

**FORMING PRACTICAL ACTIVITY OF PRIMARY CLASS STUDENTS.**

**Umarova Gozalkhon Botirjonovna**

Senior teacher of PEM department. KSPI

**Koshakova Obidakhan Makhammadyusupovna**

Uchkuprik District 42 school teacher

The most important feature of the elementary mathematics course is its practical orientation. If some issues of the mathematics program in higher grades are theoretical in nature, in elementary school every new concept, property, law is introduced as a result of practical activity and for practical activity. For example, in the VII grade, students master the concept of a rectangle, they know the definition of a rectangle, logically derive its symptoms and prove some of its properties, logically derive its symptoms means that they know how to logically derive its symptoms and prove some properties, logically derive its symptoms and use them to solve practical problems related to some of its properties. In the elementary grades, students determine the equality of the opposite sides of a rectangle by measuring, and learn to construct a rectangle, measure its perimeter and face, and calculate. they learn Most of the practical learning that students develop in elementary school is of primary importance for the school mathematics course. Arithmetic operations in writing and speaking, formed in lower grades, are used in middle grades as well as in upper grades. One of the main tasks of a primary school teacher is to form thorough practical learning and skills in students. In this, it is necessary to solve two methodological problems that are interconnected.

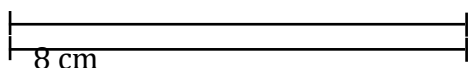
1) write the text of the content of the process of performing certain practical tasks, 2) develop the methodology of students' learning and effective control over learning.

a) Issues related to the study of length measurement units.

1. 1 cm , 3 cm , 3 cm , 8 cm , 10 cm in length cuts draw

Children cuts before ruler according to conduct possible drawn cuts ruler with after checking after their to the bottom given in length sure cross section transfer need

2. White on paper of each other under two one 8 cm in size in length cross section draw , then their the length on the ruler check

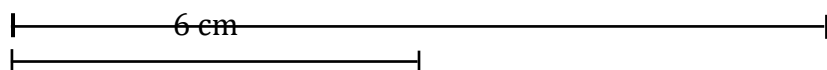


3. Indicator and medium of your fingers the length centimeters with measure measure the results to your notebook write ( fingers picture draw )

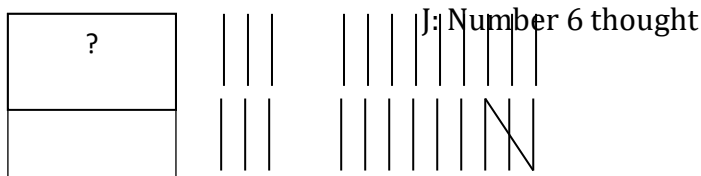
4. Eye with about 11 cm in length line draw of this line to the bottom 5 cm from it short has been line draw

Theirs the length ruler with check

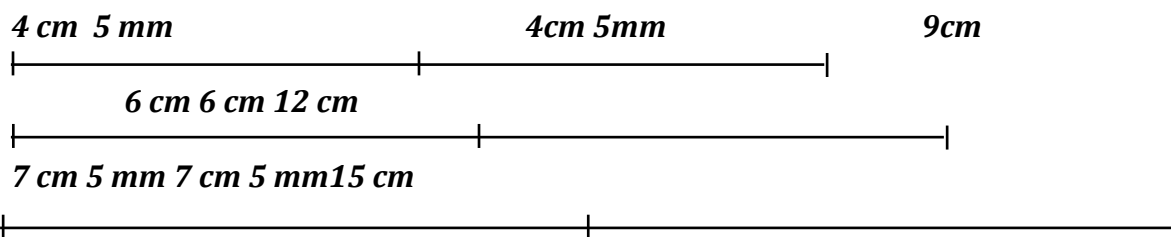
11 cm



5. Rustam He thought of a number and added 3 to it was , will be 9 . Rustam which thigh thought ? This issue sticks with take off



6. 9 cm , 12 cm , 15 cm in length right lines draw of these each one equal to into pieces be



7. One's the side is 6 cm , the rest of both sides from 3 cm from where he was made up right rectangle everyone sides the total length how much will be so right rectangle make it

8.  $6 \cdot 4 + 3 \cdot 2 = 24 + 6 = 30$  cm

1)  $6 + 3 = 9$  cm

2)  $9 + 6 = 15$

3)  $15 \cdot 2 = 30$  cm

b) Weight measure units to learn about practical issues .

1 . How of things weight that one kg comes tell me

Answer : students weight to everyone known has been things what they say required : 1 pack salt , 1 pack sugar Instruction : In class scales take come that's it things pulling to be seen karak Salt , sugars on the scales pulling and students in his hands this things carrying to see them weights their senses need

The quick learning and easy forgetting characteristic of elementary school students can be overcome with the help of practical work. Carrying out practical work not only strengthens theoretical knowledge, but also forms a solid foundation for new knowledge, forming memory and attention. Practical problems in elementary school mathematics classes help the student to draw pictures, draw lines, cut, play, measure sections, find weight, area, volume, find data for solving problems, make plans, draw diagrams. , forces to know the money accounts and do similar things. The meaning of calling them practical problems is that, with the help of solving such problems, students develop initiative, independence, creativity, and abilities. When solving problems, it is possible to get out of the situation using mental operations such as analysis, synthesis, comparison to solve the problem. At the same time, after solving some problems, you can change the question and create problematic, practical problems depending on the answer.

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