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FORMATION OF A GENERAL APPROACH TO SOLVING PROBLEMS FOR PRIMARY EDUCATION ACCORDING TO THE REQUIREMENTS IN THE NATIONAL CURRICULUM OF UZBEKISTAN

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ABSTRACT

Annotation. The issues of the national curriculum are considered according to the criterion of quality education at the same time, there are academic subjects – mathematics, physics, chemistry, where so-called text problems are solved. The solution of text problems in these subjects is considered as a subject of special study. Thus, the solution of problems can be considered in a narrow and broad sense. Mathematics has been identified in our country as one of the priorities for the development of science in 2020, and a number of systematic measures are being implemented to bring the development of mathematical science and education to a new level. As emphasized in the materials of the educational standard of the new generation, one of the main universal educational actions is the general method of solving problems, ensuring the formation of the ability to solve any problems or tasks.

KEYWORDS: mathematics, geometry, problem solving, national curriculum, education, formation, training.

On the development strategy of the new Uzbekistan for 2022-2026 - a radical increase in the effectiveness of ongoing reforms, the creation of conditions for ensuring the comprehensive

and accelerated development of the state and society, the implementation of priority areas for the modernization of the country and the liberalization of all spheres of life.

As noted in the document, a comprehensive analysis of the stage of independent development passed by Uzbekistan, as well as the changing conjuncture of the world economy in the context of globalization, require the development and implementation of "dramatically new ideas and principles for further sustainable and advanced development of the country".[1]

The Action Strategy will be implemented in five stages, each of which provides for the approval of a separate annual State program for its implementation in accordance with the declared name of the year. Development of the social sphere, aimed at a consistent increase in employment and the implementation of targeted programs for the development of education, culture, science, literature, art and sports, and the improvement of state youth policy.[2.49]

Mathematics is defined in our country as one of the priorities for the development of science in 2020, and a number of systemic measures are being taken to bring about the development of mathematical science and education.

"Kontseptsiya upswing sistemy narodnogo Simulator X Respubliki Uzbekistan do 2030 goda" prinyata nA osnovanii Ukaza Prezidenta Respubliki Uzbekistan № PD-5712 From 29 aprelya 2019 goda, July 9, 2019 goda "Dalneyshee razvitie matematicheskogo Simulator X and nauki gosudarstvennaya podderzhka upswing, Postanovleniem number the PQ-4708 From 7 maya 2020 g. «O merax Po povysheniyu kachestva Simulator X and upswing nauchnyx issledovany in oblasti matematiki" in chastnosti "Kontseptsiya upswing matematicheskogo Simulator X" in soderzhaschayasya dannoy programme, prizvana obespechit realizatsiyu postavlennyx zadach Po kompleksnomu sovershenstvovaniyu vysheukazannogo matematicheskogo Simulator X and vyvodu ego to a new quality level.[3]

The modern goals and objectives of teaching mathematics include

- To form and develop a system of mathematical knowledge and skills necessary for students to apply in everyday activities, to study sciences and to continue their education;
- Formation of a person who is able to work successfully in a rapidly developing society, who is able to think clearly and clearly, critically and logically;

A significant contribution to the improvement and dissemination of this methodological direction in teaching problem solving was made by the works of V.V. Davydova, L.M. Fridman, L.P. Stoilova, N.B. Istomina. So, L.M. Friedman,[6] notes, those for the designer of the designer, it is necessary to have a need for anyone who has a job with a need for a rest of any zaech and this is worth it to sfurmir aware of the fact that you have a need for a need for a need for a reason.

Thus, the purpose of this approach is the formation in children of the components of the general reception of solving problems as a meta-subject universal educational action.

This approach became especially relevant with the advent of the second generation, where the general method of solving problems began to be considered as a meta-objective action, formed by differences in differences. With the help of the implemented educational standard, you call the named educational standard an important task of the modern education system, which forms universal educational effective ones, ensuring that schoolchildren are loaded, develop a capacity for self-development and self-improvement and self-development and self-realization.[5]

As emphasized in the material educationally standarty wtorogo pokolenyy, of the main universal educational effective concepts of the well-known Prima, a solved problem that makes it impossible to form the ability to solve any problems or tasks. At the same time, it should be understood that the concept of "encroachment" has several synonyms: task, goal, problems and is widely used in many sections of science and practice (pedagogical task, knowledgeable ass, technical ass). Without paying attention to such reason in the expression of the term "task", the procession is solved in any area, determines the community and has a common structure

- Entering into a situation that requires a thorough analysis of the situation;
- Modeling of the situation, accompanied by an analysis of the relations used in the task;
- Task solution planning;
- Implementation of the plan;
- Checking the result for compliance with the set goal;
- Evaluation of the decision process.

When teaching various subjects, tasks arise, which compulsions are attached to educational ones. Solved cognitive tasks are invented as a means of learning. With their help, meta-

subject and subject sciences are formed, mind, forever. To reduce and solve cognitive tasks, which are one of the main indicators of a levelling developing student, opening the way for them to master new knowledge.

At this time, especially the topics-mathematics, physics, chemistry, where the so-called text problems are solved. Solved text problems on these subjects is considered as an object of special teaching. With such a cheek, the solved problem can be considered in a narrow and wide smile. Esli podoyty K a trained solved text mathematical problem as to a trained solved any ass in the broad sense of ee, which is formed with an ethical ability can be realized by students when solving various problems (trained, practical, text mathematical) and in love they see mental and practical commutation.

Formed during this action, inviting to solve a loving (including textual) task, called the components of the general reception a solved task, the capable formed I these abilities in the process are solved by text tasks-a common approach to the trained solved task.

General note the solved task in primary school will have to be the subject of special training, followed by a clear indication of the components of the ego. It is based on the formation of logical operations-they analyze the object, reduce it to inequality, build the well-known and diverse, reduce it to classification, serialization, establish analogies.

To master the technique to encourage students to independently analyze and solve various types of the deposit of intelligible subjects and to allow the transfer of this decrease to the solved task in the loving sphere of activity. Thus, due to the entire systemic nature, this universal educational action can be considered as a model for systems of cognitive actions.[8]

Thus, the general technique of the solved task, formed in the process of solving textual mathematical problems, will have to be implemented with the solved educational task in mathematics lessons and in its general structure will have to be transferred to any academic subject. The content of the reception does not require additional changes in relation to the subjects of the esthetic cycle-the differences will relate to the specific language under consideration, the tasks of the element, their structural and capable sign-symbolic representations related to them are described.

The influenced specifications of the scientific subject on the development of the considered universal scientific action is also manifested in various semantic work on the text of the

problem. For example, when solving mathematical problems, we do not turn to abstraction from the specific situation described in the text, and extract the structure of the sent, which is connected to the elements of the text.

When solving the problem of the humanitarian cycle, a specific situation, as a rule, is analyzed not with a whole abstention from its personalities, but, on the contrary, with a whole vision of the specific features of this situation, which will follow the receipt of the received subject information.[5]

So, the modern standard indicative educational system, loaded with practitioners for the formation of a common Prima trained solved problem. As we have already obeyed the above, the learner's method of solving the problem involves emphasizing the forces not on the process of the received open problem, but on the process being solved, i.e. the formation of a component general method of the problem being solved, depriving the false tasks to be solved. Tell me of these components and the skills they consist of, they should become the subject of special training.

The usual technique solved task, formed in mathematics, involves knowledge of the stages solved, methods and methods solved, created for the selection of arithmetic cases, with the help of which will be solved, as well as the right subject knowledge: rules, formulas, logical techniques and operations. The content and methodology of the formation of the components of the general reception solved the problem.

The first stage of work on the task and the primary component of the general Approach to solving the problem is the interpretation and interpretation of the text of the problem.

It drains through reading and text analysis, powtorenie and text modeling tasks.

In mathematics, there are three types of analysis of the problem text: semantic, logical and mathematical.[7]

All of these types of analysis is to ensure the adoption of the content of the task text.

Semantic analysis assumes

Identification and comprehension of: individual, slowly, terms, concepts, both everyday and mathematical in nature; creating grammatical constructions ("esli..., to; fixing the quantitative

characteristics of an object; representative subject situations described in the ass, through reformulations or a strengthened retelling of the text with the highlighted only-common to solve the problems of information; highlighting the general meaning of the task, indicating the object and the greatness that will have to be found (cost, volume, plane, etc.).

Logical analysis presupposes the ability to replace terms that are characteristic of others (processes, phenomena) oblige them; they deduce consequences from those who have in the condition of the task given, indefinite and related between them.

Mathematical analysis includes annalization of conditions and tasks in need. The chronicle of the state made on the selection: object (objects, processes); legible objects with points of mature integrity and honor, or wzaimoswyzy mesdu sizes; the considered quantitative design and their honor or greatness characterizing the index object;

Analysis characteristic size: homogeneous, diverse numerical significant-definite and indefinite; change of Danish: change (specifying the logical one, it has been amended or not amended; extraterrestrial dispossessed between certain values of magnitude.

Requirement analysis: the most uncertain quantitative characteristics of the size of the object(s).[7] When this moment is realized, the actual moment itself is the highest - the primitive text encroaches. This moment was underestimated in school practice. Irregularly, the child fails to read the text, and not only smile to the ego, how to load the rope to embroider the student to the blackboard to solve this problem. It is necessary to disrupt, which contributes to the transition of the received information to the EE is transformed without a preliminary analysis of the lunch process of cognition. And at the same time, with a non-verbal prepositional clarified text, the student's presentation of the situation described in the ass, designed to pass a lot of useful volodov and the assumed relative approach to ee solved.

In the process of implementing this, teachers extract information from the text that determines the solved tasks. To determine whether to deliver this information for a solution, leave the information stripped. Esli is a required plot sets tasks that determines the reality of information. Transforming the text of the problem (either according to a given scheme, or to increase the ascent of the text), leaving only the mathematical meaning of the information.

In practice, there is a place for well-established techniques of realizations of what acts on the set-up. In elementary grades, two main actions are formed at the stage-tenky tasks and repeated text tasks. To train a text task, to focus on highlighting the voice of the main slow ones in the ass, observed breaks before the number, the leading term assigned to the number of the task. Teach the child to act according to the correct arrangement of the logical stroke in the text of the task, to highlight the question of the task with a voice.

In the first grade, before the end of the initial period of the deposit, for the first time you always read a book or a well-prepared student. The task is read once, the transmitted child is set to memorize the task or to the presented situations that are committed to the task. She wrote, studied in a task, fixed it on an interactive whiteboard or demonstrated it on a card. After the end of the letter period, children read aloud, but only after preliminary acquaintance with the text of the encroachment, through reading to themselves.[4] When teaching powtoreniju, the text sets tasks for performing the following techniques.

1. Abstragirovanie chisla X suzetnom smyslu tasks. This technique appears at the initial stage of the formation of the problem of solving the problem. Download, read by default, by default: "call the first known number in the task. What does it mean? Call vtoroe chislo dazaci, what does it mean? What does an impossible number mean?"

2. Repeated tasks on logical honor. For example: "How many lunches were there in the penalty shootout? How much did you pay for lunch in the penalty shootout? What is it about?"This technique appears in the first or second grade at the initial stage of working with the task, or when powtorenii tasks with an ignorant plot.

3. Repeated on structural honorary assignments. For example: Powtory conditionie tasks. Powtory vopros encroaches.

4. Powtorenie polnogo task text.

Depending on the specifics of the task, mathematical, logical and semantic analysis of the text of the task is carried out, looking for the following techniques: the transformed text of the ass, which assumes from the text of the honor that is not included in the decisive solved, or the most complete text of the problem missing data; change porjadka Slow or suggested; replacement of some slow synonyms; replacement of the content with the described term or reverse; the design of the complementary text; the Holiness of a single measured greatness,

etc. The text model sets itself the task of solving the informant's problem. In order to be able to use it properly with public washable units, the text of the task should be translated into the language of graphic models, i.e. to represent the text using non-verbal means-models of different vision: drawing, schemas, graphics, tables, symbolic drawing, etc. The translation of text into language mathematics using non-verbal means is the second component of the general Approach of the solved task and the second prototype of work on the task. The implementation of this stage (the second component) involves the choice of symbolic means for constructing a graphical model of the adequate mathematical content of the problem.

A task model constructed according to certain rules is an analogue of a task in which a more than a little shabby structure of connections and a relative inter-object or quantity described in the plot of the task. The translation of the text into the form of a graphic model is to call for the renewal of one's own and related honors in it, which it is difficult to break out when reading the text.

After the text sets a concise representation in the form of graphical models, and sometimes in the process of building a model, they move on to the analysis of references and the all-binding to a known value, as well as to interpersonal and indefinite values of the value. In order to conduct a detailed analysis of these otosheni. The result of this analysis is to encourage us to build a plan of solved tasks. Therefore, it is reasonable to call the Danny stage a stage of a phased plan of solved tasks. In the methodological literature, leech analysis (synthesis), reverse (Annalization), mixed (analytical-synthetic) are distinguished. One of these types of analysis is called to make a plan of the solved tasks.

Leech analysis assumes that a number of simple tasks are selected from the text of the problem, which are included in its composition, a sequential solution of the Kotor castings to the solved problem books. In the process of a two-month analysis of the data, the data goes from the question.

All the child's work is to solve problems. At this stage, children accumulate a drying analysis of the deposit under the guidance of a loader and a specially developed vacant one who prepares the child for the task analysis.

Vacancy

1. Compilation of various Danish tasks and design of their meaning.

2. Announced completed tasks. This personal is useful when the question has been somewhat resolved.
3. Powtorny analyz sets after ee is solved. (This vacant position is useful not only in the first stage of learning analysis.)
4. Annalise the wrong decision, disclosure and correction. In order to correlate say action with condition and question asks. For example. What does it mean to "say" from this action? What did you get by doing this action? Is it necessary to open vopros for the main task?
5. Choosing the right solution to the problems (the right answer) from the proposed options.
6. The second stage. A special landmark teaching with one of the types of analysis.

This spell is useful so that children can drain the whole act of excellent activity, namely, so that they: understand what creates reasonable help in solving problems and want to learn how to carry them out on their own; they themselves solved the question of how to find out this, they themselves chose the necessary types of work for this (they loaded at this time, a pre-false child, an exciter for action, should come out as a coordinator, an expert); you ask yourself the questions: "did I find out?"they themselves were looking for a task, with the help of which they could be opened at the nih.

The third stage. Coaching in the manifestation of the analysis of the deposit when solving them independently.

Selesoformno periodic offers of the following tasks.

1. Perform an analysis sets the specified ability.
2. To set a task that can be solved with the help of the specified splitting mind.
3. Legitimate questions to this questioner.
4. Find the error in the reasoning.
5. Stand in all the necessary data. Various pairs of Danish, drawing up a variety of plans solved.
6. Establish a correspondence between the crowded possibilities of the solved tasks and the ee analysis schemes set in order to tell the way.

The fourth card. Explicit familiarity with other capable analyses sets and trains in their manifestation.

The fifth stage. Independent analysis of various types of deposit in solving the problem of various types and degrees of pregnancy.

Drawing up a plan of settled tasks to conspire with the recording of solved tasks, which, in fact, is the next goal of solved tasks.

One of the main tasks of mathematical education, a unanimously new standard is to develop a mathematical word, including a numerically literate one, which is directly related to the design of the solved task. With the appearance of the control and measured material, which is in a special up-to-date state, which determines the objectivity of the assessments of the final works.

This is how the author of school textbooks of mathematics G. V. Dorofeev assessed this question.[10] He reads the eternal question OB oformlenyi is solved, that is, about how it should be written down that the ego can be recognized as logical sexual and literate. Historians have put together a variation of various capable forms of solving solved problems. Let's consider whether the disparate forms of writing are solved by text tasks.

The ass can be solved verbally with a conversation of those actions, Kotorsky is taken to account. But all solved tasks are recorded. At the same time, the completed tasks are recorded by action. I tell you, I distinguish a record by action without explanation, with a brief expression, with a sub-election expression. Gradually apply various forms of records of solved tasks.

The specified form of recording is solved with the help of the target perfection of spells and specifically work on the task of spells. Say video recording has its own evolving price. In the coming time, a rare form of recording, tasks are solved "by action with a question". But it remains useful to form a conscious mind and independently solve problems, formulate questions, understand the text of the problem, analyze the ego. In a forgetful way, I remain a useful form of writing "by action with fear", which is largely capable of developing self-control, self-esteem, self-checking, which is important for the implementation of a system - activity approach. A "collapsed" record of solved tasks "enchanted" is useful when a large number of the taskmaster is being solved for spells, and the students are already ready for life and the tasks are being solved in their minds.

There is no single disclosure in the expanded non-factorial forms of the solved task entry. Rid of questions, saints with uncertainty of approaches to records solved by the questioner, solving in his article G. V. Dorofeev.[10] Resisting the recording samples, the Dane in the control-measured materials,[8] he steals that for the forms of records, the actual variability of the form of records is solved "by action without explanation" natural numbers without naming; numbers with the assignment of unit quantities; with a partial designation in parentheses in the threads of equality unit quantities.

The one who is able to check the correctness of the solved tasks is reasonable to work out only if the reverse ass at least does not get pregnant, that the original one is solved, it is not worth getting pregnant, i.e. predefined techniques are worked out, solved by the taskmaster, solved when solving the inverse problem. And yet, analytics practices the indication that this ability to verify correctness is solved by tasks in selfless activity, children are not realized, since he is pregnant for them, which is solved by the original tasks. This is a more reasonable type of checks conducted under the guidance of the loader.

Solved problems in a different way is an honorable manifestation of the ability to check the correctness of solved problems. Striving for the fact that, solving a problem with the right ability, learning to imprint the second way of solving problems. The one who has received the determination is solved by tasks with a different ability, the student aligns the ego with the disclosure of the original task and concludes that the regularity is solved by the original task. In order for the solved tasks to be perceived by the students in a different way as a means of control, it is not necessary that the second method be easier or more mastered by the students, as the first method is.

Any task in mathematics can be considered as a task, since it is possible to set a condition in it that it is worth the honor where the reduced information about certain and indefinite quantities and the requirements between them and the requirements, that is, indicated on it, which must be found. In order to apply the op - redelenny method of the action leading to the result. The outcome of the fact that the "method of solving the problem" can be understood as a meeting of mandatory actions designed to open on the assignment of vopros. Let's solve a mathematical problem-this means to find such a sequence of general posited mathematicians, applying which to the condition of the problem, I get this, which requires finding the answer.

With the help of a coaster capable of providing achievable imposed whole-solved specific tasks.[9]

In mathematics courses, the initial class work is practical, arithmetic, algebraic and geometric, in honor, graphical methods solved the problem. The fundamental techniques are solved by text tasks and are an arithmetic and algebraic method.

The practical method assumes that for the received discovery, the student answers the question by resisting practical duty with real objects. With the graphical method, to get an answer to the question, it is necessary to play along with graphic schemes, drawings, drawings.

Thus, the figurative main tasks of trained mathematics are: mathematical ponichya, svoyasti, forms, to provide knowledgeable methods and algorithms; the importance of mathematics in human development and community development; they teach the concept of socio-economic relations, the successful application of mathematical sciences and skills in powsednewnoy zizny; develop habitual independent learners, develop their individual characteristics; formation of student nationalities and universal values, creativity and conscious choice of profession with the teaching of integrations discipline; the abolition of the established approach to trained mathematics in theory, to provide students with ready-made scientific and methodological materials, to form and develop in students to reduce applicable mathematical knowledge in powsednewny zizny, to develop autonomous teachings.

The importance of mathematical education in the ego of development in science and technology, the throw of information and communication technologies in production and in the bit. We remember the training of creative and creative personnel to meet the final economic needs, the recipients of these achievable as needy will also be deprived of education.

The rapid development of science and technology, the globalization of the world and the development of information and communication technologists serving the main capital of the community, peacemaking love, able to achieve success, purposeful potential, abilities and creative activity. At the same time, one of the tasks of our state institution is the formation of a competitive personality, a person who is adaptable to the changing social and economic environment, active, socially mature, highly educated, mentally and emotionally mature.

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