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Modern Lesson Forms in Mathematics in Primary Schools

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Abstract: *This article discusses modern forms of mathematics lessons in the primary grades, and discusses effective ways for primary school students to master mathematics quickly and easily, in line with today's requirements. It also reveals the methods that can be used in the organization of modern and innovative lessons, as well as the procedure for their conduct.*

Keywords: *modern, modernity, innovation, form of lesson, method, effective, method, mathematics.*

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The effectiveness of education depends not only on the didactic processing of information content, but also on the correct choice of teaching methods, as well as strict adherence to the principles of education. Experts have different interpretations of teaching methods in teaching. In some minds it is interpreted as a way of going from ignorance to knowing, and in others as a way of connecting teacher and student activities.

The use of modern teaching methods in the educational process increases the content and quality of education, the lesson is organized in an interesting and active way. At the same time, students' participation in the lessons has become more active, their worldview has expanded, and they have gained scientific, theoretical, practical and methodological experience. Their written and oral speech develops and takes shape.

Students work independently, creatively, and freely. Independently study the literature to cover the topic. They will be searched in the library and will be able to find and read news on the topic. Learn to work with scientific and theoretical literature in the library. In the workshop, students develop their oral and written communication skills by sharing ideas from the text.

Nowadays, multimedia, CDs are taught using technical means in the educational process. For example, multimedia is a one-hour, audio, programmed, scheduled, DTS-compliant form of instruction. To use it, experts create multimedia for a specific hour on the topic. The subject in the text creates multimedia on the screen. The subject matter of the text makes the multimedia on the screen itself meaningful and high quality.

The teacher does not spend a lot of energy, knowledge and effort in the classroom. Students become more active, work independently, creatively, and think freely. In class, they learn to work in a modern way. They will be computer and information technology literate, learn to organize lessons using technical means. Students' worldviews will grow, they will become more active, and their interests will increase.

When using this method, the teacher addresses the students with thought-provoking assignments and questions. Of course, assignments and questions should be relevant. For example, in an

etiquette class, a teacher may ask students such a puzzling question. One person gets 3 loaves of bread every day. He would give one to his parents, another to his children, and the other to himself. Whydoeshedothat?

Of course, high school students will find this puzzle question right away, but for younger students, the eureka method can be used to solve this puzzle question. For them, the question is thought-provoking, and they use their mental capacity. It makes them think. Also, in a math class, the teacher may use one of these methods in an unconventional way for the students. Example: A teacher gives students the following task:

"Think of any number up to ten and don't tell us!" Multiply the number you think by two, don't say the answer! Add two to it, and then divide the number by two! Subtract the resulting number from the number you originally thought! You will all be left with a number.

In fact, it is one of the most thought-provoking, fun, and unconventional ways.

Through this method, students' mental thinking is developed, shaped by their worldview and thinking. The lesson is interesting and unconventional. Students will be more active in the classroom. They will be able to express themselves freely. Each student has his or her own position and path.

The teacher conducts a career-related lesson to help students improve their professional skills. The purpose of this method is to attract students to a profession. For example, elementary school etiquette uses a career-related approach to engaging students in the profession through reading lessons. In this case, real-life examples of the profession will be explained to students during the lesson. There will be information about sewing, cooking, handcrafts, farming, goldsmithing, painting, craftsmanship, driving, sports masters, discussions, conversations, meetings with professionals. You can do this in class. By informing students about the profession and inviting them to the class, they will be asked questions about the benefits of their activities for the future and society for a certain period of time. This makes the lesson unusual.

Students not only acquire knowledge during the course, but also acquire professional knowledge, skills, and competencies. Students' professional interests will increase. They will have the opportunity to pursue a career in the future. The lesson is lively and unconventional. Students will be able to think independently, freely and creatively. Students will be able to think independently, freely and creatively. They will also increase their interest in the profession during the course.

The non-traditional methods mentioned above encourage students to take an active part in the lessons in the first place. Will be able to keep them interested in the lesson. Second, in non-traditional ways, students learn to work independently, creatively, and freely. Thirdly, the lesson will be interesting, children will not be bored in the classroom, they will work creatively, learn to work on different sources, and develop scientific-theoretical, methodological and practical knowledge and experience.

Students will be given a topic or plan in advance. Students will prepare for this topic or plan independently. Students of each class should prepare for the topic and plan for 3-4 of the most talented, excellent, independently working children, in-depth study, its goals and objectives, methodological bases, scientific-theoretical, practical -style of methodological knowledge, principles, rules-laws, problems in the subject plan, their solution analysis will be studied in detail and these 3-4 students will cover the topic in detail. All students analyze and fill in the gaps and achievements. The facilitator monitors each question, how and in what direction the topic is enriched, and does not deviate from the topic. The content, solution, problems of topics and questions are solved in scientific-theoretical, practical-methodical way, generalized, summarized, suggestions, recommendations are given. They have the opportunity to express themselves

independently. The same topic, the question is solved in depth, in detail, its objectives, methodological bases; problems are studied by students independently, in a debate. Students take an active part in the lesson, which takes the form of a non-traditional lesson. What students don't know is what they learn in a conference lesson.

A topic is presented to students in advance, along with teacher plans. They read independently on a topic based on this plan, collect a library of literature in the library, and prepare for class. In this lesson, students will be asked to provide feedback on the topic. The seminar is open to all students. The teacher asks each student the goals and objectives of the topic, methods and forms, the essence of the content. The topic will be studied in detail. Students play an active role in the seminar, playing the role of teacher, manager, and facilitator.

The structure of elementary mathematics has its own characteristics.

1. Makes up the main content of the course of arithmetic material. He teaches arithmetic of natural numbers, basic quantities, algebra and geometry in combination with material.
2. Primary class material is concentric structure. For example. first the decimal numbering is taught, then numbering and arithmetic operations within 100 are taught. Then perform arithmetic operations within 1000, then in multi-digit numbers.
3. These are taught in addition to numbering, quantities, fractions, algebraic and geometric materials.

Theoretical and practical issues are interrelated.

4. Mathematical concepts, properties, interaction in the course of opening legal connections connected.
5. Each concept is explained in a developed way.

For example, before teaching arithmetic operations, its exact essence is revealed, then the properties of the operations, then the connection between the components, then the result of the operation, and finally the connection between the operations.

6. The basic concepts and the resulting concepts are given in the interrelationship.

Simultaneously with the study of the properties of arithmetic operations and appropriate calculation methods, the connections between the results of arithmetic operations and their components are revealed. (For example, if one of the additions is deducted from the sum, the second addend is formed.) A change in the results of arithmetic operations is observed with a change in one of the components.

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