

**THE ROLE OF TASKS IN THE DEVELOPMENT OF MATHEMATICAL LITERACY OF PRIMARY CLASS STUDENTS**

Saidova Mohinur Jonpol'latovna
BukhDPI Professor of Primary Education,
Doctor of Pedagogical Sciences (DSc)

Nargis Boymurodova Bomurodovna
Bukhara State Pedagogical Institute
of Education and Training (Primary Education),
2nd Stage Graduate Student

Abstract

In the organization of mathematics classes, it is necessary to pay more attention to imparting knowledge in a practical way rather than theoretical knowledge and to some extent abandon the approach based on providing students with ready-made educational materials. In mathematics lessons, it is recommended to use modern interactive methods suitable for the topic that is interesting for more students.

Introduction

A person's conscious activity, thinking, assimilation and improvement of knowledge is a phenomenon inextricably linked with tasks in a broad sense, within the scope of our subject, with educational tasks. As the assignment is related to all spheres of human activity: material production, science; fundamentals of science, learning subjects, each direction of the student's activity involves recalling and creating, learning and applying knowledge to various educational situations, generalizing knowledge and self-reflection. grading etc. is also very important.

The concept of "task" is used differently in different sources: SL Rubinstein defines the concept of "task" based on the characteristics of "motive", "goal", "conditions", "subject (a person who performs the task)" and "object" (a task to be performed, a task to be solved, a problem to be solved). stated. He said that the student's activity is controlled by the assignment tool. Consequently, he analyzed the term "task" in the sense of "means"; A.N. Leontev commented on the concept of task by observing the categories "need", "motive", "activity". Analyzing the concepts of "assignment" and "goal" side by side, he understands the assignment as a "goal" given on the basis of a certain condition; Ya.A. Ponomarev analyzed the concept of "task" in the system of "subject and object". It explains the emergence of a problematic situation from the existence of the "subject and object" system. Ya.A. Ponomarev moves the concept of "assignment" to the context of "problematic situation" using the terms situation that forms knowledge, situation that encourages knowledge, and situation that clarifies knowledge; N. Ya. Talizina analyzes the concept of



"assignment" from the point of view of "educational tool", she considers the selection of tasks and putting them in front of students as a "tool" for the formation of skills; LM Friedman analyzes the didactic features of educational tasks, considers them as the elimination of the "obstacle" in the process of performing mental and practical tasks, and analyzes it as a model of a problem situation created in the mind, given through the medium of speech; ORRozikov studied the concept of "assignment" in the system of "learning material and assignment" and interpreted it as a "means to satisfy a need" that appeared in the educational process. Assignment is applied to education according to the needs of teaching (teacher's activity) and reading (student's activity).

From the above, it is clear that "assignment" is a very broad, meaningful event and has at least 6 different meanings.

The assignment is: a(an)

instrument (SL Rubinstein);

goal (A.N. Leontev);

problematic situation (Y.A. Ponomarev);

educational tool (NF Talizina);

obstacle created in the mind (LM Friedman);

educational material (OR Rozikov).

None of these meanings of the concept of "assignment" can be denied. Because each of the authors took into account a certain aspect of the concept of "assignment" and defined it : S.L. Rubinstein defined this concept from the point of view of social experience, A.N. Leontevinsony approached in terms of the implementation of goals . Y.A.Ponomarev approached the task from the point of view of a problematic situation, NFTalizina as an educational tool, LMFridman considered the possibility of constructing the task by means of speech (oral and written speech), and ORRozikov considered the possibility of changing the educational material.

Based on the mentioned views, it is possible to justify the system of creative assignments for elementary school students. For this, it is necessary to further clarify and limit the meanings of the main concepts used in the theory of assignments. Considering this need, we will give a brief description of the main concepts.

The term "assignment" is a rich, broad concept, which is an adequate category for the term "task". Task is a "noun" made from the command verb (taskhir) by means of the suffix " - iq " and is used in social, science, and educational fields. Since "task" means a subject in a broad sense, it also means some kind of objective reality. Therefore, as we imagine and analyze it as things and events around us, we can create it, change it in its own environment (conditions), give it to others as a thing, and observe its movement. This kind of visualization allows to note the following types of "assignment".

1. Social task - tasks aimed at further development of the material basis of society, further improvement of material production. All professions set themselves and fulfill these tasks. Society is developed by putting and solving them. Social tasks are studied at the community level.



2. Tasks set in the field of science.- Such tasks are assigned by science employees and they are carried out. They are considered science problems. By searching for an answer to a question posed in the form of a problem, science and its use in practical activities are further improved.

3. Assignments used in education-educational conditions.- The representatives of all educational subjects apply such assignments to education and realize the educational goals. We understand the tasks aimed at the development of the human personality by applying them to the teaching and learning processes, forming the students' knowledge, skills, qualifications, experience of creative activity, nature, society, and the phenomena of consciousness . The term "learning task" is a general, meaningful, multifaceted category used in the field of psychology, didactics and mathematics. It is used at all levels of education (preschool education, primary education, general secondary education, college, etc.), at all stages of mastering (teaching and strengthening of learning material, repetition and formation of skills, generalization of knowledge and skills, control of educational results, etc.) are used. Taking into account what the educational tasks are intended for (learned knowledge and thinking), we study them by dividing them into two groups: tasks aimed at recalling (memory) and creation (thinking).

1. When applying memory tasks to education, students' preparation in one or another subject is taken into account. Here are some examples:

Task 1: Say the numbers between the numbers 1 and 3 and between the numbers 3 and 5 in the number line.

Task 2: One student has 3 notebooks, the other has 1 notebook. How many notebooks does the second student have?

The first task is about numbering within 10. The student has to find the natural number 2 between the numbers 1 and 3 and the natural number 4 between the numbers 3 and 5.

The second task is to perform addition and subtraction operations within 10, and students show the solution to the problem as $3+1=4$ (notebook). In both cases, the student works by recalling previous knowledge, namely that the number after 1 is 2, and that $3+1=4$. The student has had many such experiences. In his activity, he repeats the previous experience and carries out the activity by recalling his imagination. We understand tasks performed by recalling previous experience, previously formed ideas (knowledge) as learning tasks intended for memory.

The psychological basis of educational tasks intended for students' memory is memory phenomena - recalling the learned knowledge, restoring the knowledge and activity method in memory and applying it to the stated educational situation, further clarifying the applied knowledge and activity methods . The student's memory mainly works when performing independent recall tasks.

An exercise is an educational task related to the implementation of knowledge and activity methods within the framework of one or another subject under the same educational conditions. In the process of training, knowledge is recalled; the recalled knowledge, method of activity is applied to the stated (given) educational situation; as a result of



training, the activity of the subject (person) is improved. In reference to this phenomenon, some experts use the phrase "practice". The educational task is completed and practiced. If the student finds a solution to the problem by completing the educational task, he improves his knowledge and methods of activity by practicing.

2. Test assignment - "test" (in English means test-trying, checking, researching, learning). In psychology and didactics, it means "standardized task" and refers to the assessment of students' readiness based on the results of the examination. The test is a tool for checking students' knowledge, skills and abilities, experience of creative activity, relationships formed by the student.

3. Pupils perform creative activities in the application of thinking tasks to education.

Exercise 8: If the book has 50 pages, how many pages will it have?

Task 9 (reversal): How many pages does a book with 100 pages have?

These tasks are designed for 2nd graders to learn how to perform arithmetic operations on numbers within 100. They can be done only by a student who understands two sides of a page - front and back.

In primary education, it is logical to offer tasks that reflect the specific characteristics of each action in the study of mathematics and connect them with the life experience of students, which increases the interest of students in science, as well as their worldview, and helps the formation of mathematical abilities. At the same time, if the student has the ability to work independently on the task, he can independently complete the given task and create independent educational tasks. This will help to develop students' mathematical literacy. It also affects the development of general thinking methods and skills.

In primary education, special attention should be paid to the organization of independent work from the junior school age. Independent work is a means of increasing students' cognitive activity. Under the influence of independent work, the student learns to think independently, to find an independent solution to a problem, to evaluate his work. It provides the student with a solid and conscious education, the ability to use his skills and work in various situations, the development of the ability to acquire knowledge, and the formation of work culture.

The student's independent work is a type of intellectual work performed without the direct participation of the teacher, but on the basis of the teacher's assignment. In this case, each student consciously tries to achieve the goal, using his own strength, showing the result of his mental and physical actions in performing this or that task. As a result, along with the development of the student's mental activity, his life knowledge increases, he learns to move towards the goal and work on himself.

Creating independent educational tasks is also part of independent work. In connection with the organization of independent work and its control, students should follow the following:

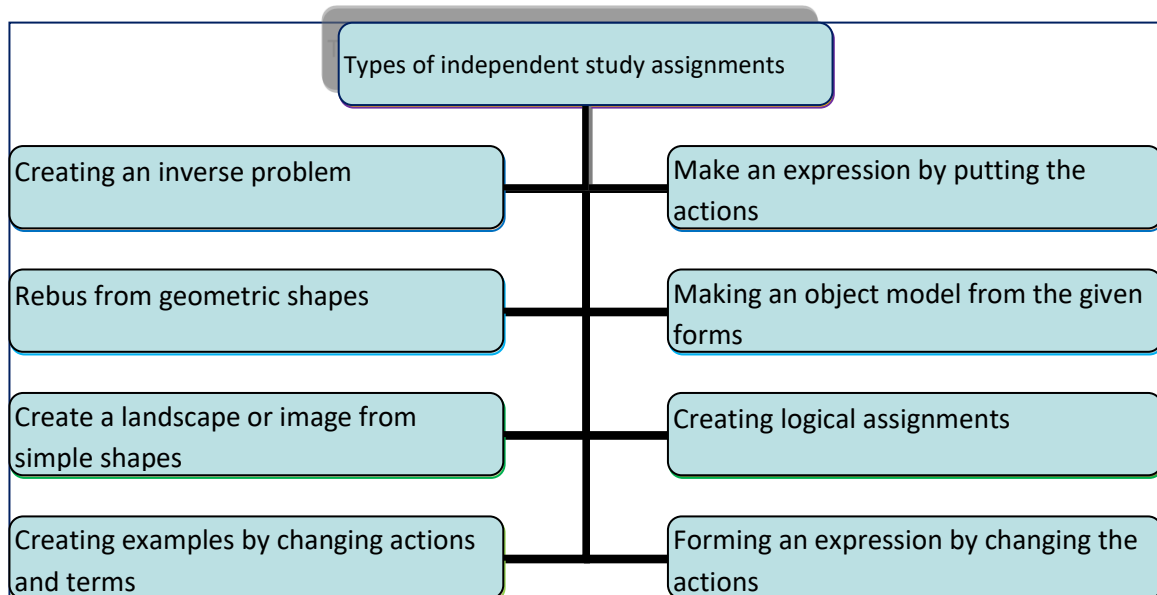
- planning in advance how students will independently study the material to be mastered ;
- students;
- the size and complexity of the independent study assignments given to students ,
- paying attention to the level of difficulty ;
- independent work;



organization of differentiated independence in teaching mathematics and control ;
determining the time and duration of independent work given to students ;
control the results of independent work performed by students of the assessment .

In elementary grades, it is better to start teaching independent study tasks in a non-disclosing way from the first grade. During this period, the student's mathematical knowledge is formed in the same way as the students are taught how to work on assignments. Already in the first grade, the student should learn to work on the assignment, ask questions, understand the content of the assignment, change it and create a new assignment. In this, of course, the role of the elementary school student is very important. When the teacher gives such assignments during each lesson, changing the assignment question and asking new questions, students develop this skill.

Types of independent study assignments



Mathematical literacy refers to the ability to make personal, professional, family and economic plans based on accurate calculations, to be able to read various diagrams, drawings and models in everyday life, to use scientific and technical innovations that facilitate human labor and increase labor productivity. holds

This knowledge forms mathematical literacy in students through all subjects on the basis of mathematics. Mathematics is the basis of knowledge of the universe, and it is important for revealing the specific laws of the surrounding events, for the development of production, science and technology, and technology. Therefore, learning mathematics in primary school, forming mathematical literacy serves as a foundation for acquiring higher knowledge.

Currently, new development textbooks developed on the basis of the new National curriculum are being created in full compliance with international standards. The interesting assignments, examples, puzzles, graphs, tables, audio assignments presented in it encourage the child to think, and provide the child with free thinking about the lesson. However, a primary school teacher should not limit himself to these. The teacher should organize



additional classes and clubs, attract the child to the world of mathematics, and form a mathematical outlook in the child through additional assignments. Students should move from rote memorization to independent thinking.

The student should be able to master the knowledge to be learned, draw a conclusion independently, and be literate enough to make a decision after thinking broadly. In order to achieve this, the teacher should work hard, organize the lessons effectively, achieve the intended goal of the lessons, have a strong methodical knowledge, organize the lesson through various non-traditional technologies and methods, and teach students to love mathematics. Only then will students' mathematical literacy be formed and students will be able to master mathematics.

Along with the formation of mathematical literacy, it is also important to assess it. This is where modern international assessment programs come into play. Of course, this is a program adapted for students of senior school age, but taking a model from them and evaluating it in harmony with the knowledge given in the early school years ensures high educational results.

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