BASICS OF TEACHING PROBLEM SOLVING IN ELEMENTARY SCHOOL MATHEMATICS LESSONS ON THE BASIS OF A COMPETENCY APPROACH

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Annotation. The article examines the competencies of the formation and development of skills and competencies of solving a textual issue in primary school students, describes the importance of units of measurement, the role and place of modeling, types and methods of their use in solving textual issues.

Keywords: text issue, simple issue, complex issue, mathematical modeling, graphic modeling.

Introduction

A large part of the elementary school mathematics course deals with textual issues and their solution.

The issue in which the word expresses the quantitative aspects of some process, event, phenomenon and requires finding the unknown value of some quantity based on the data and relationships given in the text is called a textual issue. Each textual issue is made up of a condition and a requirement that expresses the relationship between certain objects. This object, condition and requirements can be one or more.

LITERATURE REVIEW

For example, let's see the following issue in the 3rd grade mathematics textbook.

Issue 391. A gift was presented to the kindergarten in 24 packages. Each package contains 4 candies, 3 Cookies and 2 apples. How many candies in total, how many cookies and how many apples are in the presented packages?

The objects of the matter here consist of a package, candy, biscuits and apples.

Terms of issue:

1. The 24 packs contained a gift.
2. Each package contains 4 candies.
3. Each package contains 3 Cookies.
4. Each package contains 2 apples. Issue requirements:
5. How many candies are presented in total on the packages?
6. How many cookies are presented in total in packages?
7. How many apples are presented in total in packages?

Under the condition of the issue, a quantitative or qualitative relationship between objects is given. Requirements, on the other hand, are often expressed in question form. Condition and demand will be inextricably linked.

RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

Issue 128. Length of the first cut

15 cm, the length of the second cut is 5 cm. How many centimeters longer is the first incision than the second? How many times is the second incision shorter than the first?

Issues related to the relationship between units of measurement of quantities such as length, surface, weight, time. These issues are in readers length such as millimeters (mm), centimeters (CM), decimeters (DM), Meters (m), kilometers (km); square millimeters (mm2), square centimeters (cm2), square decimeters (dm2), square meters (m2), surface such as hectares (ga); weight such as grams (gr), kilograms (kg), pud, sentner (sn), tons (t); seconds (SEC), minutes (min), hours (s), days, months, years, time, like the century,

provides for the formation and development of knowledge about units of measurement. With them, students master the relationship between units of measurement of a type and acquire the skills and qualifications of their application. We give an example from the 3rd grade mathematics textbook.

Issue 573. At school, each lesson lasts 45 minutes. After the first and second lesson there will be a break of 5 minutes, and after the third lesson there will be a break of 15 minutes. How long will it take from the beginning of the first lesson to the end of the fourth lesson?

1. Issues related to shares. If, in a textual matter, some amount is given and a part of it is required to be found, or a part of the amount is given and, according to it, a whole amount is required to be found, such an issue will be a matter of shares. During their solution, students are prepared to teach topics related to fractions. We give an example from the 4th grade mathematics textbook.

Issue 21. The child bought a notebook for 120 rubles – a third of the money he had. How many rubles did the child have before?

2. Issues of action. Body movement can be the main object of various content, including issues related to shares. However, a separate type of issues related to the action can be distinguished. Such issues are solved based on the relationship between the traveled path – s, the speed of movement – v, the time of movement – TS. In this, the action is seen as a flat straight line.

When modeling a text issue, special importance should be attached to the correct choice of the appropriate action. The words "more", "more", "flew", "together" and other similar words found in the Masala text encourage readers to use the practice of addition, while the words "less", "flew", "sold" encourage the practice of subtraction. Issues in which the relationship between quantities is given indirectly also occur.

CONCLUSION AND DISCUSSION

In conclusion, it can be said that textual issues make up a significant part of the content of the elementary grades mathematics course. As a result of their solution, students ' mathematical thinking and logical thinking skills are formed and developed.

In textual matters, a phenomenon, an event, processes are expressed in words, and in connection with them, issues can be divided into types.

When solving a text problem, first of all, a mathematical model of it (a numerical expression or equation) is compiled and, based on it, the necessary computational work is carried out. In most cases, students have difficulty building a mathematical model of the issue. The use of auxiliary models such as painting, conditional painting, drawing and schematic drawing to overcome this difficulty will work well.

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