in programs mathematics of teaching quality increase with together of students thinking and personal attributes , math literacy formation and creative abilities grow up issues set given Primary mathematics course base is a natural number and zero , whole positive numbers on four arithmetic action and their main properties about sure imaginations and this to knowledge based on oral and written count methods conscious and thorough to master organize to achieve Also table cases count qualifications automatism level to be delivered organize is enough

The program of primary classes includes the study of various mathematical concepts. Every person, regardless of his profession, must have number, quantity, algebraic and geometric concepts. In the social life of a person, it is important to know mathematical concepts, especially the concepts of length, weight, time, surface. A child should know numbers and quantities. Children should be taught that the basis of everything is related to the number, that it occupies an important place in becoming an entrepreneur, craftsman, businessman and other profession. Without quantities, it is impossible to know the nature of the universe. All mathematical concepts students study throughout school

is formed during.

In this to the children the following to questions answer to find to get is taught . The given numbers are numbers in line which from the thigh after occurs , which from the thigh before comes , numbers in line given of the thigh place occupies

2. Natural of the line the first numbers with in introduction students before surrounding things and their images with work they see (circles , apples , cars). Big numbers 6, 7, 8, 9, 10 with in introduction subject from instructiveness use is taught or numerous from the stairs use can.

3. First ten numbers in learning that's it of thighs contents to look at about affairs is taught . In this case, numbers 2-5 relatively this of thighs two from the joiner consists of content remembering to stay rule affairs will be done . to numbers 6-10 relatively affairs while " in 10 to add and Subtraction " topic in learning continue will be delivered . Thighs contents each different cases show for didactic from material , pictures , etc different from tables , squares use can.

One-digit and two-digit number terms are introduced. Exercises on distinguishing one-digit and two-digit numbers are performed.

1. Before this series of numbers, write down one-digit numbers, then two-digit numbers. 2, 13, 8, 17, 15, 6, 11, 10
2. Write 4 arbitrary one-digit numbers and multiply each number by 10, what numbers are produced? What can you call them?
3. Using numbers 1 and 2, first one-digit numbers and then two-digit numbers write the numbers.
4. Write a two-digit number using only the number 2. 2, 22

Primary class to his students from mathematics deep and thorough knowledge to give in the process mass of measurements historical from materials use big important have It is known

that humanity of society progressive reach during especially diary life for necessary has been food exchange of goods (barley , wheat) , later while sell necessity surface will come People initially don't scatter things and liquids sum up using bucket , sieve such as things with those who measured But metal , construction materials in measuring it method using can't be was Then goods to the mass looking measure opinion surface will come Initially rich scales thinking found Ancient in nations measure unit as in nature things is taken was But measure for mass unity choose necessary was Most of the time mass unit as barley , wheat or other grain crops choose was Later on mass unit result in the style of of metal made stones appear it has been . Russia main mass size hryvnia /309.5 per gram near / is , then it is pound slurry started in Uzbekistan mass measurements different was Batman different in the place differently the weight stated . 1 bushel in Khorezm - 40.95 kg , Bukhara and in Samarkand-8 pounds ie 13 kg, 10.5 food in Tashkent i.e. 171.5 kg ha equal to was Daksari-batman's quarter to the part equal to Misqol-4 gr to 5 gr the weight stated . 4.53-4.552 g in Khorezm , 4.46 g in Samarkand , 4.5-5 g in Bukhara calculated . Ferghana 1 misqal was 4.55 gr . In the 19th century, 1 misqal was equal to 100 zona barley weight. Sir /sir/ is 1 in 40 of batman. Widely used in Napsa-Fergana valley. In Khojand - 2.5 packs 1,024 kg- . Namanganda 5,3 kg, 4,6 kgKokanda or 5 kgIn addition, in Central Asia, barley /0.05 g/, package /409.5 g/, paisa /33.3 g/ (quarter). A piece of something (carat, carat, bag) weighs like 4 pounds or 8 pounds (or 0.2 g) as a bowl, plate (4-16 kg) or Toki-tuki (1.3-2.5 kg). measurements were also used. Therefore, historical materials can be used in the process of teaching mathematics in primary classes, taking into account these weight measurements.

Children's ideas about time gradually develop in the process of long observations and accumulation of life experiences. Children get the first concepts of time in the preschool period. The alternation of night and day, seasons, repetition of routine moments in children's life form perceptions about time.

REFERENCES

1.Abdullaeva BS "Increasing the quality and efficiency of primary education on the basis of advanced pedagogical and information communication technologies". // Collection of the international scientific conference on "Increasing quality and efficiency in primary education and physical culture: problems and solutions". Tashkent.: 2017. – 421 p.

2.Abdullaeva BS Formation of informational competence of the school. Formation of information competence of students // Eastern Eurorean Scientific Journal. AURIS Kommunikations - und Verlagsgesellschaft mbH Dusseldorf. German: Ausgabe 3. 2018. – R. 183-187.

3.Abdullaeva BS, SJYakhyayev. Methodological support for the creation of electronic educational resources in the electronic educational environment // Republican scientific and methodological conference. - Tashkent, 2022, - B. 297-298.

4.Abdullaeva BS, Yakhayev SJ. Normative and legal bases of organization of the educational process in the electronic educational environment // Republican scientific and methodological conference. - Tashkent, 2022, - B.301-302.

5.Abdullaeva BS, Yakhayev SJ. Analysis of the digital competence of teachers in the e-learning environment // Republican scientific and methodical conference. - Tashkent, 2022, - B. 295-296.

6.Abdullaeva BS, Yakhayev SJ. Theoretical and pedagogical foundations of the use of electronic educational resources in the electronic educational environment // Republican scientific and methodical conference. - Tashkent, 2022, - B.299-300.

7.Umarova , GB (2022). A boundary value problem for a parabolic-hyperbolic equation with three planes of type change in an infinite prismatic domain. Scientific and Technical Journal of Namangan Institute of Engineering and Technology Vol. 3: Iss . 2, Article 11.

8.Umarova , G. B. Solve movement problems in a variety of ways. International journal. Of social science and interdisciplinary research isn *: 2277-3630 Impact factor: 7.429* , *11* (12), 440-442.

9. Guzalkhan , U., & Hosiatkhan , T. (2023). Etymology and Definition of Maths . International journal of inclusive and sustainable education , *2* (4), 1-8.

10. Umarova . G. B. (2020). Trekhmernaya zadacha Trikomi dlya parabolo - giperbolicheskogo uravneniya c dvumya ploskostyami izmenenenia tipa. *Vestnik Institute Mathematician* , (3), 153-166.

11. Rakhmankulova, N. K. (2022). METHODS OF TEACHING MATHEMATICS IN EDUCATION. In *ПЕДАГОГИЧЕСКИЕ НАУКИ: АКТУАЛЬНЫЕ ВОПРОСЫ ТЕОРИИ И ПРАКТИКИ* (pp. 15-17).