

STUDENTS TO THINK LOGICALLY THROUGH DIDACTIC GAMES

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Mathematics is to develop students' abilities and interests based on the formation of students' intellectual thinking. Therefore, the development of the methodology of conveying the concept of arithmetic operations and methods of calculation in elementary grades includes the development of the skills and abilities of students to form the basic concepts of elementary mathematics and to apply them in practice. From this point of view in the educational process, teaching mathematical problems, including methods of solving problems of vital importance, based on their accumulated experience, and their application, has its own characteristics, which are used in education use in revealing the content and essence of the studied concepts, teaching in interaction and combined with the experience of students' practical activities are considered to be urgent issues. The development and implementation of these methods serve to increase the quality and effectiveness of teaching. One of the main goals of teaching mathematics in primary education is the development of students' abilities and interests based on the formation of students' intellectual thinking. Therefore, the development of the methodology of conveying the concept of arithmetic operations and the methods of calculation in primary grades involves the development of the skills and abilities of students to form the basic concepts of elementary mathematics and to apply them in practice.

The reasons for this are:

1. Mathematics teaching in primary education is by revealing the essence of arithmetic operations and concepts, extensive use of practical exercises and examples, and based on this, logically connected concepts, definitions, rules and conclusions. It helps students to develop their mathematical skills.

2. Textual exercises that reflect the specific characteristics of each action in mathematics learning in primary education and offering them in connection with the students' life experience have a sense of unity, which encourages students to search for science. It is the basis for the development of thinking skills. It also affects the development of general thinking methods and skills.

3. Development of thinking abilities in mathematics teaching in primary education requires logical thinking, reasoning and practical application along with the content of arithmetic materials, the main concepts being studied and solving problems related to them.

The method of games allows children of preschool age to make a gradual transition from the game activities that are customary for them to learning activities, which helps the transition process to pass smoothly and without any difficulties. . Along with other important aspects, it is necessary to pay special attention to the improvement of the methodology of conducting didactic games and the use of interesting game exercises in the educational process. four important aspects and functions are distinguished: a means of development within the framework of motivational demand; means of knowing; means of development of mental actions; a means of developing voluntary behavior.

At the initial stage of education, special didactic games help (encourage) the development of logical thinking of students of junior school age.

Teaching the method of "connecting meaning".

After the child is taught to connect and compare objects according to their external

features, for example, according to their shape, color, size, then to more intellectually complex actions - to connect objects to each other according to their meaning. it is possible to move on to teaching to bind.

Connecting objects to each other according to their meaning - to find some connections between them, if these connections are based on important signs and properties of objects and events. But it is important to know how to rely on secondary, less important properties and signs.

A child's curiosity is always aimed at knowing the world around us and the structure of the world. While playing, the child tries to determine cause and effect and connections between them in his experience. For example. he himself can understand what objects sink and what objects float. The more active the child's mental relations are, the more questions he asks, and these questions become more diverse. A child can be interested in everything in the world: how deep is the ocean How do animals breathe? Why is the snow stored on the top of the mountains and melts below?

A child always seeks to know, and acquiring knowledge takes place by getting answers to a large number of questions such as "why?", "how", "how", "why".

"Encrypted numbers" exercise.

The teacher gave the students the task of decoding and remembering encrypted two-digit numbers without writing them down. This exercise can be done as a game.

Encrypted number and key are written on the board.

AND MK VO KE ST IO

Key

0	1	2	3	4	5	6	7	8	9
A	M	V	E	K	O	S	I	P	T

Teacher. We will play a detective game with you, that is, we have to decipher the given numbers using letters. Scouts must have a very good memory. They should memorize a lot, but not write anything down as much as possible. Even if something needs to be written, the most important information must be expressed in ciphers, because no one should know what kind of information it is. Six numbers are written on the board through letters. Find out what numbers are written using the key. Remember them, these numbers cannot be written.

The game is a means of education, it activates the thinking activity of learners, makes the learning process interesting and exciting, gives a strong impetus to language formation, special didactic games increase mathematical thinking.

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