AJLLSE GLOBAL RESEARCH NETWORK

AMERICAN Journal of Language, Literacy and Learning in STEM Education
Volume 01, Issue 09, 2023 ISSN (E): 2993-2769

Development of Communicative Competences in Elementary Mathematics Lessons

M. A. Gafurova
Doctor of Philosophy in Pedagogical Sciences (PhD), Fergana State University

Z. Yunusova
4th stage student, Fergana State University

Abstract

This article covers the issue of developing communicative competence in science in elementary mathematics classes. Effective methods of improving students' knowledge, skills and abilities related to communicative competence are described.

Keywords: acquired knowledge, acquired skills and competences, communicative competence, mathematical words, formulas, thinking.

In the general secondary education system, it is determined that basic competencies are formed in students along with subject-related competencies. It is appropriate to focus on the formation of basic competences in students through the subjects of the block of specific subjects and their ability to apply the skills and qualifications they have acquired in various situations. In particular, in the formation of communicative competencies, it is necessary to teach the state language, foreign languages, independent, creative thinking, fluent written and oral expression, correct pronunciation, interpretation, and free communication. In particular, the science of mathematics has its own scientific language, its own concepts, signs and symbols, and communication in this language should be considered as a factor in the formation of communicative competences.

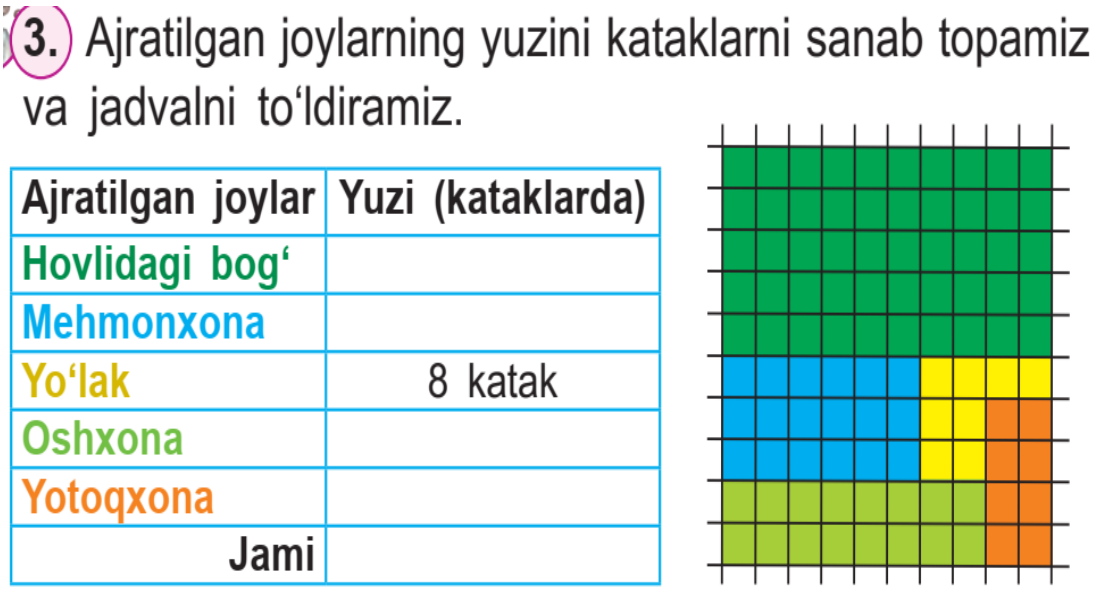
Mathematical competence refers to a person's ability to perform math-related tasks in personal or professional life. This includes not only the general skills learned in math classes, but also mathematical thinking, problem solving, analysis, and the application of mathematics to real-life problems.

The elements of basic competence formed in students are mainly understanding the meaning of mathematical terms, being able to read correctly, being able to express one's opinion clearly and clearly by linking words and sentences, being able to express one's opinion in logical consistency, is to be able to retell the meaning of a mathematical text. Memorizing mathematical rules. it consists of being able to listen to audio text and video images related to mathematics, and to be able to express an appropriate attitude. It consists of being able to listen to audio texts and video images related to mathematics, and to be able to tell their content. To know how to organize educational activities in cooperation, to work with tolerance, to be able to behave appropriately in conflict situations, to participate in the democratic management of a group and self-management activities, to help students in their social activities, the ability to present the results of his scientific and methodical activities, etc.

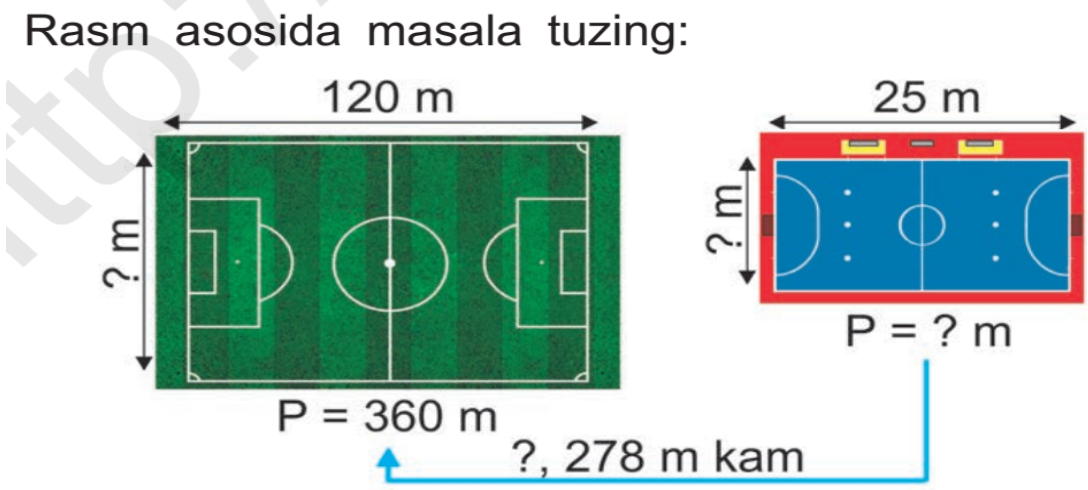
The following methods can be used to develop mathematical communication skills:

1. Understanding the goal: it is important to understand what goals you want to achieve when learning math programs. For example, it is necessary to be effective in solving mathematical problems, to teach other people about mathematical principles, or to explain problems well.
2. Sharing with other people: You can improve your mathematical communicative competence by teaching mathematics to other people and discussing, thinking, and solving problems with others.
3. Explaining your thoughts: you can develop your communicative competence by explaining and explaining to others the mathematical concepts you have learned or solved.
4. Learning the languages of mathematics: It is important to understand and use the languages of mathematics when explaining mathematical words, formulas and concepts to other people.
5. Influencing the society when solving mathematical questions: by explaining your thoughts and solutions related to the problems or issues of the society when solving mathematical questions, the mathematician can influence the society and develop communicative competence.

These methods can bring comfort to people with their own characteristics, and also help in learning mathematical knowledge.



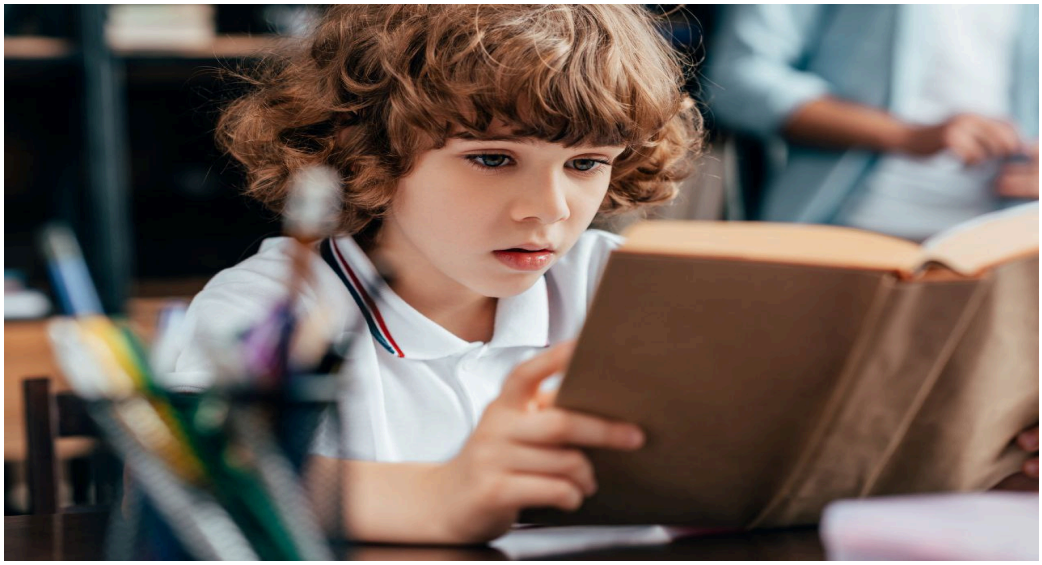
According to the condition of the problem, students have to find the surfaces of the areas corresponding to the given colors. This problem teaches students to create an independent problem and solve it. By counting the cells, students will learn that "Backyard Garden" consists of 50 cells, "Living Room" - 18 cells, "Kitchen" - 16 cells, "Bedroom" - 8 cells.



In the next given problem, the students themselves create a problem based on an independent picture and solve it. Based on the picture, students are required to make two related problems.

Issue 1. If the width of the stadium is 120 m and the perimeter is 360 m, find its height. Solution: a=120m b=? : We can find the height of the first stadium using the formula P=2(a+b). P=360m a=equal to b=P:2-a b=360:2-120=180-120=60 (m) Answer: The length of the first stadium is 60 m.

Issue 2. If the width of the mini stadium is 25 m and its perimeter is 278 m less than the 1st stadium, find its height. Solution: Our second problem is directly related to our first problem. a=25m P= 278 m less than the perimeter of the first stadium b=? Our first task is to find the perimeter of the mini-stadium: 360-278=82 m, now we can find its length as in the first problem. b=P:2-a b=82:2-25=41-25=16 m. Answer: the height of the mini stadium is 16 m. I would suggest using it for elementary school students to create independent problems based on the picture without any explanations. I believe that this practice will help to increase the scope of imagination in students. When using annotated pictures, the student has certain limitations. For example, let's say a picture of a child reading a book:



On the basis of this given picture, students are required to find the given numbers and the condition of the problem by themselves, and to approach the problem creatively when making an independent problem. For example: The book that Anwar is reading has 125 pages. He read 34 pages of the book on the first day, and 47 pages on the second day. How many pages are left unread?

The student has 5 books. If he has read 2 books, how many books are left unread?

Sardar had 8 books. After he gave some of his books to Tahir, he had 5 books left. Sardar gave Tahir how many books?

As we can see, several problems based on different conditions can be created on the basis of one picture. In this task, students approach based on their imagination. Students are more interested in such assignments than in solving problems based on explanations.

References:

1. Alijon, A., Xoldorovich, S. Z., & Abbosovna, G. M. kizi, MMA.(2022). Technology of Individualization of Learning. *Spanish Journal of Innovation and Integrity*, *6*, 291-297.
2. Asimov, A. (2019). USING PROBLEMS AND TRAINING STUDENTS TO PROBLEM. *Scientific Bulletin of Namangan State University*, *1*(8), 348-352.
3. Gafurova, M. A., & Muhammadiyeva, Z. I. (2023). Scientific Research in Elementary Mathematics Classes Using Methods. *Texas Journal of Multidisciplinary Studies*, *19*, 97-100.

4. Gafurova, M. A., & Xursanova, Z. M. (2023). ON MODERN APPROACHES TO MATHEMATICAL EDUCATION IN PRIMARY SCHOOL. *International journal of advanced research in education, technology and management*, *2*(4).
5. Gafurova, M., & Mamatova, Y. (2023). Necessity of Teaching Information Security and Cyber-Security in Primary Education. *CENTRAL ASIAN JOURNAL OF MATHEMATICAL THEORY AND COMPUTER SCIENCES*, *4*(6), 18-23.
6. Gofurova, M. A. (2020). Развитие познавательной деятельности учащихся при решении задач. *Theoretical & Applied Science*, (1), 677-681.
7. Juraev Vahid Tajimamatovich. (2023). Formation of Managerial Skills of Students in the Process of Practical Training. Journal of Sustainability in Integrated Policy and Practice 1 (2), 76-82.
8. Juraev Vahid Tajimamatovich. (2023). Pedagogical Management Ability of Socio-Cultural Activity Owners. *American Journal of Public Diplomacy and International Studies (2993-2157)*, *1*(6), 14–17.
9. Kuchkarova, M. A. (2020). Решение Нестандартных Задач Методом Рассуждения На Уроках Математики В Начальных Классах. Theoretical & Applied Science, (1), 682-685.
10. Kuchkarova, M. A. (2020). Решение Нестандартных Задач Методом Рассуждения На Уроках Математики В Начальных Классах. *Theoretical & Applied Science*, (1), 682-685.
11. Kuchkarova, M. A. THE IMPORTANCE OF LOGICAL PROBLEMS IN DEVELOPING CRITICAL THINKING OF CHILDREN. Zbiór artykułów naukowych recenzowanych., 171.
12. Kuchkarova, M. A., & Ganiyeva, S. (2023). FEATURES OF LOGICAL THINKING. Open Access Repository, 4(3), 674-679.
13. Mahfuza Abbosovna Gafurova. (2023). METHODS OF TEACHING MATHEMATICS IN ELEMENTARY SCHOOL. *Ethiopian International Journal of Multidisciplinary Research*, *10*(09), 89–94. Retrieved from http://www.eijmr.org/index.php/eijmr/article/view/174
14. Makhmuda, Q., & Maftuna, K. (2020). Creative tasks in mathematics lessons in primary classes. Proceeding of The ICECRS, 6, 398-400.
15. Makhmudova, O. (2023). Study of Turkic Root Words in Turkology. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, *1*(8), 473-478.
16. Makhmudova, O. (2023). Typical Characteristics of Lexical Meanings. *Journal of Pedagogical Inventions and Practices*, *19*, 69-76.
17. Maxmudova, O. (2022). ONA TILINI ZAMONAVIY TEXNOLOGIYALAR ASOSIDA O ‘RGANISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, *2*(Special Issue 4), 97-104.
18. Maxmudova, O. T. (2022). TURKIY SO ‘ZLARDA O ‘ZAK MORFEMA TUSHUNCHASI. *Journal of Integrated Education and Research*, *1*(6), 52-54.
19. Takhirjonovna, M. O. (2023). TYPES OF LEXICAL MEANING ACCORDING TO THE FORMATION. *Open Access Repository*, *4*(3), 1065-1070.
20. Zakirova Sohiba Mukhtoraliyevna, & Hamdamova Muslima Egamberdiyevna. (2023). USAGE MODERN EDUCATIONAL TECHNOLOGIES AT THE LESSONS OF THE NATIVE LANGUAGE AND LITERATURE. *Academia Science Repository*, *4*(5), 704–709.
21. Zakirova Sohiba Mukhtoraliyevna, & Mahmudova Bakhridil Bakhtiyorjon kizi. (2023). CONTENT OF DIDACTIC GAMES HELD OUTSIDE THE CLASSROOM. *Academia Science Repository*, *4*(05), 221–226.

22. Zakirova Sohiba Mukhtoraliyevna, & Tojialiyeva Dilnoza Rasuljon kizi. (2023). METHODOLOGICAL FEATURES OF EDUCATION OF CHILDREN OF JUNIOR SCHOOL AGE. *Academia Science Repository*, *4*(5), 697–703.
23. Zakirova Sohiba Mukhtoraliyevna, & Xomidjonova Guli Karimberdi Kizi. (2023). TECHNOLOGY OF INCULCATING NATIONAL SPIRITUAL VALUES IN PRIMARY SCHOOL STUDENTS IN MOTHER TONGUE AND READING LITERACY CLASSES. *Academia Science Repository*, *4*(05), 227–234.
24. Жураев, В. (2023). УПРАВЛЕНИЕ ОБРАЗОВАТЕЛЬНЫМ УЧРЕЖДЕНИЕМ НА ОСНОВЕ СОВРЕМЕННЫХ ТЕХНОЛОГИЙ В УСЛОВИЯХ ЦИФРОВИЗАЦИИ. *Ижтимоий-гуманитар фанларнинг долзарб муаммолари / Актуальные проблемы социально-гуманитарных наук / Actual Problems of Humanities and Social Sciences.*, *3*(6), 276–288. https://doi.org/10.47390/SP1342V3I6Y2023N37