



## METHODOLOGY OF TEACHING NATURAL NUMBERS AND SIMPLE FRACTIONS WITH VOWELS

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### Abstract

Completion of basic arithmetic operations. In this, every student should know how to divide natural numbers (in millions) into unit units, subtraction tasks, multiplication and division of natural numbers (including division of remainders in simple numbers), and the solutions of multiplication by one and the other, as well as these operations. It is necessary for the teacher to take into account the opinions of the main features of the quick execution of actions, the ability to acquire skills and competences.

**Keywords:** natural, number, student, teacher, demand, practice, purpose, reading, unit, hundredth, thousandth, million, property, practice.

### Introduction

Many topics are covered in the process of learning mathematics. In particular, the concept of natural numbers is mainly studied in grades I-IV, but it is taught mainly in grade V, and natural numbers are taught for the first time. Therefore, it is advisable for every teacher to know the general requirements about what students need to know in mathematics in grades I-IV and to follow them in teaching mathematics of grades V. For this, I-IV grade students:

1. To know how to write and read natural numbers (units, hundredths, thousands, millions) and read their units, classes, and numbers. dividing room units in millions. Knowledge of these room units is required.
2. Completion of basic arithmetic operations. In this, every student should know how to divide natural numbers (in millions) into units of units, subtraction tasks, multiplication and division of natural numbers (including division of simple remainders), and how to solve multiplication by one and the other. Among the main features of these actions, it is necessary for the teacher to take into account the opinions of the teacher about the ability to quickly perform the actions and acquire the skills.
3. Quantities and their measurement - in this, teachers mainly measure different measurements (millimeters, centimeters, meters, kilometers) in the I-IV classes. Measurements of weight (milligrams, kilograms, tons, etc.). It is desirable to have a rating certificate of having acquired certain skills and qualifications in the execution of arithmetic operations on time measurements, prices and other named numbers.
4. Algebra elements - it is necessary to know how to write numbers with letters, not numbers, and to be able to solve simple-looking linear equations and to know how to exchange signs when



transferring components of equality or inequality from one side to the other, to know the algorithm for performing actions in simple literal expressions

5. It is known that even in elementary grades, children acquire concepts of geometry elements such as points, lines, squares, rectangles, triangles, and cubes, and are taught to carry out simple measurements on them. Therefore, they have a simple understanding of objects.

6. It is necessary to take into account that both arithmetical and algebraic ways of solving textual problems with a simple appearance should have the skills and abilities to be aware of the algorithm of solving examples.

Based on the above ideas, in the 5th grade, we teach the natural number and teach it to read. Then, after giving the ideas about identifying the room units, dividing them into classes and naming the room units participating in each class, the idea about their comparison arises. In addition, the addition and subtraction operations on natural numbers, the main features of the operation of multiplication are given, and the ideas about multiplication and division operations, especially the unique writings in equal multiplication, are explained to the students.

After the concept of natural number is taught to students, they are given an idea about the parts of a whole, which in turn leads to the concept of simple fractions. Simple fractions should be written in the form of simple fractions by first showing the ones that are smaller than the denominator and the ones that are larger than the denominator. If P is correct, the fraction is incorrect. If the denominator of two fractions is the same, then the larger of the two fractions is the greater. Therefore, when comparing two fractions, it is always possible to equalize the denominators and then compare them. After these concepts, ideas about addition and subtraction of correct fractions with the same denominator + addition and subtraction of different denominators will be taught. In the same way, students are given general information about multiplication and division. Then, it was explained that finding the numerical value of numerical expressions involving first two operations, three operations, and then four operations on simple fractions is the same as performing step operations with respect to parentheses.  $\frac{P}{Q} > Q \frac{P}{Q} P < Q \frac{1}{3} \frac{2}{3} \frac{2}{3} > \frac{1}{3} \frac{1}{3} \frac{2}{3} = \frac{1+2}{3}$

Sungra students are shown simple fractions with ones and zeros in the denominator, that is;

$$\dots\dots\dots \frac{1}{10}; \frac{1}{100}; \frac{1}{1000}$$

or .... and that it is possible to write the denominator of the sung ulur given the concepts  $\frac{8}{10}; \frac{99}{100}; \frac{123}{1000}$

$$=0.01; ; \text{ and whether or not } \frac{1}{10} = 0.1; \frac{1}{100} \frac{1}{1000} = 0.001$$

$\frac{8}{10} = 0.8$  and so on, it is emphasized that it is possible to write them, and the arithmetical operations performed on the whole part and on the part with vowels are performed in the same way as the operations performed on natural numbers.  $\frac{99}{100} = 0.99 \quad \frac{123}{1000} = 0.123$

In general, these topics are important for the development of students' knowledge and skills based on these concepts.



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