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INTEGRATION OF THE NATIVE LANGUAGE AND MATHEMATICS THROUGH TASKS IN PRIMARY EDUCATION

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Annotation: This article is about the importance of giving educational tasks to students through play activities in the process of integrating the subjects of primary education, mother tongue and mathematics.

Key words: teaching process, assignment, shapes, time measurements, numbers, concepts

Teaching the process of interaction between subjects in the teaching of primary education through the topics of mother tongue and mathematics shows the connection between these two subjects. At the same time, various educational tasks and methods can further improve the integration process in the implementation of exercises, examples and problems given in the textbooks.

Below we will talk about ways to use integration tasks in the teaching of native language and mathematics.

There are several types of educational games. They are grammatical, deductive, problem-solving games. Through them, the followings will happen:

– Increased interest in study and work through play activities;

– During the game, the person is helped to communicate, that is, to acquire a communicative culture;

– The person has the opportunity to express their abilities, interests, knowledge and identity;

These methods facilitate the learning process of students in two disciplines.

Below we give examples of game assignments. These tasks are performed diligently by students. The assignments not only help students learn the rules of their mother tongue and mathematics, but also show the connection between the subjects.

"Word game". In this task, students are asked to say words related to a numerals and write them in numbers. The words which were found should require the questions "how many?" and "how much?". For example, three, five, eight, two, one hundred, four, one, one, thousand, six, forty, nine, seven. The students take turns saying these words. Students are encouraged to write the words they remember in numbers.

For instanec: First with the word: three, five, eight, two, hundred, forty-one, one, thousand, six, forty. With numbers: 3, 5, 8, 2, 100, 41, 1, 1000, 6, 40.

In the task "Who is right?" the words are read to the students through audio. Students should say how many sounds and letters are in the words they hear. Pupils use alertness and the ability to hear the pronunciation of speech sounds to distinguish fast sounds. For example, sabo (breeze), osmon (sky), lola (tulip), Quyosh (sun), kurtak (bud), Vatan (homeland), qirol (king), barg (leaf), iboli, sayohat (travel).

Student Response: Sabo(breeze) has four sounds and four letters, two vowels and two consonants, osmon (sky) has five letters and five sounds, a word with two syllables, two vowels and two consonants, and etc.

In this task, students rely on both their native language and mathematical knowledge to distinguish syllables and tones.

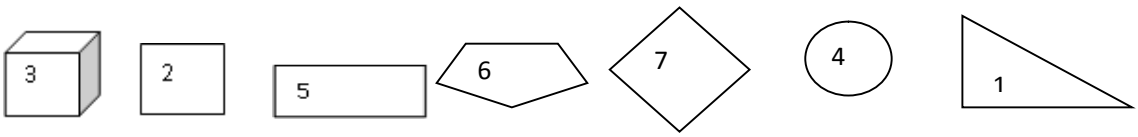
In the didactic task "The place of letters" students receive handouts with 29 numbers from the box "Hidden letters in numbers". Students will need to find the name of the letter in the alphabet and say the word that begins with that letter. For example, a handout with the number 1 appears. The number 1 contains the letter A in the alphabet. – a vowel sound – anor (pomegranate).

Pupils learn the alphabetical order of letters by numbers, and the vocabulary increases by finding words. And it also reinforces that there are 29 letters in the alphabet by remembering their place.

Through the task "Write the names of the forms in alphabetical order" students will be required to write the names of the given forms in order. It creates a dictionary dictation in sequence based on the sequence number:

For example, a triangle, square, rectangle, cube, circle, rectangle, polygon, rhombus.

In this case, they write random numbers in the given form, taking into account the correct order.



The purpose of the task is to get students to know the name of the form, as well as to write it correctly, without mistakes, on the basis of beautiful writing. Knowledge of both mathematics and motherhood is developed.

In the game "My agenda", there will be 2 students from each group (students are divided into groups or rows). Say and write the words that indicate the action on your agenda. Participants say the agenda in turn. They should enrich their sentences with phrases, especially words related to verbs. A student who is unable to speak will share with another student in his or her group. The last remaining and unchanged participant is the winner. Students do the followings:

– I get up at 7:00 in the morning and start my new day.

– At 7:10 I enjoy the morning exercise.

– I have breakfast with my loving parents at 7:30.

– When it's 7:50, I get dressed and go to school ....

Pupils connect their knowledge of time measurements in mathematics by saying their agenda by the hour, consolidate their knowledge of verb phrases and, of course, time measurements in mathematics with the subject of verbs. The given didactic and educational tasks teach special and general concepts in the lessons of the native language and mathematics of the primary school, and further improve the knowledge and skills related to it.

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