AMERICAN JOURNALS
Open Access, Peer Reviewed Journals

American Journal of Technology and Applied Sciences
**ISSN (E): 2832-1766|** Volume 20, January, 2024

# ALGEBRA TEACHING METHODOLOGY

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| **A B S T R A C T** | **K E Y W O R D S** |
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| This article is about methods, methods of teaching mathematics how important mathematics is to students, the importance of science is shown in student teran thinking. | Math, life, space, oily, science, teacher, student, elementary mathematics. |

**Introduction**

Algebra teaching methodology refers to the strategies and directions that learners use to effectively teach students algebraic concepts and skills. The general methodologies used in Algebra notation are as follows:

Practical and visual learning. The inclusion of manipulatives such as Algebra fibers or scales helps to generate a concrete understanding of abstract algebraic concepts in students. Visual representations such as diagrams or graphs can also help in understanding algebraic relationships.

Problem solving method. The emphasis on problem solving techniques encourages readers to use critical thinking and logical reasoning in solving algebraic equations and word problems. Teachers often provide real-world scenarios to help students relate algebraic concepts to practical situations.

Sardobali instruction: step-by-step increase in the relevance of algebraic problems and support such as specific examples, guided practice, step-by-step instructions allow students to gain their skills.

Collaborative learning: collaborative activities such as group work or peer training encourage active participation and encourage students to explain their opinion, discuss strategies, and learn from each other. Collaboration can enhance understanding and strengthen teamwork skills.

Technology integration: using digital tools such as graphing counters, algebra software, or educational applications can increase algebra instruction. The technology allows dynamic visualizations, interactive activities, immediate feedback learning, and assistance in solving the problem.

Differentiation: taking into account and eliminating the needs of an individual student through different learning methods, differentiated assignments and interventions can support different learners in acquiring algebraic concepts and skills.

Continuous assessment and feedback: regular formative assessment of students ' understanding, quizzes, or assessment through individual feedback can help both teachers and students track progress, identify misconceptions, and correspondingly adjust guidelines.

Real-life connections: linking algebra to real-world programs or related concepts can motivate students and help them see the practical value of algebra in various fields, such as science, finance or engineering.

It is important that learners adapt their learning methodologies to meet the needs and learning styles of their students. These strategies envisage the formation of theoretical understanding, procedural fluency, and problem solving abilities in algebra.

The practical purpose of teaching mathematics puts before itself the following task:

1. Teaching the theoretical knowledge gained in the course of mathematics to be able to apply to solving elementary problems found in everyday life. In this, mainly, students have the opportunity to relate theoretical knowledge to practice, which is taught to solve practical issues specially formulated to find out, formulate the skills to perform actions on different numbers and mathematical expressions in them, and strengthen them.

2. Formation of skills for the use of technical means and visual aids in the teaching of mathematics. In this, the skills of students to be able to use technical means, mathematical visual aids, tables and computing tools are found in mathematics lessons. Currently, the issue of matching the mathematics program with other disciplines has been solved quite successfully. For example, some of the references used in physics about functions and their graphical representation begin to be learned by students starting in grade VII. Much knowledge of geometric making, given in Class VIII, will be a rich material for the subject of drawing, the task of drawing is to thorough this knowledge by performing various drawing works.

The question of the use of other subjects in mathematics lessons is clear in the program it is difficult to show, this is done by the teacher himself, yahi teaching material when planning and prepare for the lesson-the niche should take into account at the time. Masalari, reflect the connections between physical quantities during the period of study of equations the equations to proceed, i.e. the heat balance equation, from heat solving the linear expansion equation and similar equations as well can. In the study of the percentage, proportion and other chapters of the program, ximia and it is desirable to use physics issues (mixtures, castings and so on analogues), e.g.: 1) from a solute to form a 20% solution How much to put in 240 g of water 2) boil 5% solution of 400 g and add to 200 g brought. Now, what will be the sharpness of the solution? The use of materials related to neighboring subjects in mathematics lessons is interdisciplinary further strengthens the inextricable connection. Educators international research journal www.pedagoglar.uz 138 Volume-2, Issue-1, January–2022 Methods of teaching mathematics other subjects, above all, mathematics – it is inextricably linked with its base science. Modern mathematics sets in the foundation of the concept of natural number relies on theory. Modern mathematics designed for elementary grades we will face the following assignments given for the first of his textbook: "in the picture paint so many cells in a row, how many in the picture in the case of a bus, paint so many cells in Row 2".Completing such assignments a reciprocal one-valued correspondence between elements of sets showing children induces embedding, which is important in shaping the concept of natural number of importance.

Mum depends on the methodology of General Mathematics. General Mathematics the laws established by the methodology of younger students it is developed taking into account age characteristics. Elementary grade with the science of Believer pedagogy and new pedagogical technology is inextricably linked and relies on its laws. Pedagogy with faith there is a double bond between.

On the one hand, the methodology of mathematics to the general theory of pedagogy relies and is formed on this basis. This case solved the problems of teaching mathematics provides a single whole of methodical and theoretical convergence in implementation.

On the second hand, in the formation of the General Laws of pedagogy it relies on the information achieved by the proprietary methodologies, which is its ensures vitality and accuracy. Thus, pedagogy "feeds"from the concrete material of methodologies, it is used in pedagogical generalization and in turn uses methodologies erves as a guide in development.

The knowledge that students receive in a math class is found in everyday life teaching to be able to apply elementary issues to solving, teaching students to solve practical issues specially formulated to form skills for performing arithmetic operations and strengthen them, The use of technical means and visual aids in teaching mathematics formation of qualifications. The main focus in this is on the readers ' tables and the ability to use computing tools is aimed at structuring skills. Students can independently as much as possible determine the relationship of law they can open, make generalizations to the extent that their forces do, as well as, they need to learn to make oral and written conclusions. Independent and control in the methodology of teaching mathematics in elementary school works, effective means of conducting an individual written survey of students created. Some didactic materials are in the limited range of the program to control the appropriation of their issues in the rating system, others primary school is designed to control all major subjects of the mathematics course. In some didactic materials (especially designed for a low-complete school). In elementary school mathematics is the stratification of general assignments for all didactic materials by complexity. This material also testifies to the fact that, according to the idea of the compilers, he mastered some method of assignment on a particular topic to the extent that it was fully determined. In the methodology of teaching mathematics, the content of the concept of "the degree of assimilation of educational material" is not fully revealed.In the manuals for teachers, the criteria that allow you to determine what level of didactic material this or that assignment corresponds to are not clear. In practice, teachers often say that the methods of one assignment are simpler or more complex than the others. In addition, didactic no matter how artistically the materials are composed, their content and no matter how productive and deep ideas are implemented in the structure, they are still it is not able to quickly solve all methodological tasks, since no the teaching machine cannot replace the teacher's intuition, that is, the feeling.

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