

APPROACHES TO TEACHING MATHEMATICS ENJOYABLY IN PRIMARY SCHOOL

Otajonova Sitorabonu Shuxratovna

Asia International University

Trainee Teacher, Department of General Technical Sciences

sitorabonu_shuxratovna@mail.ru

ABSTRACT: This article explores the methods of teaching mathematics to primary school students, focusing on practical approaches to implementation. It emphasizes providing students with strong foundational knowledge, shaping their worldview, and fostering values such as diligence, self-worth, and mutual respect in the process of teaching mathematics.

Keywords: method, methodology, comparison, didactic goals, skills and competencies, lesson types, new objectives, didactic materials

INTRODUCTION

In recent years, significant reforms have been implemented in the field of mathematics education in our country, especially in the system of primary education.

For instance, Article 12 of the “Law on Education” (August 27, 1997) is dedicated to teaching grades 1–4. Moreover, Section 3.3.1 of the “National Program for Training Personnel” of the Republic of Uzbekistan outlines the plans for organizing continuous education in grades 1–4.

The introduction of fundamentally new objectives in school education has led to a radical change in the content of mathematics teaching. Both the structure of the primary mathematics curriculum and the methodology of using textbooks and teaching aids require continuous improvement.

MAIN PART

The term mathematics originates from the Greek word *mathema*, meaning “knowledge of sciences.” The subject of mathematics consists of spatial forms and the quantitative relations among them.

The goal of the school mathematics curriculum is to provide students with a system of mathematical knowledge adapted to their psychological characteristics. This system of knowledge is delivered through specific teaching methods (methodology).

The word methodology also comes from Greek, where *methodos* means “way” or “path.” The methodology of teaching mathematics belongs to the system of pedagogical sciences and applies the general laws of teaching at specific stages of mathematical development.

For effective teaching of mathematics in primary grades, it is essential for teachers to master and apply the methodology of mathematics teaching. The subject matter of primary mathematics methodology includes the following:

Justifying the purpose of mathematics education (why mathematics is taught and learned).

Developing the content of mathematics education (what to teach) in a way that ensures logical sequence, avoids overload, and matches students’ abilities.

Designing teaching methods (how to teach) so that students acquire necessary knowledge, skills, and intellectual abilities. Using teaching aids such as textbooks, didactic materials, visual aids,

and educational technologies (with what to teach).

Organizing instruction scientifically, including both classroom and extracurricular forms (how to structure teaching).

To make mathematics lessons in primary school engaging and effective, various methods can be applied. These methods capture students' attention, increase interest, and foster a positive attitude toward learning mathematics. Some of these methods include:

1. Games and Interactive Activities

Mathematics games: Using games to engage students in mathematics can be highly effective. For example, through activities such as "*Mathematical Cards*", "*Find the Mistake*", or "*Mathematical Chess*", learners can develop and strengthen their skills.

Interactive exercises: Solving mathematical problems with interactive tools (such as smart boards, computers, or tablets) encourages students to participate actively in the learning process.

2. Bringing in Real-Life Examples

Everyday situations: Demonstrating how mathematics is applied in daily life is very beneficial. For instance, calculating money, reading time, or measuring quantities while shopping can spark students' interest in mathematics.

Examples from nature and the environment: Exploring shapes in nature (triangles, circles, rectangles) and the relationships among them helps connect mathematics to the real world.

3. Using Visual Materials

Pictures and diagrams: Visual resources expand students' imagination. Teaching through circles, triangles, and other geometric figures can stimulate learners' interest.

Colored pens and markers: Writing mathematical formulas in color and highlighting shapes with distinct markers can capture students' attention and enhance focus.

4. Stories and Dramatization

Story-based lessons: Presenting mathematical problems through stories makes the subject more engaging. For example, scenarios such as "*What product did Oysha buy at the store?*" can be turned into mathematical tasks.

Drama and role-play: Encouraging students to learn mathematical concepts by role-playing motivates them to participate actively in problem solving.

5. Group-Based Exercises

Collaborative work: Dividing students into small groups to solve mathematical problems fosters teamwork and mutual support.

Structured competition: Assigning individual tasks within groups and organizing competitions—such as who solves the problems most quickly and accurately—can increase student engagement.

6. Enriching Lessons with Engaging Technologies

Mathematics applications: With the help of mobile apps and online platforms, students can solve problems interactively, providing a new approach to learning mathematics.

Virtual exercises: Completing mathematical tasks in computer games or virtual environments can further encourage students to learn.

7. Providing Students with Choices

Self-assessment: Allowing students to choose from different types of problems and solve them independently provides opportunities to demonstrate their priorities and strengths.

CONCLUSION

The most important feature of the primary mathematics curriculum is its practical orientation. While some mathematical topics in higher grades are theoretical in nature, in primary school every new concept, property, and law is introduced through practical application.

For example, when fourth graders learn about rectangles, they not only understand the definition and properties of the shape but also apply these to problem-solving, measuring sides, constructing shapes, and calculating areas.

Thus, developing strong practical skills and competencies in students is one of the primary responsibilities of the primary school mathematics teacher.

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