

METHODOLOGY OF SOLVING WORD PROBLEMS IN PRIMARY SCHOOL

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Abstract: This article analyzes the role and significance of solving word problems in the development of mathematical thinking among primary school students. It discusses the stages and effective methods of teaching word problems, ways to activate students' learning activities, and the methodological approaches of teachers. The article also highlights the practical potential of analytical, schematic, and modeling methods in shaping students' logical thinking.

Keywords: Word problem, logical thinking, analysis, modeling, schematic method, independent thinking, primary education.

Introduction. One of the main tasks of teaching mathematics in primary education is to develop students' practical and logical thinking skills. In particular, solving word problems activates students' cognitive activity, teaches them to explore, analyze, and draw conclusions. Through word problems, students learn not only to perform arithmetic operations but also to solve real-life problems using mathematical methods. Therefore, mastering the methodological foundations of teaching word problems in primary school mathematics lessons is one of the most important aspects of a teacher's professional activity. Main Part.1. Didactic Importance of Word Problems Word problems develop students' mathematical thinking, logical reasoning, and skills in analysis, generalization, and justification. They teach students to think in mathematical language and to translate real-life situations into mathematical models. During the process of solving word problems, students acquire the following skills: - Understanding the condition of the problem; - Identifying known and unknown quantities;

- Determining relationships between operations; - Expressing their thoughts orally and in writing;

- Verifying and analyzing results.

Stages of Solving Word Problems The teaching of word problems is carried out based on the following methodological stages: Reading and Understanding the Problem – The student comprehends the content of the problem, the given quantities, the situation, and the question. The teacher clarifies the meaning of the problem through guiding questions such as: “Who or what is the problem about?”, “What needs to be found?” Analysis and Creating a Short Record – Known and unknown quantities are represented using tables, drawings, or diagrams, which help students visually

understand the structure of the problem. Choosing the Operation – Based on the analysis of the problem, students determine which arithmetic operation needs to be performed. The main guiding question here is “What needs to be found?” Solving the Problem – The student performs the operation, finds the result, and compares it with the problem’s condition. Verification and Analysis – The student checks the solution and determines the logical and semantic correctness of the answer.

Methods of Teaching Word Problems The following methods are considered the most effective in primary school: Schematic Method. Representing the condition of the problem through drawings or diagrams helps students clearly understand the logical structure of the problem. Analysis-Synthesis Method. Solving the problem through analysis followed by generalization. Modeling Method. Representing the problem using objects or symbolic figures, especially effective in grades 1–2. Question-Answer Method. The teacher uses guiding questions to stimulate students’ independent thinking. These methods play an important role in developing students’ reasoning skills and encouraging independent analysis and exploration. 4. Teacher’s Methodological Activity When teaching word problems, teachers should adhere to the following methodological principles:

- Teach students to fully analyze the problem’s condition and question;
- Encourage independent thinking at each stage;
- Develop students’ speaking and reasoning skills;
- Relate problems to real-life examples;
- Use group and pair work methods. Creative tasks such as “Create your own problem,” “Modify the problem,” and “Complete the problem” are also effective in developing students’ independent thinking.

5. Common Mistakes and Ways to Overcome Them Common errors among students include:

- Not fully understanding the condition of the problem;
- Choosing the wrong operation;
- Failing to express the answer in written form;
- Skipping the verification stage.

To eliminate these errors, teachers should:

- Organize visual analysis of the problem (diagram, table);
- Provide guiding questions;
- Require explanations for each operation performed.

Conclusion. Teaching word problems in primary school is a crucial process that develops not only mathematical skills but also logical reasoning, speech, analysis, and independent thinking. If the teacher applies a systematic, step-by-step, and active learning approach, students will develop mathematical reasoning and the ability to solve real-life problems effectively.

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