
VERBAL CALCULATION AND MENTAL ARITHMETIC IN PRIMARY SCHOOL

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ABSTRACT

This article provides information on the importance of using mental arithmetic methods in verbal calculation for primary school pupils to acquire verbal calculation skills.

***Keywords:** mathematics, arithmetic, verbal arithmetic, mental arithmetic, creativity.*

АННОТАЦИЯ

В этой статье содержится информация о важности приобретения учащимися начальной школы навыков вербальной арифметики и использования методов ментальной арифметики в вербальной арифметике.

***Ключевые слова:** математика, арифметика, вербальная арифметика, ментальная арифметика.*

INTRODUCTION

One of the main tasks of teaching mathematics in primary schools today is to educate pupils to become full-fledged adults. At the same time, it is important to provide them with knowledge in mathematics, as well as to ensure that the knowledge they are studying is valid and thorough, and to develop the skills and abilities to apply them. In-depth study of arithmetic operations, especially in mathematics, provides a basis for them to acquire computational skills and apply them successfully in future learning activities. Today, the practical significance of mathematics is beyond doubt. The development of verbal calculation skills in the primary school is widely used in everyday life, verbal arithmetic puts in front of students the need to learn convenient calculation methods for each given case, and thus opens their minds.

MATERIALS AND METHODS

Most people think that geniuses are born talented. Practice shows the opposite. News programs often feature children with intellectual disabilities. This is not surprising. If he develops both hemispheres of his brain, any child can achieve

incredible success in reading or creativity. He has the incomparable science of mental arithmetic.

Mental computation involves only arithmetic calculations, which can be done without any supplies (such as pen and paper) or tools such as a calculator. When computational tools are not available, it uses mental computing from other computing tools. Mental computation often involves the use of specific techniques designed for specific types of problems. People who have a very high ability in performing mental calculations are called “Mental Calculators” or “Lightning Counters”.

Mental arithmetic is a unique method of developing the intellectual abilities of children aged 4 to 16 years based on a verbal calculation system. A child trained using this method can solve arithmetic problems (counting, multiplication, multiplication, division, square roots) faster in a few seconds without the help of a calculator.

RESULTS

From the earliest stages of learning mental arithmetic, they see results, well-studied materials and trained skills do not complicate the process to the maximum. They move, manage, and children gain a sense of self-confidence in their abilities and knowledge. According to other methodologies, as a rule, all formulas are first studied in the abacus for a year, and only after a year do they begin to try to calculate mentally.

An analysis of the results of experimental studies conducted in the framework of the study once again confirmed the practical validity of these ideas. Teaching arithmetic operations in elementary math classes based on elements of mental arithmetic increases lesson effectiveness. For this purpose, I suggest using it in primary school. The teaching of mental arithmetic in the classroom, as a circle, as an optional course, serves as a basis for the comprehensive development of students, strengthening the ability to concentrate, improving visual memory, increasing creative thinking, logical thinking, mental development.

DISCUSSIONS

Nowadays, in all spheres of life, computing is of great importance, but at the same time, it is necessary to know how to calculate quickly, accurately, sometimes on the go, that is, verbally, which is necessary in everyday life. There is also a methodological significance of oral calculations. It is possible to develop a good skill from a written calculation, which acquires good skills from oral calculation.

Students should not only have theoretical knowledge, but also be able to apply this knowledge in practice. When it comes to mental arithmetic, a lot of exercise does

not matter. Instead, it is very important to do them every day. The more repetition of any acquired knowledge, the stronger it becomes. Knowledge of verbal calculation in complex problems allows students to solve more problems and analyze them in detail. It is advisable to use innovative methods in the formation of verbal calculation skills in primary school and to organize mental arithmetic lessons in order to develop mental arithmetic skills in primary school and to strengthen pupils' visual memory. The main goal of the study was to base pupils on the elements of mental arithmetic in mathematics and to develop forms, methods, and tools to ensure the success of the process.

CONCLUSION

Based on the final analysis of the results and the level of effectiveness of pedagogical and experimental work, the following conclusions were formed on the research work:

1. As a result of the analysis of the theory of quick, easy and accurate verbal calculation in mathematics lessons of primary school pupils, its scientific and theoretical foundations were studied.

2. Experimental results have confirmed the need to decide on an innovative approach to the organization of the educational process of verbal calculation in the performance of arithmetic operations in mathematics lessons of primary school pupils and its effective impact on the formation of pedagogical conditions.

3. The creation of new teaching materials, the introduction of innovative forms and methods of teaching in the educational process and the establishment of a systematic monitoring process to ensure the cognitive activity of pupils, the elements of mental arithmetic in their arithmetic operations proved to be important in shaping.

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