THE ROLE OF PROBLEMS IN TEACHING FIRST GRADERS TO THINK CREATIVELY

M.M. Kasimova - Associate Professor of Bukhara State Pedagogical Institute

G. Burkhonova is a student of Bukhara State Pedagogical Institute, 1st stage

Keywords: *matter, arithmetical task, arithmetical action, example, task*

Annotatsiya: *Bu maqolada birinchi sinf o'quvchilarini kreativ fikrlashga o'gatishda arifmetik masalalarning roli va arifmetik masalalarni yechishga o'rgatishning usullari yoritilgan*

Аннотация: *В данной статье рассматривается роль арифметических задач в обучении первоклассников творческому мышлению и методика обучения решению арифметических задач.*

Annotation: *This article describes the role of arithmetic problems in teaching first graders to creative thinking and methods of teaching them to solve arithmetic problems.*

The ability to solve problems began to form students from the 1st grade. Based on the program, for the 1st grade, to find the sum and the remainder, to find the sum and the addendum, to solve simple problems on the differential comparison of increasing and decreasing the number by several units, to solving complex problems on finding the difference, divisor, decrement, and geometric problems encouraged. Students should consciously master the components of action and the connections between them in the process of solving problems. It is advisable to start the preparatory stage from the period of numbering (teaching numbers) in 10. Due to the strong play activity of the 1st graders in the early stages, it is recommended to create and solve verbal problems with the help of toys. However, any problem teaches children to think creatively and observe, which helps them to become independent individuals who think creatively.

a) By making problems about the number of subjects (given) and the results and summing them up, the students will have a preliminary idea about the problem. Concepts such as "problem condition" and "problem question" are not used during this period. The initial problems are created in front of the students. In this case,

the students are watching all the actions of the teacher. For example: The teacher takes a student to the blackboard, gives him a ball and asks the students.

-Dear, students, what do you see in your friend's hand?

- (the ball)

- How many are they? (1 piece)

I gave him 1 more ball (the teacher gives 1 more ball to the student on the blackboard).

- How many balls did your friend have? (2)

In this process, both the given and the result are shown openly to the students. They are only required to understand the result. The task of creating a problem is carried out with the objects directly in front of the eyes. For example: by teaching them to write problems of different content with the help of a notebook, pen, pencil, and toys, their initial ideas are formed.

b)The number of subjects and the given ones are displayed in front of the student's eyes, without showing the result, students are given concepts about the problem by creating problems about finding the sum.

Apples cut out of yellow and 2 red cardboards will be picked on the table. A student is brought out to the blackboard, a basket is given to him and he is asked to pick red apples on the table and show them to the students and put them in the basket. The student shows 2 red apples one by one and puts them in the basket. The teacher shows the students how many apples did your friend put in the basket? (2) The student on the board was asked to take 1 more yellow apple and put it in the basket.

- Dear students, what else did your friend do?

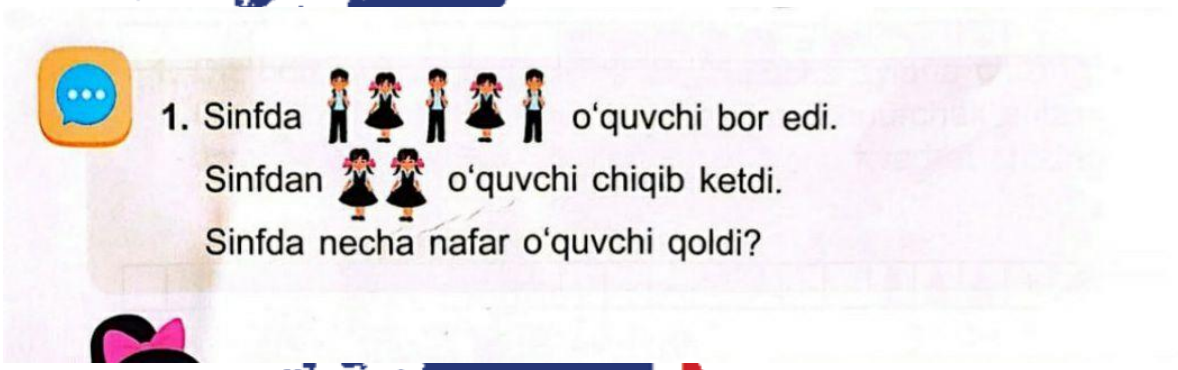
- put one more apple in the basket.

- How many apples were in the basket? A hidden answer will be requested. (3)

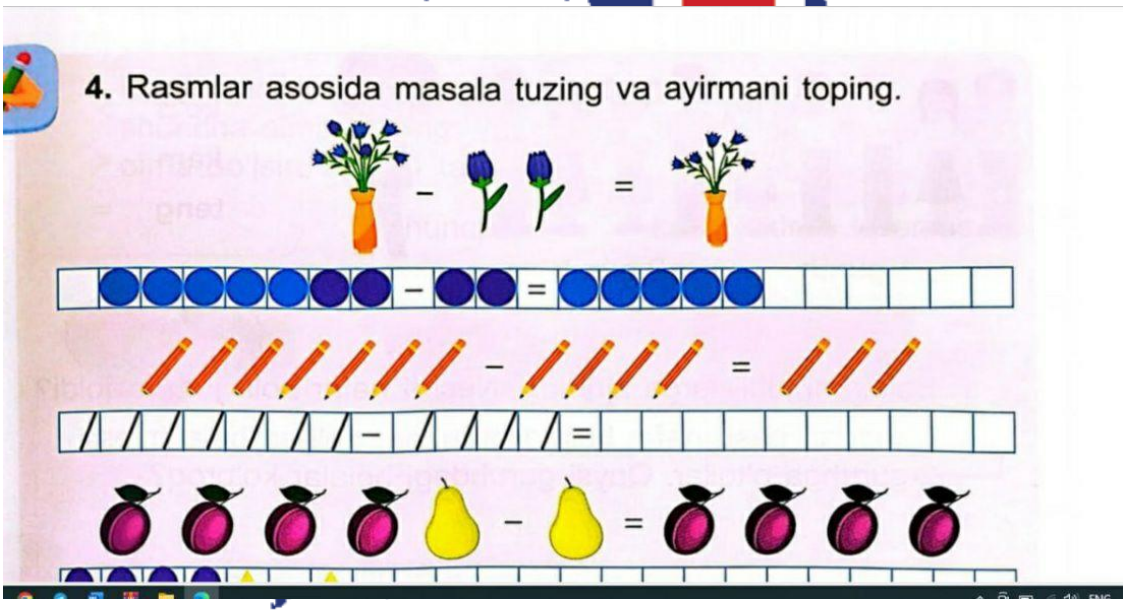
By doing this, the student will find the number of elements of the set formed by merging the 1-element set into the conscious 3-element set.

c) Creating problems based on the picture is of great importance in developing the ability of students to create independent problems.

Basically, looking at the pictures on the pages of the textbook:



1st grade maths, page 26 problem 1 (year 2023) makes a problem based on the picture and finds a remainder.



It is suggested to create a problem together with the class team by putting this problem on the screen, which is given on page 27 of the textbook. Perceiving the pictures on the screen, they create a problem and solve it. In this process, it is appropriate to use image comparison methods.

2. Creating a problem about things that are not in front of the student's eyes. An image of this object or pictures is stored in the student's mind, and the student will be able to create a problem by recalling what he saw and pictures. For example: There were 5 bags in the store. 2 sold. How many bags are left in the store?

In the topic of numbering in 10, in addition to the problems of finding the sum and difference, the problems of increasing or decreasing the number by several units are seen. In order to formulate and solve such problems, teachers and students should be introduced to the concepts of "more than that", "less than that". This increases students' alertness and sensitivity. The procedure should be carried out under the instruction of the teacher. For example, two students are given an amount of notebooks, and Nadir has 5 notebooks. The count shows that Zarif has the same number of notebooks in his hand. How many notebooks does Zarif have? (5). After the students have fully understood such concepts, the concepts "....more" or "...less" are introduced. It is appropriate to bring up issues of this kind. "Naima had 3 flowers in her hand, and Salim had 1 more flowers in her hand. How many flowers does Salim have in his hand? Or Dildora had 8 nuts. His sister Dilbar has 2 less nuts. How many nuts are there in Dilbar?" (6). By solving problems of this type, students learn to directly increase or decrease given amounts by several units.

Problems on finding the unknown common denominator. By creating and solving problems on finding the unknown common denominator, students will be given an initial foundation for the concept of equations. Pupils are given several objects of the same type and are required to find their sum. For example: 3 notebooks in one student's hand, and 5 notebooks in another student's hand, the total (3+5=8) student can easily find the sum. (It is explained that 3 is the first addendum, 5 is the second addendum, and 8 is the sum. Because we add these two numbers). Now the teacher takes 3 of the 8 notebooks in front of the students and asks the students how many notebooks are left (8-3=5 (ta) notebooks left). What action did we use to find the remaining notebooks? (with subtraction) The difference between the two expressions made by comparing the two problems

(3+5=8 and 8-3=5) is asked. The second expression is formed by subtracting the first term from the sum of the first expression. Now the teacher makes a different problem: he takes 5 out of 8 notebooks. Counts the remaining notebooks. Pupils make an expression in the form of 8-5=3 and say that there are 3 notebooks left. Again, this expression is compared with the first expression. 3+5=8, 8-5=3. he sees that it is the result of subtracting the second addendum from the sum.

- now the teacher lists 5 notebooks on the desk and quietly adds 3 notebooks to 5 notebooks without informing the students. Counting the total result, 8 notebooks are created, which will be shown visually to the students. Turning to them, how many notebooks were on the table? -5

The teacher writes the number 5 on the board.

- Do you know how many notebooks were added?

- No, it is unknown.

So, we write as follows.

5 + * = 8 - Is the total number of notebooks known?

5 + * =8 -Yes, how many (8)

What number can we put in place of window (3)

- How did we find it? Because 8 – 5 = 3

The same question explains the formation and solution of numerical expressions like *+ 3 =8 8 – 3 = 5 with answers. By teaching students how to create practical problems with incomplete numerical data, the teacher mainly teaches addition and summation: both addition, subtraction and subtraction, subtraction and subtraction. gives a free choice. That is + = 8; 5 + = ; + 3 = ; - = 5; 7 - = 2

- 5 = ; writes the diagrams on the board and gives assignments to solve problems. It can be seen that solving problems on the basis of such a scheme forms in students the skills of working with a class team, free thinking, and independent

expression of one's opinion. Students can be taught to solve problems by independently choosing numerical data within 10 or 20. In this case, the teacher gives all the freedom to the student to choose numerical data. Only the choice of action is done by the teacher. That is, it is required to compile problems related to schemes such as + or -.

As much as possible, before asking to create any type of problems, it is recommended that the teacher create a problem and solve it together as an example, develops. In the 1st grade, a lot of attention is paid to solving problems based on a short picture and a short text. That is, the given information is compiled according to short notes expressed in pictures or images of objects.

Foydalanilgan adabiyotlar

1. Qosimova, M. M., & Usmonova, Z. U. (2022). BOSHLANG ‘ICH SINFDA MATEMATIKA O‘QITISH JARAYONIDA O‘QUVCHILARDA TEJAMKORLIK KO‘NIKMASINI TARKIB TOPTIRISH. *PEDAGOGS jurnali*, *1*(1), 75-77.
2. Qosimov, F. M., & Qosimova, M. M. (2022). MATEMATIKADAN IJODIY O‘QUV TOPSHIRIQLARINING METODIK XUSUSIYATLARI. *BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIY JURNALI*, *2*(2), 206-211.
3. Qosimov, M. F., & Kasimov, F. F. (2021). Methods of teaching to solve non-standard problems. *Middle European Scientific Bulletin*, *11*.
4. Muhammedovich, Q. F., & Muhammedovna, Q. M. (2022). BOSHLANG’ICH SINFDA ORTA ARIFMETIK SONNI TOPISHGA DOIR MASALALAR YECHISHGA O’RGATISH METODIKASI. *БАРҚАРОРЛИК ВА ЕТАКЧИ ТАДҚИҚОТЛАР ОНЛАЙН ИЛМИЙ ЖУРНАЛИ*, *2*(4), 358-362.
5. QOSIMOVA, M. (2020). ON SOME TYPICAL PROBLEMS TO BE SOLVED IN PRIMARY SCHOOLS: ON SOME TYPICAL PROBLEMS TO BE SOLVED IN PRIMARY SCHOOLS. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, *2*(2).
6. Muhammedovich, Q. F., & Muhammedovna, Q. M. (2022). BOSHLANG’ICH SINFDA ORTA ARIFMETIK SONNI TOPISHGA DOIR MASALALAR YECHISHGA O’RGATISH

METODIKASI. *БАРҚАРОРЛИК ВА ЕТАКЧИ ТАДҚИҚОТЛАР ОНЛАЙН ИЛМИЙ ЖУРНАЛИ*, *2*(4), 358-362.