The method of organizing modern approaches to teaching the concept of fractions and fractions

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ABSTRACT: This article highlights and analyzes the content of the educational value of books for children of primary school age.

KEY WORDS: fraction, maths , geometric figures, math problem, children's mathematical skills

Today, great innovations are being implemented in the field of education, as in all fields. In modernizing Uzbekistan, the development of education is being approached as a priority direction of development. President of the Republic of Uzbekistan Sh.M. Mirziyoyev, pointing out the tasks aimed at further development of public education, emphasized: "In order to increase the knowledge and level of not only young people, but also all members of our society, first of all, knowledge and high spirituality are needed. Where there is no knowledge, there will be backwardness, ignorance and, of course, error. As the sages of the East said, "The greatest wealth is intelligence and knowledge, the greatest inheritance is a good education, and the greatest poverty is ignorance"! Therefore, for all of us, mastering modern knowledge, becoming the owner of true enlightenment and high culture should become a continuous vital need."

The main purpose of the mathematics course in elementary grades is to develop children's mathematical skills, activity, independence, etc., taking into account the age characteristics of children.

In the current educational system, special attention is paid to relying on the original national values, and it is becoming a priority to approach the formation of human spirituality as a primary task. Special attention should be paid to the education of students in primary education, which is the main link of continuous education.

The essence of introducing fractions.

According to the program of introducing students to fractions, it starts from the 3rd grade. They get acquainted with the formation of fractions, their comparison, finding the share of bread and finding the number itself according to the given share. In the 4th grade, they will have an idea of fractions and fractions of 1 and its written form. In geometry, the concept of a fraction is directly connected with the proportion of a section, the proportion of quantities and the proportions of other geometric shapes.

It is said that forming the concept of fractions comes from dividing different things into equal parts, cutting, breaking, grinding. Before elementary school, that is, at preschool age, basic concepts of the concept of fractions are given. For example, apples, watermelons, cucumbers, bread, etc. are divided into several pieces and basic concepts are given. For this purpose, to introduce children to shares and their writing, to teach comparison, to find the number by shares and shares of bread

Also, other students are asked to divide the circle into 4 parts, and some of them the rectangle. After that, it is taught how to write numbers by taking one, two, or three of the shares divided into equal parts. It is necessary to read fractions like one-half, one-third, one-fourth, and make a connection between how many parts can be divided into 1/2, 1/3, 1/4. On this basis, it is read without introducing new terms such as surat, denominator, and fraction. But it is explained how to

draw a line, below the line is written the number by which the whole is divided, and above it is written the number of the fraction.

The topic "Proportions" also explains the comparison of proportions based on dividing figures into equal parts. For example, the teacher offers to cut 5 identical rectangles into strips. It divides the first strip into two equal parts, the second into four equal parts, and compares each equal part by stacking them. Then they make sure that 1/2 > 1/4, 1/4 > 1/8, 1/3 > 1/6. Finding the fraction of a number in the 3rd grade should be started with practical problems. For example, take a 12 cm long paper strip and fold it in half. How many cm is half of the corridor? 12/2=6 cm. Now the corridor is divided into four parts by folding it in two. What part of the corridor was formed and how long is it? Answer: 12:4=3 cm. 1/4 part. This work is also measured using a ruler.The book is 80 pages, the student read 1/4 of it. How many pages have been read. What is 1/4 of 80 pages? 80:4=20 pages.

1. When solving other problems, it is enough to use a diagram: the number is represented by a cross section, it is divided into equal parts of the given number, the fraction is determined, and then the solution is performed 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 measurements, they should explain why they say "one and a half", "a quarter to 10". On the contrary, much attention is paid to finding the number itself, depending on the fraction of the number. For example, "TU-104" airplane flies 5 km in 1/3 minute. How many km does it fly in 1 minute? What is the number whose 1/3 is 5 km?

5•3=15 km

2. Later, problems related to finding a number by its share are mixed with problems related to finding a part of a number. In the 3rd grade, only simple problems of finding a fraction and a number based on a fraction are solved, and in the 4th grade, complex problems are solved.

3. Methodology of studying fractions.

With the formation of fractions based on the theme "Partitions". Introduced in 4th grade. Here too, the demonstration tool is the head of education will be the criterion. The main task is to divide things, shapes and other surroundings into equal parts and take one, two, three, ... from these parts, express it, and write it down. It introduces terms such as fractions, fractions, and denominators.

When writing fractions, remember to follow the following rule. The number written under the line is called the denominator of the fraction and represents how much the whole thing is divided into. The number written above the fraction is called the image of the fraction and shows how many equal parts are obtained. In elementary school, fractions with a denominator not greater than 10 are considered.

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