

METHODS FOR SOLVING CRITICAL PROBLEMS IN MATHEMATICS LESSONS

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Annotation. The development of the school is carried out through innovation. Innovation activity refers to the activity of developing, searching, mastering and using innovations, and implementing innovations. The article describes ways to use interactive methods when solving critical problems in mathematics lessons.

Keywords: critical, logical, independent thinking, mathematics, technology, task, problems

One of the important tasks of every teacher is the ability to draw a reasonable conclusion and creatively approach problem solving, teaching students independent thinking in the educational process. An interesting task, logical and non-standard tasks play an important role in the implementation of these tasks. Using fun logic problems in an elementary math course can increase student interest and engagement (even low-performing students). If students are given age-appropriate logic problems, they will develop skills such as creativity, energy, determination, logical and critical thinking. Because the solution to such interesting and logical problems cannot be determined by correct actions, and working on them to find a solution, paying attention to each word in the problem, knowing its place in life, and solving it based on it, only the reader can determine the correct solution. If a student, when reading a problem, does not pay attention to any detail of the task, this will lead him to an incorrect solution. Interesting logic problems arouse students' interest in finding a solution to a problem related to life events while striving to find this unknown. By carefully following the idea or reasoning discussed in the problem, the student will correctly identify the solution

to the problem. That is, he should be able to freely think about the object he is thinking about, knowing where it is used in life, how it works, what benefits and harm it brings, how it works. The solution to such seemingly simple problems can never be found immediately. It hides a mysterious mystery. To solve this problem, the reader must be creative and knowledgeable. Only the reader can solve it clearly and completely if he discovers the wonderful secret hidden in the problem.

In recent years, decrees and resolutions have been adopted on the organization of all levels of education, taking into account modern requirements; on the basis of this, changes have been made to the basis of almost all programs and textbooks. The main reason for this was that our national curriculum could not meet international requirements and the results of outstanding educational processes abroad.

Traditional technologies have been tested for years and make it possible to solve numerous problems that were posed by industrial society at the end of the 19th – mid-20th centuries. During this historical period, the tasks of informing, educating students, and organizing their reproductive activities were relevant. This made it possible, in a relatively short period of time, to raise a generation of literate people with certain knowledge and skills necessary to involve every educated individual in the process of mass production. Currently, society has already changed its priorities, the concept of a post-industrial society (information society) has arisen; it is more interested in its citizens being able to independently, actively act, make decisions, and flexibly adapt to changing living conditions.

Educational technology is a systematic method of planning, applying and evaluating the entire process of learning and knowledge acquisition by taking into account human and technical resources and the interaction between them to achieve a more effective form of education.

Pedagogical technologies were created in order to make the learning outcome more predictable and independent of the experience of the individual teacher.

Consequently, an important feature of pedagogical technology is the transfer of experience and its use by others. Pedagogical technology should initially be devoid of a personal touch.

Like other qualities of the mind, thinking can be developed. Developing thinking means developing the ability to think. The thought process begins when a task or problem arises that does not have a ready-made solution.

Critical thinking is one of the types of human intellectual activity, which is characterized by a high level of perception, understanding, and objectivity of approach to the information field surrounding it.

The ability to think critically is not looking for shortcomings, but an objective assessment of the positive and negative aspects of a cognizable object.

The “Development of Critical Thinking” technology was developed at the end of the 20th century in the USA and is associated with the names of Charles Temple, Ginny Steele, Curtis Meredith, and in Russia with the names of M.V. Clarin, S.I. Zair-Beck, I.O. Zagashev, I.V. Mushtavinskaya and Krasnoyarsk scientists and practitioners A. Butenko, E. Khodos.

Scientific, pedagogical and practical technological aspects of teaching reflexive observation to primary school students M. Abdullaeva, A. Nurmanov and others, problems of intellectual education and their implementation in the classroom by B. Mirzakhmedov, N. Mamadierov, A. Abduvakhobov, studied At the same time, analysis of scientific sources have not fully explored the issue of developing critical thinking skills among primary schoolchildren in a market economy.

When developing students' critical thinking, it is necessary to develop the ability of objective and emotional cognition. To do this, it is necessary to develop a set of didactic tasks, special methods, and mechanisms of pedagogical influence on students.

A special place is occupied by the development of critical thinking among elementary school students. With the beginning of learning, thinking moves to the center of the child's mental development and plays a decisive role in the system of other mental functions that are intellectualized and voluntary under its influence. The pedagogical conditions for the development of critical thinking among them are, first of all, the use of various means and methods. Considering that the majority of teachers still work according to traditional programs, practicing teachers need methodological material aimed at developing logical thinking and mental operations that can be used in the classroom. By combining techniques and methods for developing critical thinking, the teacher can plan lessons in accordance with the maturity level of the students, the objectives of the lesson and the amount of educational material.

In conclusion, various logic puzzles taken from life will bring pleasure to the student. The student looks for ways to solve the problem. Such tasks not only strengthen the student's mathematical knowledge and skills, but also develop his logical thinking, encourage the student to search, resourcefulness, and strive for goals.

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