FACTORS OF DEVELOPMENT OF STUDENTS' THINKING ABILITY IN THE PROCESS OF SOLVING PRACTICAL EXERCISES IN PRIMARY CLASS MATHEMATICS LESSONS

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Annotation: *this article describes the factors, rules and importance of students' thinking ability in the process of solving practical exercises in elementary mathematics classes.*

Key words: *problem solving, theory and practice, logical mathematics, hidden information, mathematical thinking, simple and complex problems.*

We all know that practical exercises in mathematics classes are of great importance for the thinking process of students. The basis of the design and implementation of the mathematics education system, which is reflected in the methodological work on mathematics: scientificity, validity, integration (integration), separation (differentiation), humanity (humanization) and humanity (humanization), place In addition to general didactic and general methodical principles such as exchangeability, convenience, continuity, principles united into two groups were obtained:

a) general principles of creating and implementing a methodical system of teaching mathematics in elementary schools of general education;

b) the principles of choosing the composition of the mathematical direction in the primary classes of general education schools.

The target component of the methodical system. This component appears as a foundation in the proposed system, because the effectiveness of teaching mathematics in general depends on the setting of the goal. This component

determines the content of all other components. A high level of development of mathematical thinking in elementary school students can be achieved only within the framework of properly organized school education. This kind of education means that the students acquire a certain personal image and individual identity as a result of their study, acquire scientific knowledge, practical abilities and skills in the field of combinatorics, their intellectual and creative abilities, as well as worldview and moral- we understand the development of aesthetic culture.

Mathematical knowledge and skills are required in virtually all professions. First of all, of course, when they are related to natural sciences, technology and economy. Mathematics is the language of science and technology, so the profession of a scientist and engineer requires a serious mastery of many professional information based on this science. Currently, the application of mathematical knowledge to a doctor, a linguist, a historian, a biologist, and the list is difficult to stop, leaves no doubt that it is necessary. In our time, mathematical education is so important for professional activity. Therefore, mathematics and mathematical education are necessary in preparing high school students for their future profession.

Philosophical understanding of the world, its general laws and basic scientific ideas is impossible without mathematics. Denying the existence of coincidences undermines our worldview. And for this reason, the science of chance is necessary for the formation of worldviews in students. Another very important goal of mathematical education is to educate a person's ability to understand the content of the problem, to think correctly and logically, and to acquire algorithmic thinking skills. Each student needs to be able to analyze, understand the content of the problem, distinguish hypothesis from fact, criticize, clearly express his opinion, and the like, and on the other hand, it is necessary to develop imagination and intuition. Thus, mathematics is necessary for the mental development of an individual.

Motivating component of the methodological system. In 100 AD, Quintilian, in his ―Institutio oratoria‖ (―Education of Oratory), talked about the principle of

arousing interest through games before the beginning of teaching, and wrote about the great positive effect of motivation on the effectiveness of the teaching process. was Yakomensky, FAVDisterweg, IGPestalotsy, JJRusso, KDUshinsky and many other prominent figures in the field of pedagogy of our country and abroad have developed the theory of teaching in accordance with the principles of pedagogical realism and conformity to nature, giving motivation a proper place in the educational process. . Motivation is a process that ensures movement towards a goal set by a person, as well as internal and external factors that influence the activity or inactivity of behavior. It motivates, directs and organizes action, gives personal meaning and significance to behavior (action or inaction). At the stage of professional training, if the field is chosen with understanding by the student, the motivation of teaching will change step by step. In the period of teaching in primary grades, students' thinking becomes fuller, deepens, expands, abstracts and becomes more understandable. At this time, the motives of teaching are changing the attitude to the place in life, the choice of a future profession, assessment and self-evaluation, which have an important vital meaning.

It is known that the motive is nothing more than the orientation of human activity towards the object, the inner mental state connected with the objective characteristics of the object to which this activity is directed. When applied to the educational process, the orientation of students to particular aspects of the educational process appears as a motive. It is safe to say that the desire of students to acquire various competencies and to get good grades is included. Motives are divided into two large groups: social and learning motives. Among learning motives, interest in learning is the most practical (in action). The content component of the methodical system This component is determined by the curriculum, curriculum, and teaching manuals for mathematics, which include mathematical elements. Scientific justification of the content of the desired educational subject is the basis for the solution of many problems. The solution, in turn, is multifaceted, the problem

of content selection being one of them. During the entire history of didactics, the formation of the principles of material selection is studied based on the methodical analysis of the relationship between science and the educational subject, the state of the subject scientific fields and development prospects. The results of the research allow to find the point of ―equality (stagnation)‖ between scientific achievements and their reflection at the level of general and professional education at each stage of development of society, science and production. For this reason, the discussion of the topic and methods of mathematics, as well as the scientific and educational parts of mathematics, is not only of an academic nature, but also a basis for choosing the content of mathematical material for elementary school students of a general education school. also serves as In order to achieve the general goals of teaching mathematics, the teaching content should include sections common to all areas, which form the "core" of the content. The procedural component of the methodological system The procedural component regulates the process of organizing the educational process aimed at teaching mathematics in the elementary grades of the general education school in our methodological system. It is based on the special features of the mathematical direction, the uniqueness of teaching mathematics in elementary grades, age-related and individual-spiritual characteristics of elementary school students. Their implementation is carried out with a set of forms, methods and tools that affect the motivational and emotional sphere of students and stimulate their active learning. This component is implemented in cooperation between the teacher and the student, the student's work with literature. Let's take a closer look at the constituents of the process component.

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