THE IMPORTANCE OF INDUCTION, DEDUCTION AND ANALOGY TECHNIQUES IN TEACHING MATHEMATICS TO ELEMENTARY STUDENTS

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Annotation: This article reflects on ways to improve the effectiveness of teaching mathematics in elementary grades according to the resources that students receive knowledge from. Therefore, the effective application of several methods is shown as an example.

Keywords: Method, conversation, explanation, induction, deduction, analogy, analysis, synthesis, comparison, problematic, explanatory, illustrative, reproductive.

Introduction

The rapid development of the fields of Science, Technology and production requires the relevance of raising the quality of education in all educational institutions to a new level in terms of content, especially increasing the quality of primary education, educational standards, the widespread introduction of advanced pedagogical and information and communication technologies. This places a higher level of responsibility and responsibilities on the part of elementary school teachers.

LITERATURE REVIEW

It is known that the issue of teaching methods, enriching and updating them ti - zimly, is one of the most important aspects in teaching and, in general, in achieving high results in the educational system. Reading and teaching methods are methods of joint activities of teachers and students, with the help of which new knowledge, skills and skills are achieved. The ability, thinking of teachers develops. Therefore, teaching methods enriched on the basis of advanced achievements of modern science and technology and information technology are important in improving the effectiveness of Education.

Teaching methods provide for the organization, promotion and control of the joint activities of the teacher and students. Therefore, they are divided into three groups :

- methods of organizing educational-cognitive activities;

- methods of stimulating educational-cognitive activity;

-methods of monitoring the effectiveness of educational and cognitive activities.

RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

Methods for organizing educational-cognitive activities are divided into several groups, these are (Figure 1):

1. According to the sources from which students receive knowledge: oral, indicated, practical methods.

2. In the direction of the reader's thought: induction, deduction, analogy.

3. Pedagogical influence on the level of management, the level of independence in the study of students: the method of educational work performed under the guidance of a teacher, as well as the method of Independent years of students.

4. By the degree of independent activity of students: explanatory-illustrative, re - productive, method of puzzle statement of knowledge, partial method of research and research.

Now let's go through a separate analysis of the group, which is distributed by the sources from which students receive knowledge. From the above, it is known that these consisted of oral, indicative and practical methods.

Oral methods allow you to provide the most information by volume in a short period of time, to put puzzles in front of students, to help them track down the directions for solving them, in general, to develop the ability of the student to work orally. These techniques create a kind of sha - roit in the development of students ' thinking. Considering them, i.e. oral methods, separately :

Explanation. The method of explaining knowledge is such that in this, the teacher states the material, while students receive knowledge ready-made. The description of the educational material should be clear, understandable, concise. The method of explanation is used to introduce theoretical materials in the history of Ma'lu - MOTs, to give instructions to students on the use of educational tools.

Figure 1. Methods for organizing educational and cognitive activities

It is necessary to state a number of issues of the elementary mathematics course by the method of oral explanation. In the method of oral explanation, modern Information Technology, special gadgets can also be used wisely, which can greatly help students visualize and realize mathematical figures.

Interview. Being one of the most common and leading teaching methods, it can be used at different stages of the lesson, for different purposes, that is, when describing, strengthening, repeating a new material, when checking tasks assigned to the house, independent work.

Story. The teacher can do the explanation of knowledge in the form of a story (fairy tale). It is mainly used to give information about the development of the history of mathematics, about the ri - wobbling of measurement systems, and other mathematical history.

Practical methods. Methods related to the process of formation and perfection of skills and abilities are practical methods. This can include written and oral exercises, practical laboratory work, some types of independent work. Exercises are mainly used as a method of strengthening and applying knowledge.

CONCLUSION AND DISCUSSION

Based on the experience of organizing mathematics classes in elementary grades on the basis of modern pedagogical technologies, and on the basis of our research, we propose the following in this direction:

- the teacher should have a reasonable knowledge of modern pedagogical and information technology, work on himself in this area methodically;

– the use of each lesson by adding a little new ele-ments to didactic games close in content to each other, with an emphasis on the correct interpretation of the condition of didactic games.

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