MATHEMATICS IN PRIMARY SCHOOL STUDENTS FROM THE FOLK DANCES IN THE FORMATION OF IMAGINATION WAYS TO USE

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ABSTRACT

The objectives of the elementary mathematics course are to provide primary school children with a targeted educational knowledge of the subjects through various games in giving their first mathematical concepts, samples of children's folklore — oral creativity and materials on the organization of the educational process on the basis of interactive education.

Keywords: Elementary education, mathematical concepts, ancient games, samples of folk oral creativity, counting things, educational games, methodological sections, mental development, creative approach.

INTRODUCTION

The methodology of mathematics science is a branch of pedagogical science, which is included in the system of Pedagogical Sciences, and applies the laws of instruction laid down by society at a certain stage in the development of mathematics. The setting of new objectives in teaching mathematics will lead to a radical change in the content of teaching. For effective teaching of mathematics to primary school students, it is necessary that the teacher has mastered the methodology of teaching mathematics in primary schools and deeply mastered it. One of the main branches of pedagogy in the formation of the spiritual education of students in the teaching of mathematics methodology is the effective use of folk pedagogy, through which children can masterfully apply the ways of giving reasonable knowledge in enriching the world of mathematical imagination – one of the main tasks of the present – day requirements.

The course of elementary mathematics-promotes the development of children's thinking. With this, the initial knowledge creates a single complex, on the other hand, it becomes oriented to the formation of the necessary methodological representations and logical structures of thinking. Psychologists have proved that 6-10-year-old children are a responsible period in the formation of thinking abilities. Therefore, one of the tasks of the methodology of primary education is to accelerate the effect of teaching on the mental development of children in ensuring the improvement of their sufficiently high developmental efficiency. It is important to know and take into account the level and capabilities of the mental activity of Primary School students, as it is based on the mental development of children in primary schools. Through educational, educational, spiritual and didactic games as a means of teaching the methodology of primary education, it is necessary to go beyond the ways of developing the intellectual abilities of children, using the examples of folk games, action games and folk oral creativity, inextricably linked to the content from the point of view of logic and mathematics. Problems arise in the content of teaching children from the age of 6-7 years. It can be overcome only by meaningful training. Teaching, addition and multiplication by number in Step 1 (within 20) is

the main task of primary education. In the performance of this task is taught mainly in two ways::

Pedagogical path; that is, the preparation of children's thinking for Applied Mathematical Reasoning;

The way of mathematics; that is, to prepare children for the study of the most important mathematical concepts, first of all, the concepts of natural number and geometrical form.
The objectives of Primary Mathematics course teaching are determined by the following 3 factors: general purpose of Primary Mathematics Teaching;

Educational objective of teaching mathematics;

Mathematics is a practical status of teaching.

The general objective of teaching mathematics puts before itself the following tasks: a) to provide students with mathematical knowledge on the basis of a given program. It is also necessary to master the basic methods of controlling their knowledge; b) it is necessary to include the verbal and written mathematical knowledge of the students – this should help the students to properly form the culture of speech in their native languages, to master the skills of being able to clearly, clearly and concisely state their thoughts; C) to teach students to know the roots on the basis of mathematical laws – in it the properties of spatial imagination are formed, and logical thinking is further developed.

The educational purpose of teaching mathematics puts before itself the following tasks: a) formation of scientific worldview in students; B) education of students' interest in the study of mathematics; C) formation of Mathematical Thinking and mathematical culture in students.

The phrase learned in the lessons of mathematics, the signs of action, the concept and the legality between them teach the students to think in detail.

The practical purpose of teaching mathematics is to put before itself the following tasks: a) to teach students the ability to apply their knowledge gained in the mathematics lesson in solving elementary problems encountered in everyday life, to teach students to solve practical issues that are specially structured to formulate and consolidate the skills of performing arithmetic operations; b) to formulate the skills of The main emphasis of this study is on the content of students ' skills in the use of tables and computational tools; v) to teach students to independently acquire mathematical knowledge, they should be able to independently substantiate the legal relationship, generalize it to the extent to which they are able, as well as learn to make oral and written conclusions.

It is the stratification of general assignments for all didactic materials in elementary school mathematics in terms of complexity. This material bears witness to the fact that according to the chosen idea, the performance of a method of assignment on a particular topic is also the result of the fact that the reader has mastered this topic only. In practice, teachers often say that one of the methods of one task is simpler or more complicated than the other. In addition, how many didactic materials are made of artificially, no matter how viable and profound ideas are realized to their content and structure, they are not yet able to quickly solve all the stylistic tasks. Thus, didactic materials should be viewed as one of the methods of controlling the level of acquisition of instructional material by students. At the same time, a certain method can be the best for this class, this teacher. Therefore, didactic materials can not prevent the teacher from establishing types of control for individual examination, which allows for the degree of assimilation of knowledge of the students. This is one of the main tasks of general metodics.

At the present time, the rapid development of science sets a task for young people to delve deeper into the content of the knowledge being studied. Bunda it is important to study the history of each science, to familiarize yourself closely with the stages of its development. Proceeding from this, it is necessary to create a new manual devoted to the history of mathematics for those interested in this subject. It is important to familiarize students with the history of Mathematics from the beginning classes with the discoveries in the composition of our national values and the world of imagination, formed in accordance with it, to enrich their thinking, to increase their interest and aspiration in science.

In ancient times, people initially encountered functional connections in their practical activities. For example, those who understand that the more products are prepared in crafting, the more the profit will also be, that is, the amount of products will depend on the benefit. Those who later tried to understand the various life examples that form an inverse relationship like this. At the same time, they checked the volumes of geometrical shapes and their dependence on their dimensions on their faces. In ancient times, having mastered the doctrine of gnomika – the root of the solar clock, people determined the time with the help of the instrument, that is, having studied on their own the issues identified by the length and direction of the shadow that stumbles on the Earth, were able to consciously distinguish their concepts about the length of the cut, the graphs: flat, uneven, Fantastically those who improved the imagination of spatial geometrical forms, thinking about variable quantities.

It is also necessary to constantly give information about its history from time to time when teaching 4 arithmetic steps as a purposeful educational knowledge corresponding to the subjects through various games in giving the first mathematical concepts to children of primary classes. In it, it is desirable to give brief information, emphasizing that the subject of mathematics arose with the appearance of special signs for the designation of actions. In history, it is necessary to say that there are hypotheses that the appearance of the signs of addition “+” and subtraction “-” came mainly from trading, according to which the decrease in the volume is marked by horizontal lines (-), while its replenishment is marked by the increase (+) of the necessary number of lines in the box.

Materials and methods

The period of the beginning of mathematics - beginning from very ancient times and lasted until 7-5 centuries BC. Our first ancestors were engaged in such works as counting things, converting them, and then trading, measuring the Earth, calculating the volume of spatial figuresis, and those who came up with mathematical knowledge. Initial mathematical knowledge was of a practical nature. For example, people created the concept of numbers by counting the products they received from the peasant, the tools they made, animals, poultry and durrandas, as well as other things in the limited box. The concept of number came from the practical needs of those people who for centuries became the basic concept of mathematics. The first stages of the history of the occurrence and development of numbers can be described as follows:

It appeared because of the Natural number of items and the need to count different things. Positive fraction is the number of quantities that come into existence due to the need for measuring and taqsimlash. Negative numbers are created because of the mathematics's own needs, that is, the solution of algebraic equations and the need for theoretical reasoning. Zero number-appeared due to the introduction of negative numbers. About science, scientists from around the world have given the following classifications in history: "we can say that numbers govern nature in quantitative terms," says Z.Maxwell. "Surprisingly, science, which began with

the study of games, has risen to the level of an important field of human knowledge," said P. Laplass. ” Like any science in mathematics, it cannot build trust in human thinking, " G. said in a statement. Steyngauz.

People created the concept of quantity by measuring, counting and comparing the length of distances, the face of shapes, the volume of bodies, the air temperature, the small number of harvest, the weight of subjects and other things. The concepts of quantity and number have evolved and improved in an inseparable state. These concepts have been compounded in shape over the centuries, and knowledge about them has become richer in content. Later, people used the concepts of natural number and quantity in their computational work, denoting quantities that describe the results of the work with numbers. People were not satisfied with the counting of things, but also did such works as measuring, calculating, dividing the results of the work done into equal parts taqsimlash.

As a result, the above-mentioned mathematical terms and concepts are perceived more lightly, the rational use of them in the education and education of children, the ability to describe their own thoughts and imaginations, the ability to learn and count, the purpose of sharpening their minds, later on, people consciously use them in oral and written forms interesting, playful and cheerful creativity of-improvements to generation, according to the requirements of the times, the essence is being used by changing the shape.

Children's folklore-samples of oral creativity. It is usually created by children or adults for them. Composition of the folklore genre. Uzbek children's folklore includes alla, fairy tales, Entertainments, fast singing, riddle, children's play songs, hugs and others. Children's folklore will be adapted to the child's listening, telling, playing, singing. In Uzbekistan, samples of children's folklore began to be published in the collection from 1932 year. Alla, rubbing and caresses, created by adults, are permeated with maternal kindness, in which dreams about the prospect of a baby, the environment in which the child lives, are expressed. The child is said to be "Toytoy", "went-went" and other mittens at the waist, grazing, walking atakchechak, Secretary, playing and rubbing. Most of the children's songs are associated with the seasons. Such songs as" Boychechak"," to the world of the sun rising"," Chittigul"," stork has come, summer has come"," Frog"," swallow", children sing at the beginning of the roof, in the fields, in the village streets. They are associated with such seasons and natural phenomena as the arrival of spring, precipitation, the sun warms the universe, the first Dew, the first snow. "In this kindergarten, "olicha," "Zuvzuv borag'on," "" Chamandagul, """white rice, ""blue rice" and other songs will be sung in different periods. They reflect the labor processes associated with hunting, farming, livestock, craft and art, imitation of adult behavior. Both games and songs help children to grow up mentally and physically, creating in them pleasure. The games are a complex type of children's folklore, in which drama and music unsurlari are intertwined. The games begin with the fact that children of small age play from the sanama game, such as "Chorium chamber", "Hakkalakam", the older children find " Bird's head.

In kindergartens, schools, games are widely used. Children's folklore helps the younger generation to grow up, especially in the first elementary concepts of mathematics, when pronouncing numerals, having good qualities, such as clear pronunciation of burro and numbers, disciplined, courageous, resolute, being ready to overcome difficulties, helping comrades. Some of its samples are included in school textbooks and reading books.

Children folk games no matter what form, subject, direction, whether it is with loy-soil, yakoch-whether it is with a broom or with a rope, a coat-whether it is with a cloth or with a

scissors-have passed the role of a specific School of craft in the preparation of a child for life, for household work, for enrichment of mathematical imagination. Children's folk games are a unique masterpiece. They have a certain creative direction, they have their own meaning, device. For example: children are called to the game before they gather. To start the game, either check or draw. 2-3 creative competition is divided into groups. The game begins on the basis of the rules and regulations. It can be a freckles game, Hawks games, crossbow, ball games, lapar game and other stone games. Of course, as with the beginning of the games, their end, the limit is bordir. Remaining from ancient times" home, top-to-top"," exclamation " -this is an indication that the game is a good, harmonious and harmonious, profitable ending. The target areas of the games are also different. They can be aimed at the goals of numbered teaching, Bur burro making, developing the respiratory tract, QOF increasing the power coverizini and so on. The following examples are also songs-games that you can say in the process of children's games that have such different goals.

One-two, sixteen, Hakalakam.
Sixteen who said that legumes,
I said Sixteen. Chori applies, applies since.
Blind listed do not believe... Takman, I'm cool...
(Children are counted) (in freckles are buzzing)
Chori chambar, we were, we were,
Bari amar, we were thirty-two girls.
Mother daughter could not know the same game of note,
Ola-Striped is in place. Scoop on four sides...
(Failing determined who did the job).

As we have already seen, meatballs help to grow children's tenderness, educate them in the spirit of noble virtues, such as love for life and labor, patriotism, friendship, humanism.

In conclusion, if we analyze our knowledge of the children's game according to the creative approach, we can also study it on the basis of modern educational technology samples, emphasizing the positive and negative aspects of teaching children, and interpret the primary education in the lessons in a scientific, didactic, methodological way with an integral and interrelated folklore genre. Because, we are the educators responsible for the integration of human noble qualities into the consciousness of the child, bringing the creative spirit into the education of the parents of the child.

Children's games

Creative	Negative
The effectiveness of the goal from the children's game.	Sometimes it happens that adults do not clearly read or memorize the content or text of the work
Easy to learn number and number concepts	Blind play or memorize
The attractiveness and tone of the theoretical genre inherent in folklore	The specific correctness and non-applicability of the subject in the lessons and course processes by the coach or teacher
The unanimity of the performance of the child in the singular and plural case from the language	The habit of speaking as an adult child's speech in the language also has a negative impact on their assimilation and imagination, thinking
Enrichment of the norm of the literary language	Not to continue playing together in a unit, not to lay the groundwork for them to play together with other boalas
To be able to give a playful mood	The fact that adults sometimes react to the children's play among neighborhood, Aries and

	relatives, the lack of commonality of their views or the variety of games
The variety of work personages and the interpretation of their character traits corresponding to the language of the child, etc.	Lack or neglect of a creative approach to the children's game and its advantages.

When it comes to games, for example, “Hammompish” are almost forgotten old games. It is mostly summers favorable for a play. It can be conditionally called a "construction game". By his own name: bath, pish. That is, the children separated the form of a Hawthorn from the carved soil, beat it, ripen it and brought it to the image of a dome of baths. This process can be carried out in a manual form, both without the use of water, and with the smell of giving water. After a little drying the “bathroom”, which is sniffed and cooked, it is adapted to its task “the door opens”, then carefully begins to pick up the soil from the inside of this raw “building”. The point is that if the soil is taken gently full, and the “bath”, which is taken out, does not fall apart and keeps its shape (this is also reminiscent of the herring at once), this means that the players are “ripe”. When many children's baths” bath uncooked " are playing, without going to half, it will crack. construction begins from another. In the same way the game will continue. In this game, children develop the ability to do builders, engineering, calculations. The ability to work is becoming increasingly higher. In the game of mud, too, a bowl of clay is made of a polyurethane form, a sound is produced, which is clenched by hitting the ground with its mouth to the side, in which case, after repeated several marotabs, the loy will ripen very much and will fit into the desired shape. This also enriches the imagination to know how much construction, loy-clay,traumatic-rext works, who made how many, how many Yarak, quality.

Organization of the educational process on the basis of interactive education
Using the "SWOT analysis" method
(Proverbs, riddles, poetic game songs, according to ancient games)

Strengths	It sharpens the intelligence of children, increases attention, encourages resourcefulness and agility, develops mental and intellectual abilities, etc.
Weak sides	They will prevail over those aspects that require an extreme approach, and many marotaba will be able to hear, read, listen, ask, take initiative, not undermine creativity in working on oral and written speech, relax control by an adult, or, in general, cause neglect, etc.
Options	Children have a tendency to cheerfulness, playfulness, sympathy, humor, agility, increase the richness of language and speech, literature in the norm of language perfectly assimilates oral and written speech activity in the mother tongue, assimilates the skills of learning, appreciating, understanding national values with diligence, enthusiasm, interest and inclination from a young age, etc.
Obstacles, difficultchiliklar	The superficiality of giving advice and instruction in the direction of the teacher or adult in the regular presentation of literature and artistic literature dedicated to the oral creativity of the people, that is, the interaction of parents and teachers, first of all, can not be an example, in the classroom and in the family there is no or can not be a separate, lack of proper and planned Organization of spiritual activities in the cross-section of regular genres with students in classroom and extracurricular activities, etc.

PROVERBS:

1. The wise men say that the fur is given one mouth, and the ear is given two, to a man to listen a lot, to speak little.
2. Birni kessang, ten ek.

3. A person opens a ditch, a hundred people drink water.
4. The wrist is torn apart, the knowledge is torn apart by a thousand.
5. One brave is the all-round elni tanitar.
6. Kars is out of two hands.
7. One head posture, two are better if the board.
8. Eltur to an address on both feet.
9. Two halves-one whole.
10. If altovlon ola, scrapes in your mouth.
11. If the four pieces are complete, he will make the uncooked.
12. El gives from a lump saturates, kills a fist beats.
13. If I give another, My Lord will give me ten.
14. Unbearable to the forty, the name did not fit into the forty.
15. Forty-mouth looks at one mouth.
16. The slope of the Gypsy work is hungry even after forty years.

FROM POETIC PLAY SONGS:

1. In your count is eight...
In your count is eight...
Olgil is very careful.
Without enumeration that eight,
If you leave, will do shame.
First think, then slaughter,
Talabi of this number
- Confusion without score,
Topgin says, Answer.
2. There are two wings in the goose,
It can be a fun number.
Have two wings in a row,
If you catch a draw, there are forty.
Also two legs of goose,
He lay in a palace.
The leg of the two,
Four will pretty much.

Puzzles:

Two tentacles are careless, lying in a palace.
Except for someone who comes out, Spark shoots. sulphur)
Put one to five children. (gloves)
A piece of patir, taste to the universe. (month)
Red girls in 40 cells. (pomegranate)
Seven holes in a mob. (head, mouth. nose, eyes and ears)
A shed is a spill again. (disgrace, or)

HOW MANY PEOPLE?

Grandfather, mom and more I,
My father, my brother and I again.
Mom, her nannies,
Sister,
Sitting we drank tea,
Bend the new entry,
Behind my little brother,
How much is the number, say.
The total number of people in the House (12 people).

In enriching the imagination of children from folk fairy tales, for example; fairy tales such as ”Kanizak and Tsar”, “seven fools”, “forty trishfurush kal”, “forty lies in three lies”, “wise old man”, “Grandfather Frost”, ”Khotamtoy”, “Golden Apple”, “Domla and servant”, “dragon bird”, “young Batir” and “forty ministers with the Tsar” can be used in the course of lessons in the formation of mathematical imagination of children.

National Games also form such qualities as disciplining children, being able to behave in a team and fighting for his honor, reputation, and helping his comrades unselfish.

CONCLUSION

In order to form the skills of organized walking in 1-4 classes, it is necessary to choose games with choreography (dancing, singing, circling), games played with background accompaniment, as well as games in which the actions corresponding to the weight of the poem are performed. For this purpose, mass games such as “walking in the background”, “Carousel”, “think about”, “whose voice”; can be used in such national games as “Orazan – chalk”, “Pat”, “Pr – r – r”. These games are very simple and easy to play, effectively using them from physical education and calculation lessons, in particular, at the beginning and end of the lesson.

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