EUROPEAN JOURNAL OF LIFE SAFETY AND STABILITY (EJLSS)
ISSN 2660-9630
www.ejlss.indexedresearch.org Volume 12, 2021 ||

The Modern Approaches to Teaching Portions and Fractions in Primary Schools Mathematics

Raximova Nargiza Mexriddinovna
1st year Master of Science in Theory and Methods of Upbringing and Teaching (Primary Education) of the Pedagogical Institute of Bukhara State University

Abstract: This article discusses the issues of increasing the effectiveness of students' participation in mathematics lessons using information technology, the formation and strengthening of their knowledge and skills in modern technology.

Keywords: *portion, fraction, computer, information technology, multimedia*

Date of Submission: 07-11-2021 ***Date of Acceptance: 10-12-2021***

Science is the basis for development. There is no future for any state or society that would not be based on the achievements of modern science and innovative ideas.

Only thanks to science and education, intellectual potential, highly qualified personnel, we can bring Uzbekistan to a new stage of development.

Sh.M. Mirziyoyev

Decree of the President of the Republic of Uzbekistan dated November 6, 2020 No. PF-6108 "On measures for the development of education and science in a new period of development of Uzbekistan" (hereinafter - the Decree) in order to ensure its implementation:

Together with the Ministry for the Development of Information Technologies and Communications, the State Inspectorate for Quality Control of Education and other relevant ministries and departments, by January 1, 2022, introduce modern forms of education, new pedagogical and information technologies into the preschool education system, including:

launch the “Kindergarten” management information system to monitor the growth of children and enrollment in preschool education, as well as to ensure the transparency of the information it contains;

Today, the learning process requires the introduction of computer and information technologies and the implementation of software. It would also be useful to use information technology in teaching mathematics in primary secondary school. Thus, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 23, 2001 "On measures to organize the development of computer and information technologies for 2001-2005, organization of the development of a program to ensure broad access to the Internet on an international scale." information systems "and Resolution No. 200 of July 6, 2002" On measures for the further development of computerization and the introduction of information and communication technologies. " One of the most pressing issues today is the implementation of the task of the widespread introduction of modern computer and information technologies. technologies in the educational process of general education schools.

Decree of the President of the Republic of Uzbekistan dated May 21, 2004 No. 3431-PF "On the State National Program for the Development of School Education for 2004-2009" defines the main directions of the Program, which also includes the provision of laboratory equipment. , computers, textbooks and didactic materials. Therefore, the use of information technology in mathematics lessons in elementary school is also prohibited. One of the most challenging teaching topics, especially in primary grades, is learning the concepts of fractions and fractions using information technology. Every day we solve dozens and sometimes hundreds of mathematical problems without realizing it: we go to stores and buy bread, salt, butter, etc., We go to pharmacies, we go to the market to find out the cost. This is a small family account. What about a county, district, region, republic, world ?! The construction, construction and production of large structures, aircraft, rockets and modern computers requires the use of not only a complex mathematical apparatus, but also other scientific achievements. Not all of these calculations can be performed with numbers such as natural numbers -1,2,3. It is necessary to split the whole into equal parts.

"Eat half of the cake yourself, and give half to your brother!"

- Brought for construction five and a half tons of cement;

"I have two and a half meters of satin on my shirt";

- When we say something like "It's already been three hours", "It's less than a quarter of an hour", "It's half past three", the words "half", "quarter", "less than a quarter" mean. We don't even think about it. this quarter is one quarter and three quarters is three quarters. We think everyone understands this.

This means that mathematics, especially the four operations on numbers (addition, subtraction, multiplication, division), are so necessary that they are absorbed into our way of life.

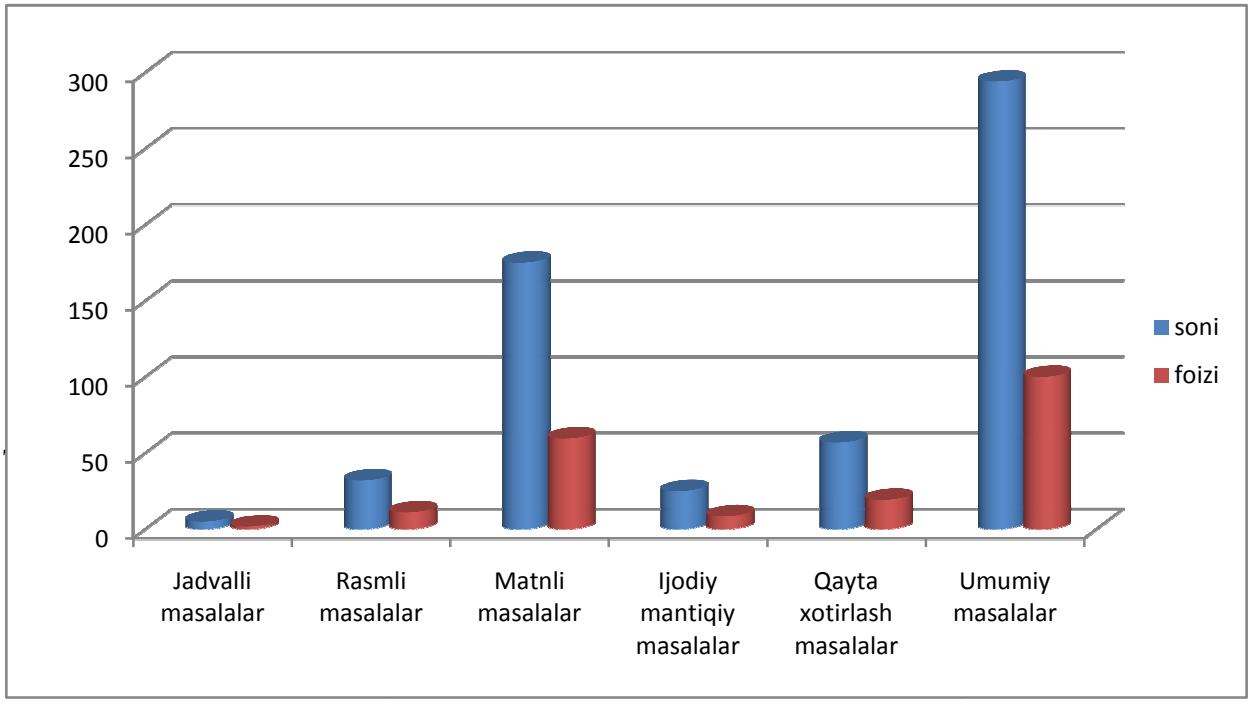
Qasr comes from the Arabic word qasara. "Kasr" means a piece, and "Kasara" means to break, to break. The problem of measuring and dividing various quantities led to the concept of fractions. This concept has been rooted in the practice of people since time immemorial.

Sometimes teachers ask: "Are there fractional math topics in the fourth grade curriculum?" they are asking. Every elementary school teacher should have access to the curriculum published in Special 7 Education Development 1999. This includes curricula approved by the Ministry of Public Education, including for grades 1-4.

"Describing fractions using geometric shapes when learning fractions. Comparison of fractions with the same (equal) image and the same denominator. Addition and subtraction of fractions with the same denominator.

The concept of fractions and fractions is also reflected in the curriculum and textbooks for teaching elementary school students on a variety of topics. Below are statistics on these issues in the 3rd grade textbook.

	Planned problems	**Image problems**	**Text problems**	**Problems of Creative Logic**	**Problems with recall**	**General issues**
dormouse	5	32	175	25	57	294
Interest	1,7	11	59,5	8,5	19,3	100

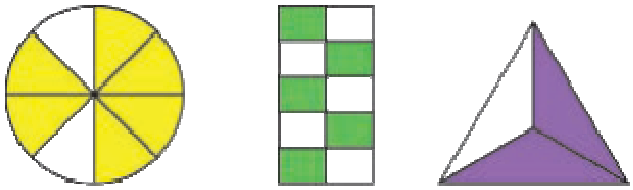


Objective: The table below shows the participation of three students in a chess tournament. Find the number of participants.

Classes	3-"A"	3-"B"	3-"D"
Number of students	36 ta	36 ta	36 ta
Total students Share of participants in number	$\frac{3}{4}$	$\frac{2}{3}$	$\frac{1}{2}$
Number of participants	? ta	? ta	? ta

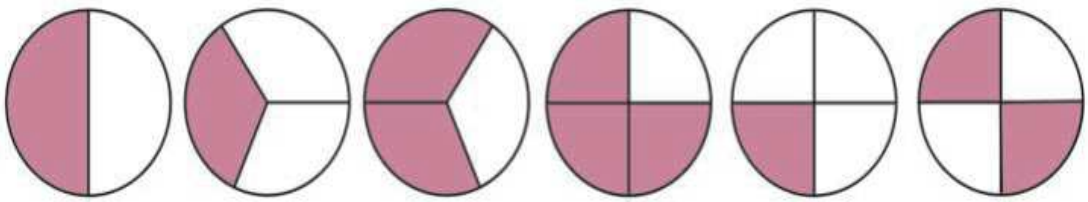
The problems depicted look like this:

Question: How many parts of the figures are drawn? How many parts are left unpainted?



Text problem: 15 athletes were divided into three groups. Sportsmen of the first and second groups play basketball, and the participants of the third group jump high. How many athletes play basketball and how many jump high?

Creative logic:



Before going to school, students are introduced to math concepts to be developed by elementary school students and presented to students in the classroom.

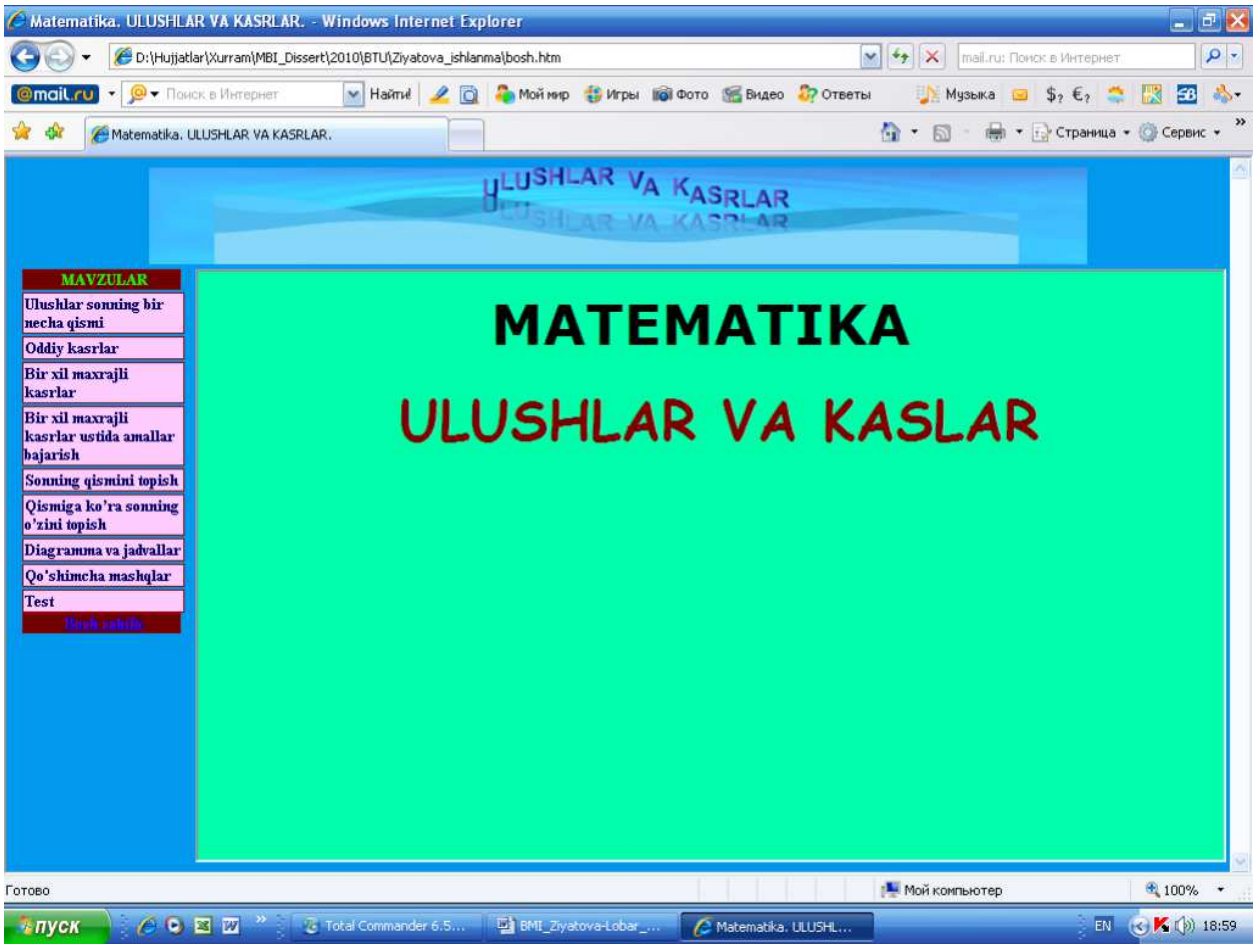
Modern computers should be available in rural schools, used for positive purposes, and used in the classroom. The use of information technology is especially effective when providing visual aids in primary grades. The use of information technology in teaching fractions and fractions in elementary school mathematics is discussed below.

To use electronic processing, we first run the program (electronic processing) file (INTRODUCTION.htm). The above image appears on the screen. There is an e-development home page (text "MATH. STOCKS AND OBJECTS") from which you can go to the e-development home page by clicking the INTRODUCTION button. Homepage

when you open the animated tutorial image at the top (SHARE AND

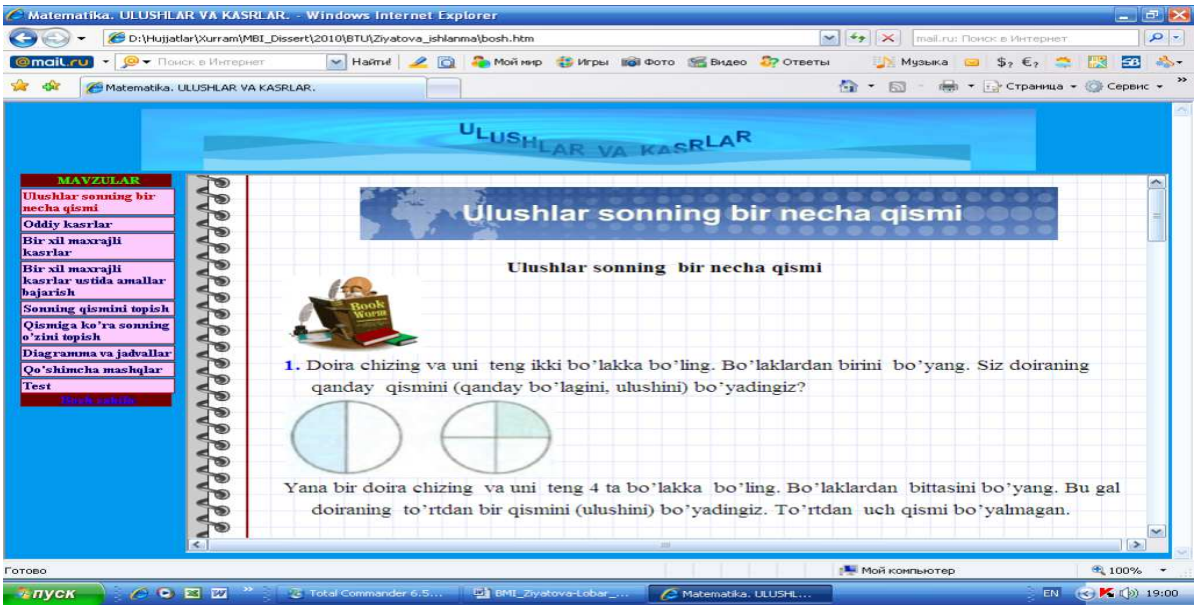
Text "Fractions"), on the left (menu) there is a list of sequences of topics and a test button, and in the middle - a description of each topic.

the main window appears. The main page looks like this: Let's stop using technology.



In the menu section on the left, we'll first go over concepts and exercises for “multiple parts of a number” by selecting the same topic on the left side of the page (hovering over the topic and left clicking). clicking). As a result, the main window will display a full description of the topic in the following form, that is, concepts and examples will appear in the main window in the middle of the page (instead of the moving text "Mathematics. Fractions and Fractions"). At the top of the theme is an animated animation called Multiple Shared Folder Parts.

This indicates what the student is talking about.



The background of the subject should be exactly like the cells in a notebook (like the cells in a notebook for elementary school students in mathematics). There is also a notepad frame that looks like it was written on a notepad, which means that students are given math attention. In e-learning topics, special attention is paid to animation - the symbols used in the textbook.

An understanding of simple fractions is introduced first, followed by exercises on electronic processing. These characters move to emphasize students and point to examples. Some examples are highlighted in blue and some in red, which, as mentioned above, are examples to be followed orally and in writing.

The figure below shows examples that will be done at home at the end of the lesson after the examples have been solved. The course material in this sequence is taught electronically.

Today mathematics provides a wide range of educational opportunities for educating the younger generation as a harmoniously developed one. It develops students' thinking, purposefulness, logical thinking and ingenuity. It is important to take into account general issues related to the teaching of mathematics in secondary school in the primary grades, and correctly assess the importance of primary education in solving these problems.

Many of the problems associated with high school math are elementary.

must be so firmly assimilated in the class that they remain in the minds of students for life. Developing students' interest in learning mathematics is an important task for the teacher. Every effort should be made to meet the needs and requirements of students with an interest in mathematics.

Most of all, not only a good education is required, but also his vigilance and determination. It provides a source for continuous systematic work to educate the habits of work and the need for work, requires a clear organization of work, concentration of thought, clarity.

Based on the methodology of using information technology in teaching the concepts of fractions and fractions in elementary school, based on the results of school lessons, the following conclusions can be drawn:

- animation and animation play an important role in expanding the imagination of students in the formation of ideas about fractions and fractions;
- their knowledge, skills and abilities are increasing;

- there was an opportunity to save time during the lesson, that is, less time was spent on explaining the topic, students mastered the topic; - Students color fractions and fractions on the screen
- they will be able to see its properties by examples, and clarity will be provided;
- Students' interest in science will increase, and the effectiveness of the lesson will be achieved, which means that the tasks set in the National Curriculum will be divided and will be able to achieve the set goals.

List of used literature:

1. Azizkhodzhaeva N.N. Pedagogical technologies in increasing the efficiency of the educational process. −T.: 2007.14−23-p.
2. Abdukodirov A.A., Khaitov A.A., Shodiev A.A. Information Technology. - Tashkent, 2004 .-- 76 p.
3. Abdullaeva B.S. Methodological and didactic foundations of interdisciplinary communication: ped. fan. doc. diss ... - Tashkent: TDPU, 2006 .-- 263 p.
4. Abdullaeva B.S., Saidova M.Zh., Dilova N.G. Methods of teaching mathematics. Textbook. 2021 - 300 HP
5. Begimkulov Yu.Sh. Scientific and theoretical foundations for the introduction of modern information technologies in teacher education. Monograph. - Tashkent: Fan, 2007 .-- 160 p.
6. Saidova M. Yu. Improving the use of information technology in mathematics in primary school: Ped. dissertation for the degree of Doctor of Philosophy. Tashkent, 2020, 142 p.
7. Saidova M.Yu., Kasimov F.M. Development for laboratory studies. Toolkit. Bukhara, 2019, 122 p.
8. Saidova M. Yu. Collection of tests for primary school. Toolkit. Tashkent, 2019, 233 p.
9. Saidova M. EDUCATE STUDENTS BY SOLVING TEXTUAL PROBLEMS // European Journal of Research and Reflection in Educational Sciences Vol. - 2019. - T. 7. - No. 12.
10. Saidova M.Zh. Methods and importance of the use of innovative technologies in teaching the "Decimal" hub in the process of teaching mathematics in primary school // www. auris-verlag. de. - 2017.
11. L.Sh. Levenberg et al. "Methods of teaching mathematics in primary school." Textbook. T. Publishing house "Teacher". 1985 360 pages.
12. Khaitov F.N., Shamsiev A.Sh., Yusupov R.M., Temurov S.Yu. Guidelines for writing, submitting and defending a dissertation. Jizzax. 2008, p. 32.
13. Bikbaeva N.Yu., Yangabaeva E. Mathematics. Textbook for 3 grades. Tashkent. Teacher, 2008, 208 pp.
14. Scientific and methodological journal "Primary Education". 2001 - 2009 chap. s.lari.
15. Scientific and methodological journal "Continuing Education". 2001 - 2009 chap. s.lari.
16. Decree of the President of the Republic of Uzbekistan No. PF-6108 dated November 6, 2020 "On measures to develop education and science in a new period of development of Uzbekistan."