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ta'minlashning ustivor yo'nalishlari" mavzusidagi xalqaro ilmiy-amaliy anjuman

BOSHLANG'ICH SINFLARDA NATURAR SONLARNI KO'PAYTIRISH VA BO'LISH TUSHUNCHASINI O'RGATISHDA QO'LLANILADIGAN INTERFAOL METODLAR.

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Ilmiy rahbar

Anotatsiya : Boshlang'ich sinflarga naturar sonlar ustida ko'paytirish va bo'lish tushunchalarini o'rgatishda qo'llaniladigan metodlar ahamiyati. O'quvchilarga karra jadvallarini o'rgatishni oson va samarali usullari.

Kalit so'zlar : ko'paytirish, bo'lish, karra, qo'shiluvchi, yig'indi, ayirma, jadval , metod, qoldiq.

Kirish. "Matematika o'zini o'zi rivojlantiradi, masalani hayotdan oladi. Uni matematik usullar bilan yechib, qachondir yana amaliy ravishda hayotga qaytaradi. Matematikaning boshqa fanlardan farqi ana shundadi"**Shavkat Ayupov**

Boshlang'ich sinf o'quvchilarida natural sonlar ustida ko'paytirish va bo'lish mavzulari 2-sinf dasturidan boshlanadi. 1-sinfda o'quvchilar sonlar ustida qo'shish va ayirish amallarini o'rganishgan. 100 ichida ko'paytirish va bo'lishni o'rganishni boshlashdan oldin, bolalarni birinchi sinfda 100 ichida qo'shish va ayirishni o'rgangan bilimlarini mustahkamlash uchun bolalarga "Amalli kransvord" metodi orqali mustahkamlab so'ng ko'paytirish va bo'lish amallarini tushintiriladi. Yuz ichida ko'paytirish va bo'lishni o'rgatishdan avval 10 soniga bo'lish va ko'paytirsh hollari bilan tanishtirib o'tamiz. O'quvchilar birinchi sinfdayoq masala va misollar yechganda bir xil qo'shuluvchili yig'indilar borligini bilishgan, qo'shuluvchilar nechtaligini topishgan. Ikkinchi sinfda ko'paytirishning aniq mazmunini ochib berishda, o'quvchilarning aniq to'plamlar ustida tegishli amallarni bajarish tajribalari ortadi. To'plamlar tushunchasini birinchi sinfni boshida o'tiladi, ko'paytirish va bo'lish mavzulari bilan yanada mustahkam bog'lab o'tamiz. O'n va yuz ichida nomerlash va qo'shishni o'rganishda predmetlarni ikkitalab (juftlab), uchtalab, to'rttalab va h.k sanashga alohda e'tibor beriladi. Bir xil va bir xilmas qo'shuluvchilar yig'indisini topishga doir masala misollar beriladi. Masalan: "Uchta tokchaning har birida 7 tadan kitob bor. Tokchalarda hammasi bo'lib nechta kitob bor?". Bunday masalalarni bajarishda o'quvchilarda bir xil qo'shiluvchilarni qo'shishga doir masala misollarni o'rganadilar, asta sekin bu bilan o'quvchilarda ko'paytuvchi va ko'payuvchi tushunchalarini shakllantirib boriladi.



Qo'shish amalida ifodalanishi : 7 +7 + 7 = 21
Ko'paytirish amalida ifodalanishi:7 * 3 = 21

Shu joyda ko'paytirish belgisi kiritiladi va so'zlar bilan ifodalab beriladi: " 7 tadan 3 marta olinsa 21 bo'ladi " yoki " 7 ni 3 ga ko'paytirilsa 21 bo'ladi " . Qo'shish amalida ifodalagan misolimizdagi : 7 +7 + 7 = 21 bunda birinchi qo'shiluvchini yozamiz va ko'paytirish belgisini qo'yib, so'ngra bir xil qo'shiluvchilar nechtaligini sanab chiqib yozamiz.

Qo'shishni ko'paytirish bilan alishtirish usuli bu…
Ko'paytirish belgisi.

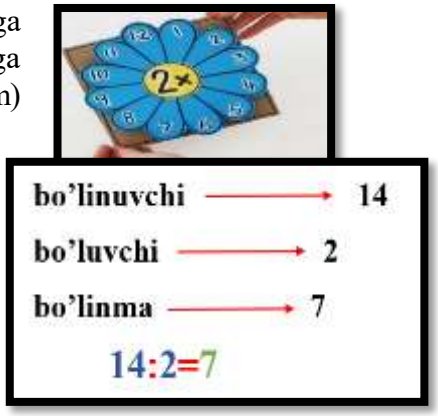
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7 * 3 = 21 **Natijamiz.**

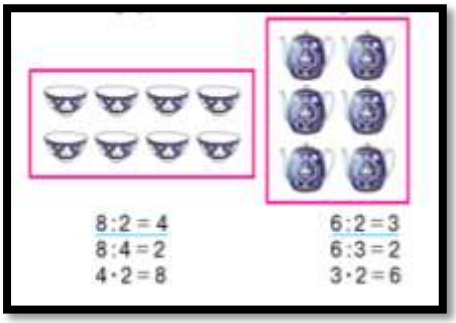
Bir xil qo‘shiluvchilar soni.

Birinchi qo‘shiluvchi.

Ko‘paytirish amalini o‘rgatishda o‘quvchilarga ko‘rgazmali metodlar ham katta ahamiyatga ega. Bularga misol: klaster, ramashka guli, interfaol metodlari. (1-rasm) 1-rasm



Bo‘lish – ko‘paytirishga teskari amal. Unda bo‘lish ko‘paytirishning xususiy holi ekanligi kelib chiqadi. Bo‘lish amalining aniq mazmuni masalalar yechish jarayonida ochib beriladi. O‘quvchilar har qaysi yechganda predmetlar to‘plamini: olmalarni likopchalarga qo‘yishadi, qo‘ziqorinlarni savatga solishadi, qalamlarni qutiga qo‘yishadi va h.k.

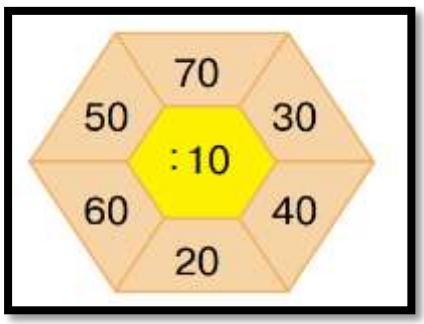


Misol uchun: “Ona 6 ta nonni likopchalarga 2 tadan qo‘ydi. Nechta likopcha kerak bo‘ladi?” O‘quvchilar 2 tadan qo‘llariga olib – olib doska yoniga turishadi. Shundan keyin doska yonida qo‘liga 2 tadan non olib chiqqan o‘quvchilarni sanaymiz. Javob: 3 ta

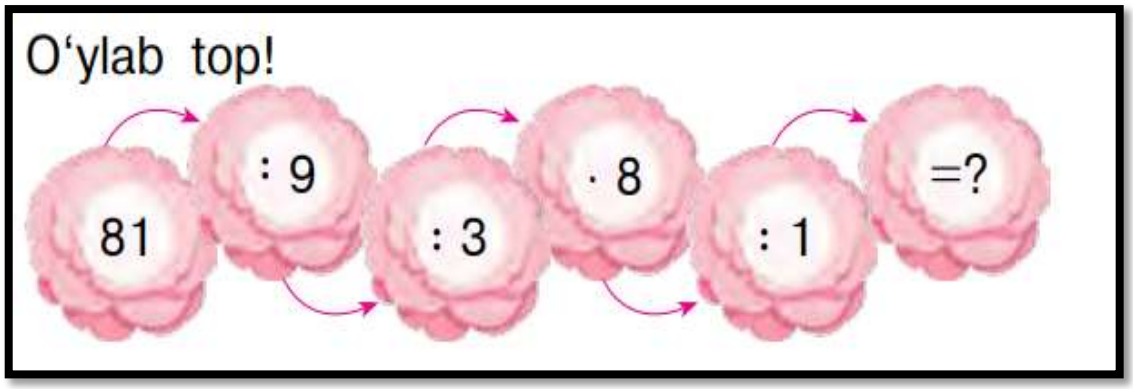
o‘quvchi chiqadi. Yechilishi: 6:2=3. Bu holda bo‘lishning yozilishi bunday o‘qiladi: 6 ni 2 tadan qilib bo‘linsa, 3 chiqadi.



Bo‘linuvchi bo‘linmaga bo‘linsa bo‘luvchi hosil bo‘ladi, bo‘luvchi bo‘linmaga ko‘paytirilsa, bo‘linuvchi hosil bo‘ladi. Har qanday sonni 1 ga bo‘lganda, shu sonning o‘zi hosil bo‘ladi. No‘lni har qanday songa bo‘lganda no‘l chiqadi. Sonni no‘lga bo‘lish mumkin emas.(4-rasm)



Bo‘linuvchi	16	24	40	48	56	64	72
Bo‘luvchi	8	8	8	8	8	8	8
Bo‘linma							



Xulosa: O‘quvchilarga karra jadvalini o‘zlashtirish sal murakkab tuyiladi. O‘quvchilarga ko‘paytirish va bo‘lish amalini ko‘rgazmali metodlar va qiziqarli o‘yinlar orqali tushuntirib mustahkamlansa o‘quvchilar mavzuni qiyinchiliklarsiz va osongina o‘zlashtirishlariga katta foyda bo‘ladi.

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IMPORTANT ASPECTS OF SCIENCE, EDUCATION, PEDAGOGY AND INNOVATION IN THE MODERNIZATION OF ECONOMY

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Abstract: Science has seen considerable change in recent decades with the emergence of a new economic and sociopolitical contract between science, the nation, state, and private commercial interests. Generally regarded as having been precipitated by globalization, these changes in the sciences are beginning to be documented by a range of commentators. Clearly, science's changing forms hold profound implications for the development of science education. As there is little science education scholarship exploring the implications sciences' altering forms, this paper attempts to investigate the relationship at more depth. Detailing this relationship is important because it can help formulate new questions and methods for their investigation, relevant to the work of science education in the newly global world.

Key words: innovative technologies, education, specialist training, open education, distance learning.

Introduction. The process of updating the modern education system and reforming it aims to prepare young people for life in the modern digital society. The development of a modern teacher and the improvement of his professional competence is impossible without ensuring the availability and effectiveness of education, individualization and differentiation of the education process, and this goal is precisely these positions that can be satisfied by the introduction of innovative pedagogical technologies into the training of