MODERN TEACHING TECHNOLOGIES IN TEACHING MATHEMATICS IN ELEMENTARY GRADES

Saidova Gavhar Ergashovna - Lecturer, Department of Methods of Primary Education, Bukhara State University, **THE REPUBLIC OF UZBEKISTAN**
Sayfullayeva Nozima Baxodirovna - Lecturer, Department of Theory of Primary Education, Bukhara State University, **THE REPUBLIC OF UZBEKISTAN**

ABSTRACT

One of the main tasks in the search for new modern effective technologies for teaching mathematics to achieve better learning and upbringing results, the introduction of new educational technologies in the educational process for me is to develop students' interest in learning, creativity, because interest and creativity in the educational process encourages students to a deeper knowledge of the subject and the development of their abilities. One of the ways to solve this problem is the use of modern teaching technologies in the educational process, which allows us to diversify the forms and means of learning, increasing the creative activity of students.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Already in elementary school, children need to be taught: algorithmic thinking in all areas of life, independent task setting, choosing effective tools, assessing the quality of one's own work and generally self-education skills, the ability to work in a team. These technologies, and even their elements that are constantly used, built systemically, help rationally organize the educational process, apply a personality-oriented approach, and actively use TSO and ICT. Internet technologies create the conditions for students' active cognitive activity, create “situations of success”, and develop self-control and mutual control.

Currently, information technology occupies an important place in the professional activities of teachers. The need to use ICT tools in the work of primary school teachers is dictated by the age characteristics of students, namely the need for a visual demonstration of educational material, processes and phenomena. My experience shows that modeling lessons in various technologies is not a simple matter, but today it is a demand of time. A teacher in elementary school should demonstrate different teaching strategies in the lesson in order to form the person’s ability to learn all his life, the ability to self-develop.
The main directions of our work when using ICTs are:

- multimedia lessons that are held on the basis of computer training programs "Mathematics Lessons" for grades 1-4;
- distance olympiads and competitions;
- lessons on the basis of copyright computer presentations in the form of lectures, student reports.

My practice of using ICT allows me to draw the following conclusion: the use of ICT in mathematics has the following advantages compared to traditional teaching:

1. The modernity and relevance of the training material.
2. The presence of additional and related material.
3. Aesthetics and visibility.
4. The ability to print material for subsequent individual work.
5. The possibility of block review of the topic, advancing knowledge.

6. Learning through play or practice.
7. Increasing student interest in learning.
8. A clearer organization of teacher activity.

The activity of analytical comprehension of educational material by younger schoolchildren quickly decreases if students, over the course of several lessons, are forced to analyze the same unit of educational material and perform the same type of mental operations.

It is known that children are quickly tired of doing the same thing, their work becomes ineffective, and the development process slows down. In order for the material to contribute to the development of the child's ability to independently comprehend the phenomena of his life, to think productively, in my practice I use problem-based learning. Its essence is that I pose a problem (learning task) for students and consider it together with them. As a result of joint efforts, ways to solve it are outlined, an action plan is established that is independently implemented by the students with minimal help from the teacher. At the same time, the entire stock of their knowledge and skills is updated, and those that are relevant to the subject of study are selected from it.

The mathematics at school, in my opinion, does not begin at all with an account, not with the study of concepts, which seems obvious, but with a riddle, a problem. Problem-based learning provides a more solid assimilation of knowledge; develops analytical thinking, helps to make learning activities for students more attractive.

Students' project activities are joint educational, cognitive, creative and game activities that have a common goal, agreed methods of activity aimed at achieving a common result.

The use of elements of research activity in teaching allows us not only to educate children, but to learn how to study, to direct their cognitive activity. With great interest, students participate in a variety of types of research work. The project method allows you to organize a truly research, creative, independent activity during the study time allocated to the study of the subject. It involves a departure from authoritarian teaching methods and provides for a thoughtful and conceptually justified combination with the diversity of the bathroom on constant difficulties; it focuses on the integrated use of knowledge.

Group work in the classroom is very attractive for younger students. However, as practice shows, the first experience of its organization may be unsuccessful (excessive noise, slow pace of work, their inability to act together, etc.), which repels further use of this form of training. Meanwhile, group work is a full-fledged independent form of training organization. The use of group work in the lessons convinced me that this technology bears the features of innovative learning: self-acquisition of knowledge as a result of search activity, therefore:

- increasing the depth of understanding of educational material, cognitive activity and creative independence of students;
- the nature of the relationship between children is changing;
- friendship in the classroom is strengthening, attitudes towards school are changing;
- the cohesion of the class increases sharply, children better understand each other and themselves;
- growing self-criticism, more accurately assess their capabilities, better control themselves;
- students acquire the skills necessary for life in society: frankness, tact, the ability to build their own behavior taking into account the position of other people.

In the lessons I use the following types of group work:

- work in pairs;
- brainstorm;
- the game "Continue";
- in search of treasure;
- snowball;
- Tangram mosaic group.

At the end of the group work, the decisions worked out by each group are discussed by the whole class. Thus, not only the result of solving the problem is evaluated, but also the work of the group.

Primary school is an integral part of the entire continuing education system. One of the main tasks is to lay the potential for enriched development of the child's personality.

Educational dialogue can be considered a specific type of pedagogical technology. It acts not only as one of the ways to organize training, but also as an integral component, the internal content of a personality-oriented teaching technology.

I believe that the use of educational dialogue allows you to carry out a personality-oriented educational process, develops the inquisitiveness and independence of the child, contributes to the enrichment of his subjective experience. In my lessons, very often I use the dialogue leading to the topic, which is a system (logical chain) of questions and tasks that the student is able to take, which step by step lead the class to formulate the topic of the lesson. In the structure of the input dialogue, I include different types of questions and tasks: reproductive (remember, follow the pattern); mental (for analysis, comparison, generalization). But all the links of bringing to the topic are based on already passed material, and the last generalizing question allows students to formulate the topic of the lesson. In the lead-in dialogue, the student's erroneous answers are less likely to occur, but if this happens, a host reaction arises from my side ("So who thinks differently?").

During the lesson, I am extremely attentive to the personality of each child. The process of teaching by me is built in such a way that the student obtains knowledge independently, and the teacher only helps him, directs him on the right path. Pupils may not agree not only with the opinion of a friend, but also with the opinion of the teacher. They have the right to argue, uphold and argue their point of view. With this approach, erroneous judgments are possible, therefore it is extremely important for me that students are not afraid to make mistakes, but rather, on the contrary: activity in the lesson is encouraged. My task is that these contradictions in the lesson give rise to debate, discussion. Finding out the essence of the disagreements that have emerged, the students analyze the subject of the dispute from different perspectives, connect their knowledge with a new fact, learn to reasonably argue their opinions and respect the points of view of other students.

We have been effectively using project activities since the beginning of primary school, while not replacing the traditional system, but organically supplementing and expanding it.

When carrying out each new project (conceived by the child, group, class, independently or with the participation of the teacher), we solve several interesting, useful and real-life tasks. The child is required to be able to coordinate his efforts with the efforts of others. To succeed, he has to obtain the necessary knowledge and with their help do specific work.

The project is considered ideal if it is necessary to carry out various knowledge to solve a whole range of problems.

The task of the teacher is to find and organize interesting forms of the process of cognition of the world by students. How to build educational work so that each student is included in the work, give him the opportunity to speak, to realize his cognitive interest? I found the answer to this question while working with students on projects, because primary school age is the initial stage of entry into project activities.

Work on project activities is one of the ways a student enters socially normalized activities, in which the child learns to determine the boundaries of his independence, freedom and responsibility.

Today, modern information technologies can be considered the new way of transferring knowledge that corresponds to the qualitatively new content of the child's education and development. This method allows the child to study with interest, find sources of information, fosters independence and responsibility in obtaining new knowledge, develops the discipline of intellectual activity. Information technology allows you to replace almost all traditional technical training tools. In many cases, such a replacement is more effective, gives me the opportunity, as a teacher, to quickly combine a variety of tools that contribute to a deeper and more conscious assimilation of the material being studied, saves the lesson time, and saturates it with information. Therefore, it is quite natural to introduce these tools into the modern educational process. Multimedia tools provide the best, in comparison with other technical teaching aids, implementation of the principle of visualization, which has a leading place in the educational technologies of primary schools. In addition, multimedia is given the task of providing effective support for game forms of the lesson, an active dialogue "student-computer". In my practical professional activity, I use the capabilities of a computer in several ways. I use computer learning games in teaching mathematics. Keep track of student learning outcomes. I use a computer as a source of information, I use Internet directories and search engines, educational sites and portals. One of the important directions in using a computer in lessons is the ability to use it as an ITSO tool. The teacher always had to do a lot of visualization for the lessons. Today this work is done by a computer monitor, which the teacher uses in the classroom as an upgraded blackboard.

Monitor capability is much higher than chalkboard. It allows you to show everything in motion, analyze events, pose specific problems, organize joint activities of teachers and students, in which you can manage the learning process, providing each student with their own path of activity and temp, thereby creating comfortable conditions for the development of the child's personality, contributing to successful mastering knowledge.

In primary school, the child's leading activities change from playing to learning, which is often very painful and is accompanied by well-known psychological problems. The use of computer gaming capabilities in combination with didactic capabilities (visual presentation of information, providing feedback between the curriculum and the child, ample opportunities to encourage the right actions, an individual work style, etc.) helps to avoid such problems. In modern practice, the role of testing as one of the most accurate methods of pedagogical measurements is constantly growing. The main function of testing is the control function. The advantages of tests in comparison with other possible forms of the latter are as follows: all students during testing are on an equal footing, which makes it possible to objectively compare their achievements; subjectivity of the teacher is excluded; The test results are statistically

processed. Unlike assessment, “Electronic Testing” determines the level of development of the child for each skill. The dynamics of the development of the class and individually of each student, both in general in the control work and in individual skills, allows you to make timely adjustments to the educational process.

The use of modern teaching technologies can transform the teaching of traditional subjects, streamlining child labor, optimizing the processes of understanding and memorizing educational material, and most importantly, raising children's interest in learning to a consistently higher level. Teaching a child is joyful, without coercion - it is possible if the teacher uses innovative technologies in his work.

REFERENCES

1. Сейтхалилов Э.А., Тожиев М. «Педагогические технологии: опыт практического применения и системно-содержательного анализа.» Тафаккур Бустони. Ташкент, 2012. С. 232-233

2. Подласый И.П. Педагогика: 100 вопросов - 100 ответов: учеб. пособие для вузов/ И. П. Подласый - М.: ВЛАДОС-пресс, 2004., с.182.