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DIDACTIC TEACHING METHODOLOGY FOR ORAL AND WRITTEN CALCULATION IN ELEMENTARY GRADES

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Annotation: This article presents examples of didactic teaching methods for developing oral and written calculation skills in order to improve mathematical literacy among primary school students. It provides information on the role of modern and didactic teaching approaches in fostering knowledge and skills in students.

Keywords:oral and written calculation skills, oral calculation ability, operations, visual aids, didactic materials, didactic approach, mental sharpening, didactic games, independent work.

The science that regulates the mind is mathematics, so it must be studied.
M.V. Lomonosov

Currently, there is a strong emphasis on Education, Science and culture all over the world. To achieve this high level, all states have not ceased to be sought. The role of mathematics in such progress is incomparable. Because the correct solution to any complex problems can only be found by a person who has a deep mastery of mathematics. Mathematics is the father of all Sciences, the basis of all sciences. To achieve high results in science, mathematics is undoubtedly resorted to.

In our country, as in all areas, serious attention is paid to the educational system. In particular, the decree of the president of the Republic of Uzbekistan dated January 25, 2018 No. PF-5313 “on measures to radically improve the general secondary, secondary special and vocational education system”defines the tasks of integration of educational content, updating the educational process, organizing a pedagogical system aimed at the comprehensive development of young people. This ensures that in the general system of Secondary Education, each discipline is organized on the basis of modern methods and is associated with the activities of future life. It is aimed at developing the creative potential of students, logical thinking, a culture of reflection, the ability to form a sense of self-confidence and be able to find the right path in problematic situations.

In mathematics lessons in elementary grades, it is important to formulate arithmetic operations, numbers and connections between them, explaining the interaction between components and results, computational skills and arithmetic problem solving skills. It is well known that in addition to the study of the formation of mathematical concepts in students, the properties of numbers and the laws of arithmetic operations, the formation of computational skills in children in elementary education has always occupied an important place. Each arithmetic action, like other mathematical concepts, is based on specific actions performed on sets:

addition-combining sets with no common elements;
subtraction is the separation of part of the set;
multiplication-combining the same sets;
Division-relies on the movement of dividing the set into equal pieces.

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Today, there are contradictions in mathematics lessons due to the insufficient development of methodological directions for the formation of written multiplication and division skills. If, in determining the knowledge of Primary School students, a teaching process is organized based on the technology of written multiplication and division, this increases the effectiveness and result of knowledge. Because students of different levels receive knowledge according to their capabilities and opportunities are created for the development of gifted children. Some understand faster, and some understand a little slower. Students have an increased chance of receiving information through sensory organs, i.e. through vision, hearing, writing, drawing, and participation.

When calculating verbally, it is useful to explain the issue, give examples, read and understand several times. The reason is, the solution to the oral issue will be hidden in the issue itself. When students receive the assignment by ear, the teacher reads the assignment,which they hear. In this, the main force is focused on memory. Such exercises are very effective and develop auditory memory. Students ' verbal computing skills are formed in the process of performing various exercises. In fact, current elementary school textbooks present logical questions and issues intended for oral solution in each lesson. By solving these issues, children develop critical thinking, creative approach, recall, skills for solving life problems. Making the right decisions in different situations will learn to get out of awkward situations.

Didactic approaches play an important role in teaching written computational methods. The explanation of multiplication as the addition of the same adjuncts begins with the first lesson. Explaining the multiplication sign, it is taught to apply it.

Images of objects grouped into equal numbers of groups are used as visual aids. For example: based on the picture in which the gloves are arranged in pairs: "count: 2, 4, 6, 8, 10. How many pairs are there?"is asked. Then it is written: 2+2+2+2+2=10. How many pairs? (5) How many gloves in total? (10) then this action is converted to multiplication: 2×5=10. What is the first number to be written in multiplication? (contributor). What is the second issue? (number) - what does it mean? (number of contributors).

It is very useful to carry out tasks based on didactic materials. For example: we express this action by adding and then multiplying, giving the task" take the double rectangle 3 times".Examples of counting, adding and multiplying images and numerical forms are given. Lessons that are explained based on didactic games are very interesting and important. These games require active participation of children, attract all their emotions.

Didactic games can be in oral and written form. For example: finding verbal answers to logical questions, games "sharpening the mind", table filling, games such as "Venn diagram", "Google" method, cluster, "rain drops" form communication, speed, teamwork skills in children. Human qualities are formed, such as independent work, bringing work to the end, making the right decisions in solving life problems, hearing, helping and respecting each other. The skills of remembering the learned topic, using it in the later stages are formed.

In conclusion, in addition to organizing the lessons of mathematics in the elementary grades in oral and written form, it becomes easier to understand and explain the topic if it is harmonized with didactic games. More sensory organs are involved when the student does it with their own hands, resulting in a deep understanding of the subject. Masters mathematical concepts, understands rules, develops creative abilities. A conscious approach to his activities, learns to work independently in a team, to apply computational methods in life. It should always be borne in mind that oral and written methods of calculation, didactic materials, that is, oral and written exercises, tests, oral calculation tables, exhibitions and didactic games, are of incomparable importance in the formation of students ' oral and written computing skills.

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