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AMOUNTS IN THE AUXILIARY BOARDING SCHOOL LEARNING METHODOLOGY

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Abstract:
In this article, Students of auxiliary boarding schools are given information about how to disassemble quantities into units, about parables and arithmetic operations related to quantities, about difficulties in deducing quantities.

Keywords: Mentally retarded, quantity, volume, mass, mathematics, length, Surface, time, value.

Introduction

In the auxiliary school, students are introduced to units of measurement of kiymat (grade), length, mass (weight) Cow, Face, volume and vakt. With simple tools, they learn to measure quantities, do their job. The study of quantities is carried out in a continuous connection with the study of arithmetic material. In particular, the study of measures connects to the study of counting; new units of measurement are entered after the corresponding number combinations are introduced. Training on the same topic allows you to teach the ability to generalize, improve the correctness and goal orientation of actions, educate the skill of bringing any work to the end, self-check. In the formation of practical skills and abilities, attention, memory, observability develop, the movement of small muscles improves muscle sensations. All this serves to solve the issue of correcting the personal qualities of mentally retarded students. In the process of introducing units of measurement and measurement work, the concepts of O'kors above the number expand. For example, by introducing children to units of measurement and doing measurement work with them, students are convinced that numbers can also be generated using measurement. The study of this material allows you to better understand the laws of the decimal number system. The study of this topic makes it possible to

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inextricably link the teaching of mathematics with living: students practically acquire the measuring skills and skills necessary in everyday life and in the future occupation of professions: chicher, roulette, clock Wah, which are measuring instruments.learn to use K correctly. Despite the fact that this topic is much more specific than in other sections of mathematics, it poses a great challenge for students of auxiliary schools. In both lower-class learners and upper-class learners, the real picture of quantities and their units of measurement is greater. Not knowing the units of measure and not being able to distinguish them is a great challenge in determining the relationships between units of measurement. When performing arithmetic operations on this topic, students make various mistakes. For example, 10 m + 25 cm = 35 m or 35 cm. 20 cm - 5 mm-15 cm or 15 mm. This is evidenced by the fact that students, when collating and subtracting such numbers, do not pay attention to the name of the numbers (the content of the thing), but rely on the external signs of the numbers that make up the actions and apply the methods of solving known to them. Hence, the numbers generated from the measurement must always be written with the name of their measurements. If the measurement is carried out in one unit of measurement, then numbers with one name are formed. (5 m, 35 cm, 15 mm, etc.k.) If the measurement is carried out in two units of measurement, then numbers with two names are formed. (5 m 50 cm, 10 cm 5 mm). The main reason for these errors is the lack of clear representations over the large size of each unit of measurement. Most authors believe that the reason why students do not have or do not specify tassaurs on the basis of units of length measurement is that when they do not try to blindly look at one or another units of measurement, lessons connected to this topic are almost always enough to do only practical work with the help of tools. To overcome these difficulties, the following requirements must be observed: 1) the study of measurements must be carried out by adding students themselves together with active practical activities; 2) the study of measurements should go hand in hand with eye squinting and musculoskeletal sensations; 3) in explaining each units of measurement (sm, dm, m, mm, km, kg, g, s, t), it is advisable to draw the children's attention to the mistakes made by measuring the amount of these units with the eyes first, then draw 2-3 people on the board In the study of units of measurement of quantities, it is possible to measure and measure the representation of the results in different units Cadar more practical work must be carried out. For example, measuring cuts drawn on paper,

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measuring notebooks, books, and other little things, the measurement suggests writing the results in a notebook. When performing such work, it is also useful to measure a single amount with different units of measurement: for example, with decimeters after centimeters, and so on.k. The measurement results should be written bllap, the name of the units of measurement, the som tallangai formed in the measurement of the model will depend on the units of measurement. For example, the length of a single cut can be recorded as follows: 1 dm, 10 gm, 100 mm. They believe that different numbers (e.g., 1 m , 10 DM, 100 cm, 1000 mm) characterize different amounts if the attention of students is not particularly attracted to this. If a normal child has enough practical experience with money, which is a measure of grade, before going to school, most mentally retarded children are unaware of the value of coins due to insufficient observability, lethargy. Whereas, the study of price immortality is extremely important in preparing children for an independent life. In addition, the study of the evaluation measure promotes the strengthening of the numbering of natural numbers. Introduction to coins. The experience of assistant school teachers shows that when primary identification of students with coins is accompanied by the study of the corresponding numbers, they will remember the coins well and be able to distinguish them from each other. For example, when studying the number 1, students are introduced to the number 1 coin with the number 1 coin with the number 5 coin, etc.k. Acquaintance with coins is carried out in the following order: 1. The appearance of the coin: color, shape, large-small, acquaintance with the number written on the coin. 2. Choosing a coin with the indicated value among other Tangs. 4. In a notebook, draw the coin by turning it over with a pencil. 5. Minting coins and replacing them with large ones. Experience has shown that it is advisable to spend coins grinding and replacing them with large ones when repeating the numbers 1-5, that is, after students find out the composition of these numbers. Introduction of A 10s coin is introduced after students have mastered the concept of a single "decimal". The teacher explains that a 10-cent coin produces a 1-ten-cent coin, a coin with a value of 10. Minting a coin of 10 soums is practiced with coins of 1 soums, 5 soums. In the third grade, it is continued to introduce children to the unit of assessment measurement. Students are introduced to paper money worth 25s 50s and 100s after learning to number within 100s. Students are offered to count up to 100 chests tied in ten bundles, then this number can be

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counted up to 100 with coins worth 10: readers count: "10 soums, 20 soums, ..., 100s", then the teacher asks them:how many 10s did we get to make 100s? Or can a coin of 10 10s be replaced with a single monolithic 100s? This is followed by the practice of grinding and exchanging paper money for 25s, 50s, 100s. When organizing the game "magazine" in the third grade, it is necessary to adhere to the following procedure 1) to buy one thing without Return; 2) to pay for what was purchased with return; 3) to buy two or three things without Return; 4) to buy two things with return. All readers must turn out to be sellers and buyers. Methodology for studying units of length measurement. With all length measurements and the relationship between them, students of auxiliary schools are introduced in grades IV. Strengthening these measures is carried out throughout the school year. In Grade 2, students are introduced to the unit of length measurement in centimeters. The teacher usually indicates a centimeter made of wire or cardboard. Then the centimeter is compared with the length of the two cells of the notebook, the width of the finger. In order for students to get a clear idea of centimeters, they need to prepare several models of centimeters under the guidance of a teacher. To do this, a ribbon with a width equal to two cells should be cut from a sheet of corrugated paper, and then a ribbon with a width of 1 cm from it. By superimposing the straps, the children make sure they are equal. The teacher says that each of such straps is a model of centimeters. Using the centimeter model, students must: I) measure the given cut; 2) Learn to solve the problems of making (drawing) the cut of the given length. When drawing a cut of a given length using a centimeter model, any reader must first run a straight line in the notebook; then, in a straight line, a point (one of the cross ends) is marked, and from this point, centimeters in any direction are laid out in numbers as needed (each time marked with a pencil), marking the second end of the cut with a pencil. Before, children measure objects that are one centimeter long. You should then gradually also practice measuring crayons, notebooks, books, and other little things. After that, it is recommended to switch from the use of the centimeter model to the use of the drawing (paper tape) model, the drawing is made by readers from a sheet of paper with a cell. A one-centimeter incision is placed on this paper tape 10 times in a row in total,and each time the divisions are marked. The ends of a tape with a length of 1 dm will be the model of the paper tape drawing formed from the cut. Under the divisions of the centimeter scale of such a drawing, students write out numbers from 0 to 10 in order.

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Introducing students to a new unit of length, the desimeter, begins in connection with the study of the second ten. The drawing (paper tape) viewed above is actually a paper model of the desimeter. Students do the same with the desimeter model as they do with the centimeter model, i.e. measurements and making. It is useful to ask questions in Aries:how many centimeters is a -1 decimeter? How many centimeters do we need to divide by counting to form 1 decimeter?‖. The next step in the work is to make and measure the incisions using centimeter, desimeter models. In the study of units of measurement of quantities, it is necessary to carry out practical work as much as possible regarding the measurement and the expression of measurement results in different units. For example, measuring incisions drawn on paper, measuring notebooks, books, and other little things, it is proposed to write down the results of the measurement in a notebook. When performing such work, it is also useful to measure one quantity with different units of measurement: for example, odin with centimeters, then with decimeters, etc.k. the measurement results must be written with the name of the units of measurement, the measurement of the model will depend on the number of units of measurement selected. For example, the length of one cut can be recorded as follows: 1 dm, 10 cm. In Grade IV, acquaintance with units of length measurement is continued: children are introduced to millimeters at the beginning of the school year. Millimeter Auxiliary is of great practical importance for schoolchildren, especially those who are engaged in the workshops of slesarry and carpentry. The introduction should be started by showing that the introduction of a new unit of measurement, which is much smaller than centimeters, is a requirement of practice. This can be done by offering readers to measure cuts that are 5 cm long and 5 cm 4 mm long, for example, drawn on paper sheets beforehand using wedge straps divided into centimeters. The cuts are drawn tagged-tag and it seems good that they are not the same. The teacher asks if these incisions are times, which incision is long, which is short? The teacher offers to measure the incisions and asks: "what is the length of the incision in the TVPA? What is the length of the cut below?». When determining the length of the cross section below, a residue of 5cm and again less than I CM is formed. The teacher asks if the residue can be measured. Usually, looking at the divisions from the scale drawing, the teacher says that one small division, that is, one cross between the two lines of the drawing, is called a millimeter. Children make sure that there are 10 mm at 1 cm. From then on, students move on to

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measurements, the word "millimeter" is written on the board and notebooks,uqmchunchi introduces this name by marking it in numbers 1 mm 5 mm and h, K. They measure the cuts given in the textbook and the sides of the figures drawn in this textbook. From this, after the measurement work, Readers are first acquainted with the fact that the numbers generated in the measurement can be expressed not only in one unit of measurement, but also in two units of measurement. The teacher organizes the work on measurement, through such works boas are mastered by students that the use of a meter before measurement is accepted, if in cases where the balance is less than a meter, it is necessary to use a meter or centimeter, that is, a small one after a large unit of measurement before. Teachers can offer students examples of what they look like in their flock. 15 cm + 55 cm = 1 m - 42 cm = 1 m 24 cm – 24 cm = 1 m – 5 cm = and x.k. 1 m 24 cm – 1 m = in the fourth grade, students get acquainted with a new unit of mass – sentner. Things with a mass of 1 C can not be hand —held‖. For this reason, readers can tell readers, for example, such information in order to form concrete representations of a new unit of measurement: two bags of its mass – S is equal. Arithmetic issues occupy an important place in the auxiliary school mathematics course. In mathematics lessons, problem solving occupies almost half of the time. This is explained by the great educational and educational importance of solving the issue in teaching mentally retarded students. Students learn to master the content of actions as a result of solving the issue, each of their applications, the links between their organizers and their results. In addition, problem solving makes up the skill of children to be able to put the theory into practice. Prepares students to be able to apply their knowledge in manufacturing enterprises. In the process of solving arithmetic problems, logical thinking develops in students. They developed the vocabulary riches of analysis-synthesis, comparison, generalization processes, mind-vocabulary, oral and written speeches. In solving problems, interest in mathematics develops, in general, independence, freedom, exactingness, hard work, striving for the goal develop. Issues help to broaden the thinking circles of students, introducing them to the life of their city, the labor of people in production and agriculture. Students acquire the skills of solving arithmetic problems with great difficulty. Analysis of reader verification work. observations and Special Investigations show that errors made by students in solving a problem can be classified (classified) as follows: 1. They enter excessive questions and actions; 2.

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They exclude the necessary questions and actions; 3. Questions are not valid, questions are put correctly, actions are chosen incorrectly, or, conversely, actions are chosen correctly and questions are misrepresented; 4. Numbers and actions are chosen by chance; 5. When performing actions, they make a mistake in writing the name of the quantities; a) the names are not written, C) the names are misspelled, s) the names are written only in those who make up certain actions. 6. Calculation error; 7. The jaiobi note of the matter is expressed. In the auxiliary school, students are introduced to units of measurement of Value (grade), length, mass (weight) Cow, Face, volume and vakt. With simple tools, they learn to measure quantities, do their job. The study of quantities is carried out in a continuous connection with the study of arithmetic material. In particular, the study of measures connects to the study of counting; new units of measurement are entered after the corresponding number combinations are introduced. Training on the same topic allows you to teach the ability to generalize, improve the correctness and goal orientation of actions, educate the skill of bringing any work to the end, self-check. In the formation of practical skills and abilities, attention, memory, observability develop, the movement of small muscles improves muscle sensations. All this serves to solve the issue of correcting the personal qualities of mentally retarded students. In the process of introducing units of measurement and measurement work, the concepts of O'kors above the number expand. For example, by introducing children to units of measurement and doing measurement work with them, students are convinced that numbers can also be generated using measurement.

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