

## ПОВЫШЕНИЕ ИНТЕРЕСА К РЕШЕНИЮ ПРОБЛЕМ

**Назарова Нилуфар Ахмедовна**

преподаватель кафедры узбекского языка,  
педагогике и физической культуры,

Андижанский институт сельского хозяйства и агротехнологий

**Аннотация:** В данной статье автор хочет поделиться своим опытом развития интереса к решению задач у учащихся начальных классов.

**Ключевые слова:** математические понятия, логическое мышление, математические рассказы, сказки, в быту.

## INCREASING INTERESTS IN SOLVING PROBLEMS

**Nazarova Nilufar Ahmedovna**

Teacher of Chair of Uzbek language, pedagogy and physical training,  
institute of Andijan agriculture and agrotechnologies

**Annotation:** In this article, the author wants to share his experience in developing an interest in solving problems among primary school students.

**Keywords:** mathematical concepts, logical thinking, mathematical stories, fairy tales, in everyday life.

The ability to solve problems plays an important role in our life. After all, life poses many challenges for every person. And in our time, a person needs the ability to analyze, compare, reason, find various ways to solve a way out of this situation. And school tasks prepare a person for adulthood. Problem solving is one of the most difficult parts of teaching mathematics. It requires not only the development of skills of certain mathematical operations, but also a high level of development of the intellect of students. In the process of analyzing and solving problems, the basic mathematical concepts of the primary school mathematics course are formed, computational skills are improved, logical thinking, the ability to generalize, classify, and students' speech develop. Tasks are a means of developing logical thinking, show the importance of mathematics in everyday life, help children use the acquired knowledge in practical activities. How to help a

younger student learn to think, read problems carefully, memorize data and explain the solution. Working on this topic, I realized that in order to teach a student to solve problems, you must first teach how to compose a problem.

Therefore, in the first grade, children learn to compose mathematical stories, and only later do they move on to compiling problems. Younger students really like this type of work, because children tend to fantasize, dream, compose fairy tales. So, through the game, students discover the most important section of mathematics - problem solving. In the process of analyzing and solving problems, the basic mathematical concepts of the primary school mathematics course are formed, computational skills are improved, logical thinking, the ability to generalize, classify, and students' speech develop. And in the process of compiling the task, the guys already have to foresee the entire course of the task, think about the data, and choose the right question. Already in the first grade I try to do this work in every math lesson. I use illustrations, story pictures to compose mathematical stories, and later tasks. Then we proceed to the preparation of tasks according to schematic drawings, drawings, expressions. While working on the tasks, I noticed that the texts of the tasks are sometimes dry and uninteresting. And what is uninteresting, the child will be reluctant to do. To diversify this work, I began to compose tasks with a fairy tale plot. I use these tasks in the preparation of control and independent work, for individual work and for work on the Fascinating Logic circle. My students like to solve such problems, they are waiting for new tasks. And I, in turn, am pleased to see how the eyes of children burn, how interest and a desire to decide appear. I want to share the tasks that I made myself for my students.

Grade 2-3

1. Oybek distributed 4 glasses of delicious nectar to 9 friends. After that, he had 12 glasses left. How many glasses of delicious nectar did Oybek have?
- Brother Rabbit dug up a rectangular bed. The bed is 8 meters long and 3 meters wide. Find the perimeter and area of this garden.
3. For embroidery, Odina cut out a square-shaped piece of fabric with a side of 7 dm. Find the perimeter and area of this piece of cloth.
4. For the

construction of the house Nilufar prepared a rectangular plot. The length of the section is 24 m, and the width is 6 times less. Find the area and perimeter of this area. 5. Snow White lived in a palace in a square-shaped room. Find the area of this room if its perimeter is 32 meters. 6. A little boy helped his father plow a rectangular strip of land 18 meters long and 5 meters wide. Find the perimeter and area of this strip. 7. Brer Fox has prepared a square trap for Brer Rabbit. The length of the side of the trap is 3 meters. Find the perimeter and area of this trap. 8. The knight ordered a new rectangular shield for the tournament. The width of the shield is 4 dm, and the length is 3 times greater. Find the perimeter and area of this shield. 9. The frog princess embroidered a square-shaped self-assembled tablecloth.

Find the area of this tablecloth if its perimeter is 40 cm. Grade 4 1. Two birds flew out of two forests at the same time towards each other. The speed of the first bird - Yaga is 8 km / h, and the second bird is 3 km / h more. How far apart are these two forests if they meet after 5 hours? 2. Jasur left the village for the city at a speed of 8 km / h, and after 5 hours the postman Kamol rode out of the city on a bicycle to meet him and met Jasur after 6 hours. How fast was Kamol driving if the distance between the city and the village of Prostokvashino is 172 km? 3. Maruf collected 27 autumn leaves from a fairy forest. Moreover, 18 leaves were birch, and 23 leaves were yellow. How many yellow birch leaves does Maruf have in her collection? Tasks are both the goal of learning and the method of learning.

Sum up, according to the tasks, students form mathematical concepts, mathematical laws are explored. Tasks are a means of developing logical thinking, show the importance of mathematics in everyday life, help children use the acquired knowledge in practical activities.

### **The list of used literatures**

1. Arginskaya I.I. "Mathematics". Methodological guide to the textbook of the 1st grade of a four-year elementary school. M.: Federal Scientific and Methodological Center. L. V. Zankova. 1999. 104 p.
2. Lavrinenko T.A. "Assignments of a developing nature in mathematics." Saratov: "Lyceum", 2003. 192 p.
3. Istomina N.B. "Activation of students in mathematics lessons in elementary grades". M.: Enlightenment. 1985. 63 p.