METHODOLOGY OF USING COMPUTER TECHNOLOGIES IN THE STUDY OF CONCEPTS AND DEFICIENCIES IN PRIMARY SCHOOLS

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A R T I C L E I N F O.	**Annotation**
Keywords: Fraction and fraction, technology, science and technology, TIMSS, drawing, section, fraction, image, denominator.	This article discusses "Methodology for the use of computer technology in the study of the concepts of fractions and fractions in primary school". Because at the current stage of development of society, the penetration of information and communication technologies in all spheres of human life, including education. And countries that have chosen this path of development in a timely manner are succeeding.

The integration of our country into the world community, the development of science and technology, the competitiveness of the younger generation in the changing world labor market require the acquisition of advanced knowledge in general education. This requires the effective organization of lessons in the education system, in particular, in the teaching of mathematics, using advanced national and international experience.

Today, the main goal of teaching the exact and natural sciences in general secondary schools is the mathematical knowledge necessary for the work and daily life of every member of society, taking into account the conditions of the modern market economy, to impart skills and competencies, as well as to generalize the practical activities of students with real-life ideas, to strive for mathematical knowledge, to find optimal ways to solve problems of their intellect, nature and society as a result of forming consistent logical thinking in students is to help them.

Mathematics requires a complete, in-depth study and propagation of the laws that reflect the spatial and quantitative relations of material existence; the level of development does not take into account the content of the studied laws, how they are based; it does not matter the personal qualities of the researcher, how this or that mathematical law was discovered; the science of mathematics is created and developed in a particular system, revealing a series of interconnected laws. The basic concepts of science, the accepted axioms, are its starting point.

Mathematics is a broad field of science that serves as an important ideological basis for many fields. This subject is a powerful tool for studying the methods of formation of knowledge, skills and abilities, as well as the general laws, the features of the use of modern pedagogical technologies for the development of intellectual abilities of students in the educational process.

In order to guide students to the profession, it is necessary not only to provide them with mathematical

knowledge, but also to teach them how to apply it in real life. It also combines student's life experiences with practical ideas, teaches them to consciously master mathematical concepts and attitudes and apply them to life, develops students' logical thinking, problems in nature and society as a result of the formation of consistent logical thinking. help them find optimal solutions. It is important to inform students about the contributions of scientists and scholars to the development of mathematics, and to develop an understanding of mathematics as an integral part of human culture, taking into account human development, the development of life, and the advancement of techniques and technology.

If students are not able to apply the knowledge they have acquired in each subject to practice, it will remain a dry science, the teacher's work will be wasted, and the student's time will be wasted. There is no member of our society who does not use mathematics in his daily life.

Given the study of natural numbers, this or that operation performed on decimals, it is difficult, if not impossible, to find someone who does not use it in everyday life.

Introducing students to fractions begins in the 3rd grade, according to the program. Learn how to form fractions, compare them, find the fraction of a number, and find the number itself by a given fraction. In Grade 4, students will have an idea of the percentage of 1 and several fractions and its written form.

The concept of fractions in geometry is directly related to the proportions of sections, the proportions of quantities, and the proportions of other geometric shapes. The concept of fractions is said to come from the division, cutting, breaking, and crushing of different things into equal parts. The basics of fractions are given before elementary school. For example, he divided apples, watermelons, cucumbers, bread, etc. into several pieces and took basic concepts. To this end, children will be introduced to fractions, their writing, teaching comparisons, and solving problems related to finding numbers by fractions and fractions. All of the above issues will be covered in a demonstration.

As we have seen above, in Grade 3, one's share, i.e. 1/2, 1/3, 1/4, etc., is to form an idea of the shares. Fractions are explained in the form of demonstrations. These exhibits include fruits, melons, watermelons, geometric shapes, sticks, paper, and more. In a visual explanation, for example, dividing an apple into two equal parts is used to create a fraction. Divide the corresponding apple into 2 unequal pieces and explain that it is not a half apple, so do not form a fraction. It is only necessary to firmly assume that the fraction or the fraction of a whole is formed in equal parts.

When working with different geometric shapes, they use this shape to create fractions, as well as to derive some of its properties. For example, when a square is divided into 4 equal parts, it is divided into two parts, based on the mutual equality of the angles, as well as the mutual equality of the sides, as well as the notion of the symmetry of the square.

Fractions should be read as one-second, one-third, one-fourth, and 1/2, 1/3, 1/4 should be used to make a connection between how and how many parts are taken. On this basis, it is read without introducing new terms such as picture and denominator and fraction. But it is explained how to draw a line, how many integers are at the bottom of the line, and how many shares are at the top.

The topic of "shares" also explains the comparison of shares based on the division of figures into equal parts. For example, the teacher suggests cutting out 5 identical rectangles of paper into strips. It divides the first one into two equal parts and the second one into four equal parts, and compares each equal part by stacking them on top of each other. Then they make sure it is like 1/2> 1/4, 1/4> 1/8, 1/3> 1/6.

Finding the percentage of a number in 3rd grade should start with practical issues. For example, take a 12 cm long piece of paper and fold it in half. How many centimeters is the halfway point? 12/2 = 6 cm. Now divide the aisle into two parts and divide it into four parts. What part of the corridor is formed and how long is it? Answer: 12: 4 = 3 cm. 1/4 part. This work is also measured with a ruler. Masala. The book is 80 pages long and the reader has read a quarter of it. How many pages have you read? What is

1/4 of 80 pages?

It is enough to use a graph to solve other problems: the number is represented by a cross section, it is divided into equal parts of a given number, the percentage is determined, and then the solution is made orally or in writing. For example, how many cm are there in 1/2 m, 1/4 m, 1/5 m? How many minutes are there in 1/2 hour, 1/5 hour, 1/6 hour? When studying time scales, they should explain why they say "one and a half" and "less than a quarter 10". On the contrary, it is important to find the number itself, depending on the percentage of the number. For example, the TU-104 flies 5 km in 1/3 of a minute. How many kilometers does it fly in 1 minute? What is the number 1/3 of 5 km? 5 * 3 = 15 km.

Today, there is a growing interest in the use of interactive methods and information technology in education. One of the reasons for this is that so far in traditional education, students are taught only to acquire ready-made knowledge, while the use of modern technology allows them to search for their own knowledge, independent learning and thinking, analysis doing so teaches them to draw even the final conclusions themselves.

In this process, the teacher creates conditions for the development, formation, acquisition and upbringing of the individual, and at the same time serves as a manager, a guide. The application of modern information technologies in primary education not only increases the effectiveness of teaching, but also plays an important role in cultivating an independent and logical thinking, well-rounded, highly spiritual person through the application of scientific achievements in practice.

It is worth noting that the use of multimedia applications in each lesson develops students' independent, creative thinking. The use of multimedia tools in explaining the topic of fractions has also been effective. Almost all secondary schools in the country are equipped with modern computer and telecommunications technologies. This, in turn, requires primary school teachers to take a new approach to their work activities. The introduction of new technologies into the teaching process in primary school is based on a more diverse, creative and creative approach to teaching, changing the task and role of the teacher through a new approach, rather than squeezing the teacher by technical means. turns into a profession.

In addition, the application of the international study TIMSS in the education system of Uzbekistan has the opportunity to compare its results with the results of other countries. TIMSS assesses students' academic achievement: knowledge, application, and reasoning. The "Knowledge" section covers problem solving in mathematics, and involves solving students' theoretical knowledge of the properties of numbers and simple geometric objects, repeating definitions, and learning from standard graphs and diagrams.

Students will be required to demonstrate their ability to solve mathematical and natural science problems, interpret tables, diagrams, graphs, and conduct experiments in real-life situations. Brainstorming assignments identify students' logical and systematic thinking skills. Issues that need to be considered can vary depending on the novelty of the proposed situation, the complexity of the question, the large number of solutions, and the need to integrate knowledge from different departments.

In elementary school, students can improve their fractional literacy by completing the following math tests:

1. Which fraction is not equal to the remaining fractions?

a) ½ b) 4/8 c) 2/4 d) 2/8

2. The cake is cut into 8 pieces. Rano ate 2 pieces of cake. How many pieces of cake did Rana eat? Answer: _____

3. Which fraction is equal to ½?

a) 3/5 b)3/6 c)3/ 10 d)3/8

Methods and their importance in teaching fractions should also be emphasized. Because the effective use of pedagogical and information technologies in the classroom, taking into account the curiosity and need for knowledge of primary school students, today's educators need to keep pace with the times. Many didactic games have been created for elementary school math classes.
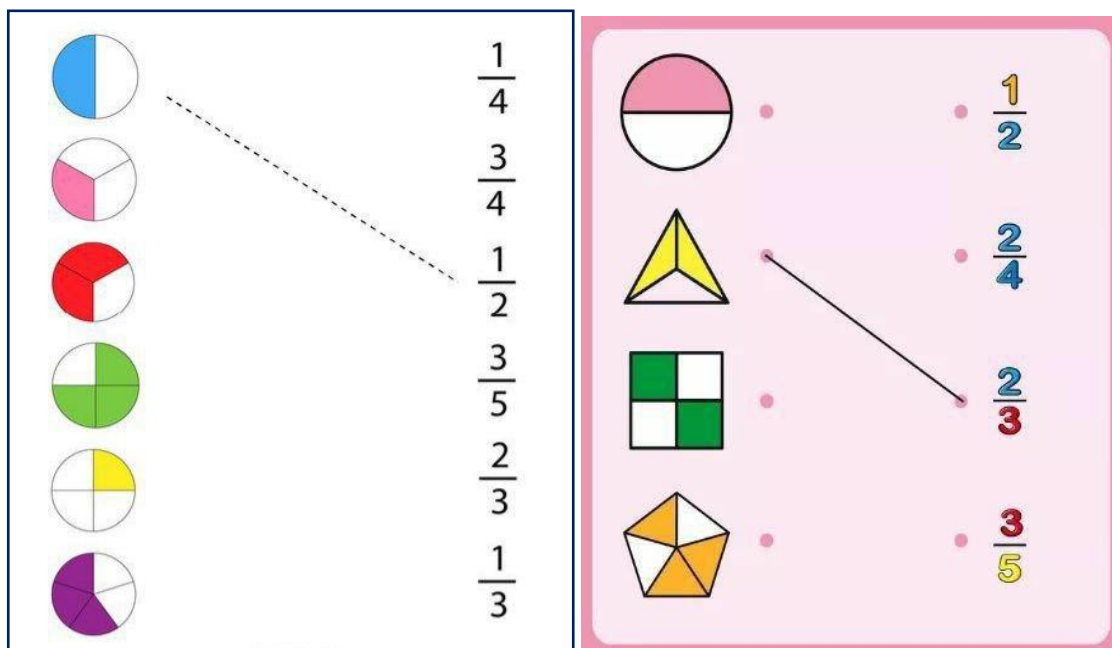
The "paint the numbers" method.

The goal. Students become more interested in the topic, master the topic, develop an aesthetic outlook.

Procedure. Students will be given a card with a variety of geometric shapes and numbers. They will have to draw the numbers on the cards on the shapes, that is, color them with colored pencils.
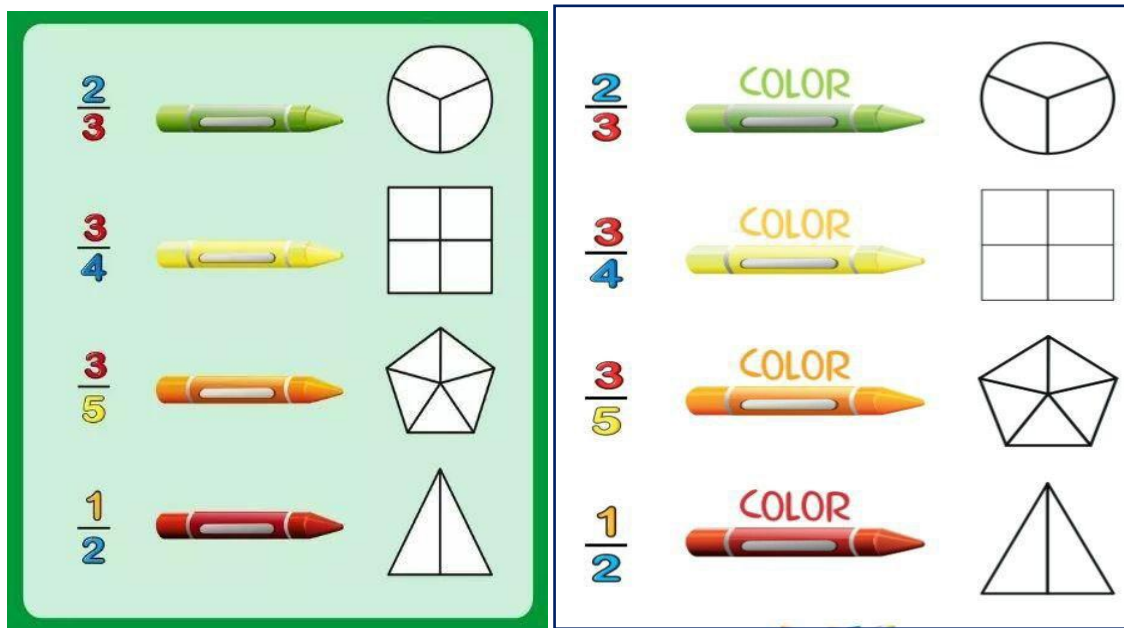
Find a match

In short, at the current stage of development of society, the penetration of information and communication technologies in all spheres of human life, including education, is growing. And

countries that have chosen this path of development in a timely manner are succeeding. On the contrary, countries that work in the old way are lagging behind. Therefore, the main task of teaching mathematics in the general secondary education system should be to develop students' logical thinking, the ability to observe correctly (competencies). General Competences in Science Students should know and be able to apply theoretical knowledge and practical skills in mathematics. 'defines the requirements for the practical application of nicknames in general.

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