

**OPPORTUNITIES TO TEACH SOLVING ACTION-RELATED ISSUES IN
ELEMENTARY SCHOOL MATHEMATICS CLASSES***Abdijaborova Dinora**Student of Termez University of Economics and service*

Annotation: Teaching to solve problems in mathematics lessons acquires interest in science, teaches logical thinking, develops imagination, therefore, children should be taught to solve the simplest issues from elementary school, even kindergarten, to understand its essence. Action-specific issues play an important role in solving textual issues. The article presents an analysis of several movement-related issues in the primary class.

Base words: mathematics, motion, time, distance, arithmetic, algebraic, matter, text.

Mathematics, having entered the ranks of the Exact Sciences, helps students to push the circle of thinking, further develop their imagination, think logically, be able to bring their learned knowledge to life. In the study of mathematics, students are exposed to a variety of visual issues and acquire skills and competencies throughout their solution. Obtaining the correct answer to the issue requires understanding its essence. With simple textual issues, students begin to get acquainted from the first grade. As they move from class to class, they gradually embrace issues of relationships such as "... to big, ... to small", "... times more, ... times less" [1]. In addition to meaningful reading of the text of the tasks during the solution, the student's presence in the imagination in the formative nature is carried out on the basis of the heuristic method, that is, a complete understanding of the condition of the issue, the construction of an expression or equation on the condition, its solution, the verification of the resulting solution. In this, students analyze what is known and what is unknown in a matter, achieving (synthesizing) the type of matter (mix-specific, action-specific, case-specific) and the method of solution (arithmetic, algebraic). [3]. We use different solving methods when solving a specific problem: an arithmetic method-various arithmetic operations on numbers are used when solving a problem in an arithmetic way, an algebraic method-when solving a problem in an algebraic way, it is understood to solve the problem by condition or forming a system of equations or equations (or inequality), a geometric method-when solving a problem in a geometric way, - when solving a problem in a logical way, it is understood to solve the problem solution using logical reasoning without performing calculations, a practical method - means to find the answer to the requirements of the issue by performing practical actions with objects or their copies (models, layouts), a tabular method - allows you to see the solution of the whole issue by tabulating the issue in the appropriate The methods of solving the problem can be different, but the way to solve them is only one[1]. In the primary class, the solution of various textual issues is considered.

Textual issues form the basis of the content of the elementary mathematics course, and the methods of mental activity used in the process of solving them: analysis, synthesis, comparison, analogy, generalization, abstraction and concretization develop the logical thinking abilities of learners. For this reason, the types of textual issues were expanded in the primary education mathematics curriculum in general secondary schools under the requirements of the state education standard, and various issues related to the movement were included in their composition. By issues related to movement, it is possible to understand the issues that included in the composition the quantities that characterize movement, that is, speed, time and distance.

Types of issues related to movement: issues related to the movement of one body, issues related to the meeting movement, issues related to the movement of two bodies in the opposite direction, the movement of two bodies in the same direction. Let's look at a few issues from the 4th grade textbook.

Issue 2. With the brave, Akmal stepped up at the same time as the start. The speed of the Brave is 3 M/s. Akmal's speed is 4 M/s. How many meters will Akmal leave the brave behind after 1 second? [2] 2 sectarian? 5 seconds? 30 sectarian? Undo. Brave and Akmal start the action at the same time. Since the speed of the Brave is 3 M/S, and the speed of the Akmal is 4 M/s, both start at the same time, we use the difference in their speeds and time to calculate the distance between the brave and the Akmal. Using the formula: $S=(v_2-v_1) \cdot t$ In the 1st second - $S=(4-3) \cdot 1=1\text{m}$ In second 2 - $S=(4-3) \cdot 2=2\text{ m}$ In seconds 5 - $S=(4-3) \cdot 5=5\text{ m}$ In 30 Seconds - $S=(4-3) \cdot 30=30\text{ m}$ Answers: 1 m; 2 m; 5 m; 30 m. Issue 2. At a distance of 15 km from each other, the two fishermen swim simultaneously towards each other in a motorboat. The 1st mate boat has a speed of 400 m/min, the latter 350 m / min. How many minutes do they fly?[2] Solution: Distance: 15 km=15 000 meters. Boat speed 1: 400 m / min. Boat speed 2: 350 m / min. As the boats move towards each other, their speeds are added. $400+350=750\text{ m/min}$ Now is the time to meet: Distance/ total speed = $15000 / 750= 20\text{ minutes}$. Answer: boats meet after 20 minutes. Issue 3. In a boat from the two shores of the lake, two children swam towards each other at the same time. The speed of the first child is 2 km/h, and the second-4 km/h. If the initial distance between children is 24 km, how long will they meet?[2] Solution: 1-the speed of the child is 2 km / h 2-the speed of the child is 4 km / h The initial distance is 24 km. The fact that two children are moving towards each other asabli their speeds are added. $2+4=6\text{ km / h}$ Time=distance/ total speed Time = $24/6=4$ Answer: children meet after 4 hours.

Conclusion. This article was prepared in order to test, strengthen the knowledge gained by students of the 4th grade in mathematics and to help them prepare for the international study of TIMSS. These types of issues help students to make a deep observation, expand the circle of thinking. Issues related to movement correspond to situations found in everyday life (distance, speed, and time relationships) that increase student interest in the classroom. Students develop the ability to apply different strategies when solving Masas, to follow the order of thinking, to solve their problems.

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