THE ROLE OF MATHEMATICAL FAIRY TALES IN PROMOTING MATHEMATICAL CONTENT OF PRIMARY SCHOOL STUDENTS

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Annotation: This article explores the role of mathematical tales in revealing the specific nature of the lesson in the formation of elementary mathematical ideas in elementary school math lessons. The idea is to use it effectively to improve students' mathematical knowledge.

Keywords: creative thinking, mathematical understanding, mathematical activity, mathematical fairy tale, imagination, mathematical knowledge, ability.

One of the main tasks of teaching mathematics in primary schools today is to educate students to be full-fledged adults. In addition to imparting knowledge in mathematics, mathematical tales play an important role in ensuring that the knowledge they are studying is well-founded and thorough, and in developing the skills and abilities to apply it. The development of thinking skills, especially in mathematics lessons, and the formation of the skills and competencies necessary for them to successfully apply the acquired knowledge in future conscious activities should become the main tasks of primary mathematics education. In this regard, in the learning process through mathematical tales have their own characteristics of teaching methods of solving vital problems, based on their accumulated experience and their application, revealing them the content of education and the essence of the concepts studied use, interaction, and combined with the practical experience of students, teaching is a topical issue. The role of mathematical fairy tales in the development of these methods is great, and the practical application of mathematical content knowledge of primary school students serves to increase the effectiveness of teaching quality. One of the main goals of teaching mathematics in primary education is to develop students 'abilities and interests based on the formation of students' intellectual thinking. This means that developing the essence of the concept of arithmetic operations and methods of calculation in primary school involves the development of students' skills and abilities to form the basic concepts of elementary mathematics in general and to apply them in practice.

The use of a variety of methods in the classroom, including fairy tales, helps to motivate students, increase students' interest in science, literature, fairy tales, develop skills to help others, and develop the ability to interact with adults and peers.

In the article, the role of mathematical fairy tales in improving the mathematical knowledge of primary school students in mathematics lessons is of great importance. Mathematics is a real magic world. Figures, geometric shapes can turn into amazing fairytale heroes if you really want to. Here are some thoughts on the science of mathematics: Mathematics finds the unknown, Mathematics gives us the joy of feeling, Mathematics is art, Mathematics is the world of arithmetic. In mathematics, too, through fairy tales, we can instill in students an interest in this science, a desire to learn it.

We are accustomed to encountering fairy tales in literature classes. Fairy tales are adventures, we are not serious about them. Mathematics is the queen of all sciences. From elementary school, we teach students to be humane, hardworking and serious. We have mathematics as a dry and not always interesting science, accustomed to speaking formulas, equations, considerations, proofs, graphs in our

native language. But that doesn't mean the words "Fairy Tale" and "Math" can't stand side by side. Of course it is possible!

There is a good mood in the lessons where fairy tales are used, and this is the key to productive work. The fairy tale gives you access to humor, creativity classes, and most importantly, teaches children to be kind and fair. In the study of mathematics, fairy tales can be used as follows: the heroes of fairy tales face difficulties. Children try to help them, they are corrected on the way, overcoming the most unexpected obstacles. They do math assignments, riddles, proverbs. Together with the heroes of fairy tales they help to overcome educational obstacles. This improves the mastery of both mathematical and literary materials. Below we look at our math story for 3rd grade:

A tale of inequality, not big and not kicky

Objective: To develop students' knowledge, skills and abilities in the field of inequality, not big, not small.

In ancient times, there was a city of numbers in the country of mathematics. One day a big scandal broke out in the City of Numbers. The reason was that the people of this city could not agree on who was big and who was small. In order to solve this problem, the Minister of the King of the country sent Equality. Equality studied the situation and realized that he could not solve the problem alone and called his brothers ($<$,$>$) for help. Then they slowly began to explain to the townspeople. The two expressions combined with the sign "big" ($>$), "small" ($<$), "big or equal" ($>=$), small or equal "($<=$)" are called inequalities. The inequality states: $1 <2$. Then 3 and 7 came and answered them: $7> 3$. Then 5 came and said, "I have one twin and a sister named Eight. So how do you deal with that? " 5 you are not greater than 5 and 8. We will prove it to you together with my brothers, said Tenglik. Answer $5 <= 8$ and $5 <= 5$ Both statements are true, because $5 <8$ and, $5 = 5$. So you are not bigger than them. Thus the minister solved the problem and the townspeople understood the big, the small, the big or the equal, the small or the equality.

Questions:

1) Why could equality not solve the problem alone?

2) Write 5 numbers that are not greater than 4

3) Write numbers that are not greater than 18 and not less than 12

4) Write 3 numbers that are not greater than 2.

5) Write numbers greater than 645 and not less than 639.

6) How many numbers are there between 25 and 27?

Let's help the numbers get out of this situation by answering the questions.

Solution: Inequality had expected the following response from the residents of the City of Numbers.

Because we need the help of inequality to solve the problem of numbers in our story.

1) 0, 1, 2, 3, 4

2) 12, 13, 14, 15, 16, 17, 18

3) 0, 1, 2

4) 639, 640, 641, 642, 643,644, 645

5) 1.

The Merchant's Tale

Objective: To teach students to multiply and divide with the participation of 100 people

The bread merchant intended to feed his family at the expense of the wealthy state, which he had always earned, and tried to be honest. He always tried to be vigilant in trade, not to offend anyone, not to deprive people of their rights. He tried to calculate his son's weekly income by calculating that his

son's total money he had brought in 5 days was 700 soums. If the son gave a total of 700 soums to his mother in 5 days, it became clear how much he would earn in a week. Seeing that the merchant was honest and did not betray anyone's rights, the king always bought bread from the merchant for his holidays.

Questions:

1) If a trader brought 700 soums in 5 days, how much money did he bring in one day?

2) How much income did the trader make in a week if you earned one day?

3) How many people live in the merchant's family?

4) How many soums will there be in 5 days if the trader brings 160 soums a day while trading?

5) During the week? how much is the difference between the money you bring in at the beginning and the money you bring in the next week?

Answers:

1) 700: 5 = 140 brought 140 soums a day

2) 140x7 = 980 brought 980 soums for a week

3) 2x3 = 6 people live in the family of 6 traders

4) 160x5 = 800 traders bring 800 soums in 5 days

5) 160x7 = 1120 brings 1120 soums a week.

1120-980 = 140 traders started to make a profit of 140 soums a week after trading.

Through this story, we can teach students to multiply and divide 100 numbers in mathematics, to be able to apply what they have learned in real life, and to be able to teach it to others. Raising your awareness of honesty can play a vital role in nurturing an honest, sincere, and noble person who will not betray anyone's rights.

In conclusion, as a result of solving the problem that arose, they learned that numbers can be equal to one another, big, small, big or equal, small or equal, and realized that such disagreements do not lead to good results. At the end of the lesson, the teacher can develop the students' interest in mathematics through fairy tales, saying, "Children, your active help, your knowledge of the material you are studying will help you save the hero of our fairy tale. I encourage you to do so."

Lessons organized in this way activate children and contribute to their work. Education is formed as a result of many educational tasks. Didactic games in the form of entertainment lose their role as students acquire learning skills.

This means that through the math lessons we want to teach, math tales are very important in elementary math classes. Coordinating the cognitive activities of primary school students through the activities of mathematical fairy tales has a positive effect on the achievement of the purpose of the lesson, their motivation, education, personal development.

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