



Methods And Techniques of Teaching in Mathematics Lessons in Primary School and Their Positive and Negative Aspects

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Abstract: This article discusses some methods and techniques of teaching in mathematics lessons in primary school and identifies their positive and negative aspects.

Keywords: Primary school, methods, independent work, joint work, problem method, explanatory and illustrative method, didactic game.

Mathematics is considered one of the most basic subjects studied in primary school. It helps to develop the logic of students, intellectual thinking, spatial imagination, develop mathematical speech, teaches younger schoolchildren to reason, argue their point of view, distinguish between unreasonable and justified judgments, look for information, and also forms computational skills. Sometimes not only learning, but also teaching causes difficulties. Therefore, the teacher should be able to create a creative, business attitude in the classroom, to interest the child in this subject. Since mathematics is one of the most difficult subjects, as well as the most interesting, it is recommended that teachers find more effective, interesting understandable methods for teaching elementary school students. To do this, the teacher himself must have a wide range of worldview, must be able to attract students, to interest this subject as deeply as possible.

In mathematics lessons, the teacher, taking into account the cognitive capabilities of schoolchildren, chooses those ways of cognition by which he will most effectively be able to equip them with mathematical knowledge and skills, create a system of mathematical concepts and form the ability to use the knowledge gained in practical activities. The methodology of teaching mathematics in the primary grades implies a metered presentation of new material. It is divided into logically completed small parts. When choosing pedagogical methods, the individual capabilities of each child, the availability of educational material, the availability of technical and visual teaching tools are taken into account. When explaining new material, the teacher needs to associate it with previously covered topics. To do this, the teacher involves students in joint work, encouraging them to reproduce existing knowledge, to rely on their past learning experience. At the same time, illustrative tables, subject manuals, didactic handouts, drawings, diagrams and other elements of visibility are widely used. Also, in order to increase the activity of students in the classroom, various methods are used: problem, explanatory-illustrative, logical, the method of independent work, didactic play, non-standard types of lessons, tests, as well as various forms of educational activity.



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Method and technique may change places. But regardless of this, the teacher is obliged to include in the structure of his lesson this or that technique, method. As a result, students will form an interest in the educational process, increase activity, which is of no small importance for the teacher in his work.

Now consider all the methods separately, let's try to identify the positive and negative sides of a particular technique.

Problem methods.

The problem method is a good method in mathematics. Students are given a problem related to the topic, and they try to solve and find a more effective way. This technique develops the intellectual abilities of students, and also increases critical thinking. The negative side of this method is that not all students may be interested in the topic, and the method used by the teacher is not very suitable for passive students.

Explanatory and illustrative method

In this case, the teacher gives a sample of knowledge, for example, shows how to solve an example or problem, and asks children to reproduce it, that is, to solve the same example, the same problem on their own.

The method of independent work.

When using this method, children under the guidance of a teacher themselves are looking for ways to solve new problems for them. To do this, the teacher offers problem situations, problems for logic and ingenuity, etc.

Primary school age is characterized by brightness and immediacy of perception, ease of entry into images. Children are freely involved in any activity, especially in play. One of the effective means of developing interest in an educational subject is a didactic game:

- helps to relieve the feeling of fatigue;
- reveals the abilities of children, their individuality;
- enhances involuntary memorization.

Thus, the inclusion in the lesson of techniques that make the learning process interesting and entertaining, creates a cheerful working mood in children, facilitates overcoming difficulties in mastering the educational material. A variety of game actions, during which a particular mental task is solved, support and strengthen children's interest in the educational subject. Carried away, children do not notice that they are learning. Even the most passive of children are included in the learning process with great desire, making every effort. Children need success. The degree of success largely determines our attitude to the world, well-being, desire to work, learn new things.

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