

**The method of forming an individual technique for solving problems
of primary school students**

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Abstract: *This article provides information on the methodology for the formation of an individual technique for solving problems for a primary school student. Learning to solve text problems has always been an important part of the school mathematics course.*

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Every child who first came to school is faced with a task. Learning to solve text problems has always been an important part of the school mathematics course. During the period of study at school, a mathematical problem will certainly help the student to better understand the various aspects of the interconnections of the life around him and develop correct mathematical concepts. When a child solves problems on his own, his horizons and thinking develop.

In the methodology of teaching problem solving in mathematics in primary grades, the central issue is how to teach children to find solutions to word problems. To find the answer to this question, you can turn to the literature and use those practical techniques that are proposed in it. This will make your task easier. But the ways of finding solutions to problems, that is, the theories given to us by scientists, can be counted with fingers. This tells us that they are few.

When solving a certain problem, thinking can find the basis of the problem. Therefore, children need to be taught the right way of thinking. When compiling a teaching methodology, it is necessary to use theoretical and methodological provisions. If the methodology is designed correctly, then there will be no problems when searching for a solution to this problem.

It is important to emphasize that the ability to correctly and competently solve mathematical problems is the main indicator that the material given for training is fully mastered by students. We must not forget about the huge place of problem solving in mathematical education.

If you pay attention, then children are interested in those subjects that they understand. And by properly teaching children, we can contribute to the development of their interest in learning and learning. In this number, develop an interest in mathematics, and the easy solution of mathematical problems. To solve one problem, a child can use many different ways.

For the first acquaintance of children with mathematical knowledge, a system is used in which individual provisions are logically related to one another, follow one from the other. If the student consciously solves problems, then he develops and formulates a special individual technique for

solving problems. He adjusts the formulas for himself, analyzes, compares, generalizes. And of course, the conscious solution of mathematical problems develops their thinking, and helps to better assimilate the knowledge that comes to him.

In parallel with this, the tasks are: educational, educational, developmental means. Children, solving problems, form full-fledged knowledge in themselves. With the help of tasks, it becomes possible to connect theory with practice. At the same time, children have their first ideas about life and the economy of life. In the future, this knowledge will be useful to him in financial affairs.

Subsequently, solving problems, children learn the world from the other side. It can be seen that in the tasks conditions are given in which children are taught to work, generosity, technology and culture.

One of the leading places in the mental of children is the solution of mathematical problems.

In order for children to be able to solve problems on their own, the teacher must also be literate in this part of the study, must have a deep understanding of problem solving, give several directions, that is, ways to solve problems, so that children can choose the appropriate and understandable type of solution for them.

Acting as a specific material for the formation of knowledge, tasks provide an opportunity to connect theory with practice, learning with life. Solving problems forms in children the practical skills necessary for every person in everyday life. For example, calculate the cost of a purchase, calculate what time you need to leave so as not to miss the train, etc. The use of tasks as a concrete basis for introducing new knowledge and for applying the knowledge that children already have plays an extremely important role in shaping the elements of a materialistic worldview in children.

Solving problems, the student is convinced that many mathematical concepts have roots in real life, in the practice of people. Through solving problems, children get acquainted with facts that are important in cognitive and educational terms. Thus, the content of many problems solved in the primary grades reflects the work of children and adults, the achievements of our country in the field of the national economy, technology, science, and culture.

The very process of solving problems with a certain methodology has a very positive effect on the mental development of schoolchildren, since it requires the performance of mental operations: analysis and synthesis, concretization and abstraction, comparison, generalization. So, when solving any problem, the student performs analysis: separates the question from the condition, highlights the data and the desired numbers; outlining a plan for the solution, he performs a synthesis, using concretization (mentally draws the condition of the problem), and then abstraction (distracting from the specific situation, chooses arithmetic operations); as a result of multiple solving problems of a certain type, the student generalizes knowledge of the relationships between data and what is sought in problems of this type, as a result of which a method for solving problems of this type is generalized. Tasks perform a very important function in the initial course of mathematics - they are a useful tool for developing logical thinking in children, the ability to analyze and synthesize, generalize, abstract and concretize, and reveal the connections that exist between the phenomena under consideration.

Moreover, problem solving contributes to the development of patience, perseverance, will, contributes to the awakening of interest in the very process of finding a solution, makes it possible to experience deep satisfaction associated with a successful solution.

Problem solving is an exercise that develops thinking.

Mastering the basics of mathematics is unthinkable without solving and analyzing the problem, which is one of the important links in the chain of learning mathematics, this type of activity not only activates the study of mathematics, but also paves the way for a deep understanding of it. Work on understanding the course of solving a particular mathematical problem gives impetus to the development of the child's thinking. Solving problems cannot be considered an end in itself, they should be seen as a means to an in-depth study of theoretical positions and, at the same time, a means of developing thinking, a way of understanding the surrounding reality, a path to understanding the world.

In addition, we must not forget that solving problems brings up many positive qualities of character in children and develops them aesthetically.

For instance.

Nargiza has 160 cassettes, Odina has 20 less than Nargiza, and Aziza has 2 times more than both girls. How many cassettes do children have?

When reading a problem, children should imagine the situation that is described in it.

To this end, to illustrate the task in video tutorials, drawings of the objects in question are used. With their help, the specific content of the task is clearly shown. Looking at the text, the child should find out how many actions are in this task. And make a brief condition to solve the problem (conditions should be short and clear).

Nargiza has 160 cassettes.

Odina has ?, 20 fewer cassettes than Katya.

Aziza has -, 2 times more than both girls.

Total-? cassettes.

SOLUTION.

$160 - 20 = 140$ (cassettes) - at Nina.

$(160 + 140) * 2 = 600$ (cassettes) - Misha.

$160 + 140 + 600 = 900$ (cassettes)-total.

Answer. Only 900 cassettes.

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