

EDUCATE STUDENTS BY SOLVING TEXTUAL PROBLEMS

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ABSTRACT

This article outlines the nature of the textual issue, the ways in which students can be taught through the textual issue, and the educational value of some of the issues in the textbook.

Keywords: Problem, text, upbringing, solution, discussion, analysis, saving, answer, thinking, problem solving, problem question, problem solving.

INTRODUCTION

The challenge of the day is to bring up a fully developed, progressive person. The solution of this great task lies with the educational process. As we all know, the lesson is organized on three purposes. Each of them has a role and function. For example, the educational goal is to develop and develop subject knowledge, skills, skills, and the purpose of education is to promote the comprehensive education of students and the formation of universal qualities in them. Developmental goals are for intellectual development of students' thinking and speech. Among these purposes is the purpose of educating students on Oriental virtues. Particularly, from a mathematical point of view, the issues raised in textbooks should be the basis for the development of not only the child's logical thinking but also the national upbringing. We need to pay attention to nationality and traditions, both in the process of analyzing and analyzing the issue. In particular, the organization of independent problem-solving allows the teacher to use the available resources of students' mental abilities. This is followed by another, extremely important function. When dealing with issues, interest in the subject develops, and in general develops independence, freedom, demand, diligence, and purpose.

Textual issues also play an important role in the upbringing of children. Issues help to broaden the mindset of students, introduce them to the life of their city, village, community, and work. They explain important issues, such as the use of new technology or better organization of labor, increased productivity, the welfare of independent citizens, government care about children, their education and leisure.

The textual issue is not only a source of knowledge, skills and skills, but also an educational tool. Depending on the context of the textual issue, students should pay particular attention to the formation of universal qualities. The set of objects in the text of the issue, based on the relationships between them, helps students appreciate the work of adults, keep the environment clean, respect the person, study the economy, love our homeland, preserve it, orderly and diligent. Educating a person who combines such qualities as discipline, persistence, persistence is an important task facing every teacher. When dealing with a problem, you must first understand and accept it. For this purpose it is necessary to imagine the life situation reflected in the issue. Students' understanding of the mathematical problems associated with life increases their interest in the subject, and accelerates the acquisition of knowledge, skills and abilities by students. In these cases many issues can also be used to educate students. For example, after addressing the success of the farm where the parents of the students work, it is

mentioned how important these achievements are for the growth of the national economy, and the results achieved by neighboring farms. results are compared.

The textbooks are also very educational. As we work on the educational content of the issue, we will consider the following. (issue 98 in the fourth grade textbook)¹.

Problem: 120 students helped the farm in the harvest of vegetables, three of which helped in harvesting low-water melons. How many readers have all helped the farm?

This issue is addressed in student discussions as follows:

120: 3 = 40 (students) students who helped with the harvest of melons

120 + 40 = 160 (students) Students who help with the farm

Answer: 160 students

Without a question of how this kind of education can shape upbringing, it can be said to be a passionate, passionate nature. It is interesting to note that about 60-65% of the issues encountered in the textbook are based on hard work. Such issues help our youth recover from laziness, laziness and addiction. Let's look at issue 10 on page 63 of this textbook.

Issue: 325t cotton shipped the first day and 15t less than the first day. On the third day, 5 times less cotton was shipped than in the second. How many tons of cotton was shipped on the third day?

1) $325 - 15 = 310$ (t) cotton on the second day

2) $310 : 5 = 62$ (t) Cotton sent on the third day

Answer: 62 tons of cotton

It is emphasized that students need to love the country, preserve its blessings and make every possible contribution to its development. Reminds that cotton is our national wealth, that it is necessary to produce the necessary goods for our lives and therefore to protect it.

Problem: There are 26 books on 4 shelves of the bookshelf and 30 shelves on 3 shelves. How many books are there in the book shelf?

Here's the solution:

1) $26 \times 4 = 104$ (books)

2) $30 \times 3 = 90$ (books)

3) $104 + 90 = 194$ (books)

Answer: The book shelf contains 194 books in total.

These kinds of issues in the textbook teach students to love the book, but also to be neat and clean. The teacher reminds students to always pay attention to home and classroom shelters, to keep dust from books and bookshelves.

Problem: There are 48 apartments in one of the apartment buildings and 36 apartments in the other. In the New Year 54 homeowners moved in. Many more apartments are empty.

Solution:

1) $48 + 36 = 84$ (apartments)

2) $84 - 54 = 30$ (empty apartments)

A: 30 more apartments are empty.

In the process of analyzing and analyzing such textual issues, it is important to teach students to be friends, to communicate with and help with neighbors.

¹ Bikbayeva.N.U., Yangabayeva.Y, Girfanova.K Mathematics textbook for the fourth grade of secondary schools: Tashkent "Teacher" 2013, p.

In addition, textbook-based, or teacher-led, student-centered issues can teach children how to be economical. Teaching water conservation is especially important. Water is one of the blessings of human life. It should be used with caution. Water should not be wasted. The teacher should teach the students not to pollute and conserve water. This can be seen in the process of resolving issues.

Discussing the following issues with elementary school students can help students develop austerity skills.

If 1 drop of water per second is discharged and 1 drop is considered to be approximately 1 gram, how much water is wasted per hour, 1 day?

Solution: 24 hours a day, 1 hour 60 minutes or 3600 seconds. That means 86400 seconds per day. 86,400 grams or about 90 liters of water per day will be wasted. If this water is considered to be drinking water and assuming that a person can drink about 2 liters of water per day, $90:2 = 45$ days, it will be one person's drinking water. This is a question about the amount of water that drops from a single tap. It is natural to see so many wastewaters flowing out of the water tank. Most people are indifferent to this situation. The teacher should teach the students not to be indifferent to these situations, to teach them to save water and not to waste.

A water conservation teacher should tell students that they must close the water tank after hand washing or washing fruit or vegetables. In most cases this is often the case during breaks. For this reason, it is advisable to frequently address the issues of water saving and wastefulness in math classes.

CONCLUSION

Many textual issues that are encountered in textbooks have their own educational nature. Our teachers have to convey the essence of it to the students. In particular, it would be advisable to reveal some important facts and facts through slides and videos. After all, the youth of tomorrow must prove that they have a high potential, Oriental culture, and superiority not only in education but also in education.

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