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METHODOLOGY FOR COMPARING TOWERS IN ELEMENTARY SCHOOL MATHEMATICS CLASSES AND TEACHING THEM HOW TO PERFORM ACTIONS

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Annotation
This article focuses on the methodology of comparing towers in elementary school mathematics classes and performing actions on them.

Keywords: Primary school, mathematics, fraction, education, upbringing, knowledge, mathematical system.

The type of education in grades 1-4 encompasses primary education, as well as students' ability to learn the basics of science, the need to learn, the spiritual moral qualities based on national and human values, the creative thinking of their work skills, and the intelligent attitude of the environment b is to question the choice of death and profession. In order for mathematical knowledge and skills to be used properly in teaching, itis necessary to master knowledge and skills in a strict manner. The sequence is a feature of mathematics, because in this case, each knowledge relies on what each qualification was passed before it, and the basis for those who come next b dies. The system in mathematics reflects the internaldivision and order that characterizes it as a fan.

The fact that one of the mathematical knowledge and skills dies depending on the other, their internal order, and their logical bdeath have great educational significance on the other hand. The shortcomings that readers have thought about during it or this period of study, i.e. concepts that are not well absorbed in time, make sure that further work is hampered. Introducing students to muscles begins in grade 2, according to the program. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Worldwide has been prepared. At the same time, students will be familiar with the b-death procedure, which consists of several shares, along with repeating the method of producing all the shares viewed in Lesson 2. On this basis, students are given the impression that the entire tower consists of several shares.

Questioning the concept of a tower begins with thedeath of different predecessors in equal parts b, in which these predictions are viewed as a whole. The concept of a tower can be b, which comes from breaking things from dying to equal b dead, crushing, eating. Up to the end of the school year, the concept of towers was given. For example, he learned to die in apples, tarpaulins, cucumbers, bread, and so on, and received elementary concepts that started.

To that end, the main objective of teaching mathematics in Chapter 3 is to teach mathematics one by one 8/1 , 6 / 1 , 4 /1 , 3 It involves creating accurate assumptions about /1 , 2/1 shares. The issue of k instruction and weapons of mass destruction is especially important in the study of towers. At this stage of studying towers , teaching t o'la k rgazmali b is necessary, at the same time. These exhibitions include fruits, melons, tarpaulins, lenses, circles of different sizes, squares, thieving rectangles of different shapes and sizes. These predictions should be conducted more practical work on b d to a thousand b. The first lesson on introducing students to the yield of shares b can be approximately started: "Today we will get acquainted with new numbers. What is my arrow in death ? " The teacher shows the apple k. " See what I am doing with him . " He divides the apple into two equal b dead.

What can be calledeach b dead ? - Half the apple. What about that? indicates the apple of the idol. How many half an apple is one apple ? (Two.) It is necessary to explain that the apple dies from 2 b dead, which means that it is not half an apple, so do not form a tower. It is necessaryto strongly test the yield b death of the fortress number or the whole b death only when equal bdies. Even when it is done with other subjects, the students meditate on it. For example, at-killed glass is taken into the water, and half of the water is poured into the guldon, which means that half a glass of water remains in the glass. Itis necessary to use q in such an order: first circle, square, sthen goose poles, lines.

At the same time, peredmets should also be done by dying b to equal b dead b dead. For example, one modem of the circle should die in two equal b dead, and the other on two b dead, which is not equal at all. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

In the latter case, the circleis divided into two b dead b, and each b is said to make up 2/7 percent of the circle. When working with geometric figures, students return the k kiss properties of these figures and get acquainted with the k kisses again. For example, when dying squares to equal turt b dead b, students easily noticed that there are two ways to accomplish this task. Once again, they are convinced that the square sides and burrows are on par, b with the first idea of square symmetry dies. It is very important for all students of the class to participate actively in order to ensure that only one or two students who have been given these exercises participate and that other children do not die passively. In order for the entire idea of the students to die b, which is aimed at the process of dying equally b, each student needs to prepare circles and t-thief turtles from the lamb.

Instead, studying figures consisting of equal b dies b in equal b dead and consisting of one such b of the dead, the other, etc., allows you to insert the necessary b dead symbol to determine the opposite numbers.

Thus, in demonstrating the process of forming towers, it is necessary to focus children's attention on the principle in which the towers get their names—it is necessary to study the division between the names of the fractional shares and how many equal b dead b the predecessor dies. If the predecessor dies in two equal parts, each of them is divided into two sections, and if the t is divided into two equal parts b, the t will die equally b together.

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