

Table Of Content

Journal Cover	2
Author[s] Statement	3
Editorial Team	4
Article information	5
Check this article update (crossmark)	5
Check this article impact	5
Cite this article	5
Title page	6
Article Title	6
Author information	6
Abstract	6
Article content	7

ISSN 2598-991X (ONLINE)

IJEMD



**INDONESIAN
JOURNAL OF
EDUCATION
METHODS
DEVELOPMENT**

UNIVERSITAS MUHAMMADIYAH SIDOARJO

Originality Statement

The author[s] declare that this article is their own work and to the best of their knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the published of any other published materials, except where due acknowledgement is made in the article. Any contribution made to the research by others, with whom author[s] have work, is explicitly acknowledged in the article.

Conflict of Interest Statement

The author[s] declare that this article was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Copyright Statement

Copyright © Author(s). This article is published under the Creative Commons Attribution (CC BY 4.0) licence. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this licence may be seen at <http://creativecommons.org/licenses/by/4.0/legalcode>

EDITORIAL TEAM

Complete list of editorial team ([link](#))

Complete list of indexing services for this journal ([link](#))

How to submit to this journal ([link](#))

Article information

Check this article update (crossmark)



Check this article impact ^(*)



Save this article to Mendeley



^(*) Time for indexing process is various, depends on indexing database platform

The Importance of Solving Math Problems in Elementary School

Pentingnya Memecahkan Masalah Matematika di Sekolah Dasar

Toshmatova Ormonoy, dildoraxonyangiboyeva@gmail.com, (1)

Kokand State Pedagogical Institute, Uzbekistan

⁽¹⁾ Corresponding author

Abstract

This paper analyzes major points of the importance of solving math problems in elementary school. Both theoretical and methodological points were discussed by the vivid examples. In the final recommended problem-solving plays an important role in the process of mastering one or another theoretical material studied in the primary grades and develops students' thinking skills

Published date: 2022-11-21 00:00:00

Introduction

Solving math problems is an important part of teaching math. You can't imagine learning math without solving problems. Mathematics is an important way to put problem-solving theory into practice. Problem-solving plays an important role in the process of mastering one or another theoretical material studied in the primary grades and develops students' thinking skills. The issues are based on a system of practical work. This means that the formation of each new concept is always done by solving a problem that requires its application, which helps to explain the importance of the concept.

Appropriate simple problems are used to explain the content of arithmetic operations, the relationships between operations between the components of the operation and the results, and the relationships between different quantities. Simple problems are necessary for students to solve complex problems, and the knowledge they acquire is the basis for building skills and competencies. Problems are a useful tool for developing children's thinking skills and usually involve some knowledge. The search for this knowledge requires the problem solver to independently refer to analysis and synthesis, compare facts, generalize, and so on. Teaching these skills is one of the most important goals of math teaching.

Problem-solving develops interest in the subject, independence in general, freedom, assertiveness, diligence, purposefulness. In educating students, vital issues also help to broaden their horizons. Working on issues leads to the development of students' personal skills in a systematic and planned manner.

Working on an issue starts with mastering its content. In the early days when students are not yet literate, they need to learn to read aloud the important elements of the condition by listening to the text of the problem being read by the teacher, and then in order to better master the problem condition, each student must listen to the text of the issue and read the issue independently. They should be encouraged to read the issue aloud first and then aloud and expressively.

Problem-based learning in the elementary grades is done through the formation of new concepts, the transition from solving simple problems to solving complex ones. There are various simple problems of addition, subtraction, multiplication, and division, that is, problems of multiplication and division of a number by multiple and equal parts to find the sum of the same additions. simple problems of finding unknown components of comparative operations, as well as various complex problems, including problems, finding the sum of two multipliers and then multiplying the set of inverse problems, and so on. 'rib out.

Each issue has a condition and a question. The problem condition specifies the relationship between the given numbers and between the given numbers and the number being searched, which determines the choice of the appropriate arithmetic operations. The question is that the number is the number you are looking for.

There were 7 passengers on the bus. The number of passengers on the bus doubled after one stop. How many passengers were on the bus after it stopped?

From the first day of training, preparations will begin for the introduction of more complex issues of increasing the number by a few units. In such cases, 2 sets of objects are compared: During the practical exercise, children learn to establish a one-valued match between the elements of 2 sets of objects, as well as which of the compared sets has more or less objects. they also try to learn to identify.

All arithmetic operations are divided into simple and complex problems, depending on the number of operations performed to solve them. A problem that requires one arithmetic operation to solve is called a simple problem.

The cotton picking machine harvested 84 sr of cotton in 6 days. How many kg of cotton does this machine pick in 9 days?

Solution: $84 : 6 = 14$ $14 \cdot 9 = 126$ (sr)

Answer: This machine harvests 126 sr of cotton in 9 days.

Questions about didactic materials on pictures are also solved. At this stage of training it is advisable to switch to the use of conditional pictures in solving ready-made problems.

Here's an example of how to do it right! Therefore, in the text of the problem there should be some means of indicating the relationship between the given numbers and the number sought, and it is necessary to select the arithmetic operations that need this connection and determine their order. The complete solution of the problem consists in the plan, which shows the order of fulfillment of the condition from the accuracy of the condition, explaining how this or that value of quantities is found and why, and performing arithmetic operations and answers.

It also includes checking the solution of the problem and determining whether the answer is correct or incorrect. Often the task is to help students gain the skills to complete their knowledge, improve their skills, and become familiar with problem structure. The ability to solve a problem is the key to mastering its structure.

The children will be introduced to the problem structure in the second or third lesson. They learn that there are conditions and questions in the problem, and that there are at least two numbers in the problem.

The teacher says to the children, "I'm going to tell you what I'm going to talk about, and you're going to show me everything

I've said." The children put two apples on the left side of the table and three apples on the right side. A total of several apples were placed on the table. We made a case. Let's repeat it and separate what we know from what we don't know. What do we know? The children answer, "There are 2 apples on the left and 3 apples on the right." "We know that," the teacher explains as a condition.

Kids: How many apples are there on the table in total? they answer. We can't do that. We need to figure that out. Each issue has its own conditions and questions. What numbers are we talking about in our issue? What question did you ask?

Let's repeat the problem: The teacher asks one of the children to repeat the condition of the problem and the other to ask a question. It is determined how the matter is divided into two parts. They are suggested to construct 2-3 issues in this way.

Once children have learned to create problems without instructional material, it is helpful to consciously compare it with a story and a riddle to reinforce their knowledge of problem structure. It is good to compare the matter with riddles. Numbers and puzzles are selected.

"One speaks, two watch, and two hear (mouth, eyes, ears).

There are four brothers living under one roof "(table), etc.

The teacher discusses with the children what questions can be asked here:

"What's this? How many legs does the table have?" and so on. You need to find out what they are talking about. The problem is to know the quantity; how many numbers will be formed or how many things will be left. Comparing the problem with the riddle allows us to emphasize the arithmetic content of the problem. It is helpful to teach children to use common techniques to help them differentiate between a story and a riddle. The text can be analyzed according to the following plan.

Are there numbers here?

How many numbers are there?

At the end of the lesson, the children are asked to guess, tell a story and think about what to do to recreate the problem. At this stage of learning, in the first activity, children solve addition and subtraction problems, and addition and subtraction problems are created in sequence. They find the answer based on the connections between the numbers and the concepts.

References

1. Dilnoza, D. (2018). Comments on Studying Linguopoetic Properties of Terms in a Textual Aspect. ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies, 7(5), 37-44.