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TEACHING THE CONCEPT OF FRACTIONS IN PRIMARY GRADES

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Abstract

Working with students who are just starting to go to primary school, learning and developing behavior requires a lot of responsibility. At the same time, pedagogy is important because it gives teachers an idea of the best methods for organizing classes. This allows them to understand how different students learn so they can tailor their lessons to those needs. As a result, the quality of their teaching is improved, as it is well received by students.

Keywords: Primary school teachers, pedagogy, quality education, work with children, primary school, school environment, pedagogical council.

Introduction

BOSHLANG'ICH SINFLARDA ULUSH TUSHUNCHASINI O'QITISH

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Boshlang'ich ta'limda nazariyasi va metodikasi kafedrasida o'qituvchisi

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Annotatsiya:

Boshlang'ich maktabda o'qishni endi boshlayotgan o'quvchilar bilan ishlash, ularga ta'lim berish va xulq-atvorining rivojlanishiga erishish juda katta mas'uliyat talab etadi. Bunda, pedagogika muhim ahamiyatga ega, chunki u o'qituvchilarga sinfni tashkil qilish uchun eng yaxshi tajribalar haqida tushuncha beradi. Bu ularga turli xil o'quvchilar qanday o'rganishlarini tushunishga imkon beradi, shuning uchun ular o'z darslarini ushbu ehtiyojlarga moslashtirishlari mumkin. Natijada, bu ularning o'qitish sifatini oshiradi, chunki u talabalar tomonidan yaxshi qabul qilinadi.

Kalit so'zlar: boshlang'ich ta'lim o'qituvchilari, pedagogika, sifatli ta'lim, bolalar bilan ishlash, boshlang'ich sinf, sinf muhiti, pedagogik maslahatlar.

Аннотация:

Работа с учащимися, которые только начинают ходить в начальную школу, обучение и развитие поведения требует большой ответственности. В то же время педагогика важна, поскольку дает учителям представление о лучших методах организации занятий. Это позволяет им понять, как учатся разные ученики, чтобы они могли адаптировать свои уроки к этим потребностям. В результате повышается качество их преподавания, так как оно хорошо воспринимается учащимися.

Ключевые слова: учителя начальных классов, педагогика, качественное образование, работа с детьми, начальная школа, школьная среда, педагогический совет.

Six hours are allocated to studying the topic "Fractions of Quantities." While teaching this topic, it is important to familiarize children with the formation of fractions, their comparison, finding a fraction of a number, and determining the whole number from its fraction.

Even in preschool age, children encounter situations such as dividing apples and sweets, cutting melons and watermelons, and at that stage they already



receive initial ideas about one-half, one-quarter, one-third, and some other fractions of a whole.

Children's prior ideas and skills related to dividing a shape into equal parts serve as the main initial basis for developing their understanding of fractions of a whole.

When studying fractions, it is necessary to use visual methods and teaching aids; at this stage, instruction should be fully illustrative and demonstrative. Therefore, when explaining the process of forming fractions, it is necessary to conduct as many practical exercises as possible on dividing various concrete objects into equal parts: apples, ribbons, and models of different geometric figures, as well as circles, squares, and rectangles of different sizes cut out of thick paper.

The first lesson devoted to introducing children to the formation of fractions can begin approximately as follows: "Today we will become acquainted with new numbers. What is this in my hand?" The teacher, for example, shows an apple. "Look, what am I doing with it?" The teacher divides the apple into two equal parts.

"What can each part be called?" "A half of the apple." "And this?" The teacher shows the whole apple. "One whole apple is equal to how many halves?" "Two."

A similar line of reasoning is followed when working with other objects as well. For example, a glass filled with water is taken, and half of the water is poured into a vase; this means that half a glass of water remains in the glass. Then visual aids should be used in the following order: first a circle, then a square, and after that strips and lines drawn on paper. At the same time, work should also be done on dividing objects into equal parts. For example, one model of a circle should be divided into two equal parts.

While carrying out such tasks, students can identify similarities and differences between the methods of dividing a circle into two parts. In both cases, the circle is divided into two parts, but in the first case it is divided into two unequal parts, whereas in the second case it is divided into two equal parts. In the second case, the circle is divided into two parts, and each part is

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said to constitute a fraction of the circle.

In the process of teaching geometry, students repeat many properties of shapes and also become acquainted with new ones. For example, when dividing a square into four equal parts, students easily notice that there are two ways of performing this task. They once again become convinced that the sides of a square are equal to each other and that its angles are equal, and they gain an initial understanding of the symmetry of a square. It is very important that not only one or two students at the blackboard participate in these exercises, but that all students take an active part. In order for all students to focus their full attention on the process of dividing shapes into equal parts, each student should be provided in advance with circles and rectangles cut out of paper.

Dividing various shapes into equal parts and studying one, two, and other such parts of these shapes makes it possible to introduce the terms and symbols necessary for denoting fractional numbers. Thus, when demonstrating the process of forming fractions, it is necessary to ensure that children pay careful attention so that they are able to master fractions successfully. It is necessary to teach the relationship between the names of fractional parts and the number of equal parts into which the object has been divided. For example, if an object is divided into two equal parts, each of them is called one-half; if it is divided into four equal parts, each of them is called one-fourth, and so on.

After introducing children to the formation of the names of different fractions, it is necessary to show them how each fraction is обозначated, and they are introduced to this form of notation without yet using the terms “numerator” and “denominator.” To denote one-half, the student draws a line, writes 2 below the line, and to express one fractional part writes 1 above it.

For example, the teacher suggests cutting 5 identical rectangular strips. The required number of identical rectangular strips can be prepared in three different ways.

Method 1. Equal polygons are drawn along the grid lines, in this case rectangular strips, and each of them is cut out separately.



Method 2. One rectangular strip is drawn, placed on paper, and traced around with a pencil. The traced rectangular strip is then cut out, and so on.

Method 3. As many sheets of paper are taken as the number of strips needed. On the top sheet, the required rectangular strip is drawn. After the students have prepared the necessary number of rectangular strips, they are asked to divide one strip into two equal parts by folding, the second into three equal parts, the third into four equal parts, the fourth into six equal parts, and the fifth into eight equal parts. Children become convinced that the largest fraction is one-half, while the smallest is one-eighth. Thus, students compare fractions through the practical division of shapes into equal parts. When comparing fractions in practice, it is necessary to use not only rectangular strips, but also circles, squares, and other geometric shapes. Fractions can be formed in different ways not only by folding or cutting paper, but also by coloring.

In the second grade, children should be introduced to solving problems on finding a fraction of a number and finding the whole number from a given fraction. Acquaintance with problems on finding a fraction of a number should begin with practical work: children are given strips of paper 12 cm long and are asked to divide them into two equal parts. They are then asked to measure half of the strip. How many centimeters is the strip? It is 12 cm. What about its half? It is 6 cm. Then they are told: now divide this strip itself into four equal parts.

What will one part of the strip be equal to? Tasks to be completed by measuring are then given.

The same kind of work is also carried out with other geometric shapes, for example, circles.

Using the following example, we can show what the brief recording of the problem condition and solution looks like. "The book consists of 80 pages. The girl has read one-fourth of the book. How many pages has the girl read?"

It is necessary to find one-fourth of 80 pages.

$$80 : 4 = 20 \text{ pages}$$

Answer: The girl has read 20 pages. The brief condition of the problem may

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also be represented by means of a diagram.

Children should be introduced to solving problems on finding the whole number from its fraction through the performance of the following practical tasks.

For this, children are given rectangular strips whose lengths are expressed, for example, in an even number of centimeters, and the following tasks are assigned: “What is one part of your strip equal to?” Think about what the length of the whole strip is equal to. “Why must the length of half of the strip be multiplied by 2?”

Finally, it should be noted that the study of the topic should not be limited only to the 6 lessons indicated in the plan. While studying other topics, exercises related to the topic “Fractions” should also be included.

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