MATHEMATICS IN TEACHING OF THE MATTER ESSENCE

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Annotation . Mathematics science in teaching issues solve very important place holds , because the problem is solved target-students theoretical knowledge every character practical issues solve in the field conscious respectively fast and persistence with application to do is to teach . Problem solving is mathematical theory in practice application from doing consists of Mathematics solving problems in teaching pedagogical essence how much big the fact that and teacher own work both in planning and teaching at the same time How attention to give need that's it better than said is understood .

Key words Arithmetic word problem, word problem, economy cars

Issues solve the way with every different mathematician concepts to the body are brought , various arithmetic operations understand taken , issues often some theoretical the rules in release basis will be It's the student 's problem mathematician the speech to get rich and to grow help will give . Issues in life different the facts between quantitative relationships to understand help will give . Appropriate content issues students patriotism in the spirit in education will be a tool . Students makes sense of thinking in their growth amounts between connections in the definition , it is correct conclusions take out in knowing issues especially important place holds

And especially , 5-6th grade mathematics in the chair issues to solve to teach through , students makes sense of thinking growth , that's it period received knowledge , education skill and qualifications in the future algebra and geometry course study for , as well as students in the future mathematics in the field mature expert being their growth for basis will be

Mathematics in education of the matter essence from what consists of

Arithmetic Searched as a text issue amount with shown in connection was numerical values of quantities using looking for the numerical value of the quantity from finding consists of Demand is understood .

So so , the issue solve for the following own into received a must there is to be need : a) numerical values of quantities ; b) given of quantities between and given amounts with searched for amount between connection about some instructions ; c) answer to give for Finding the number you are looking for need was question

Given numbers with searched for numbers between connection disclosed without , i.e searched for thigh to find for given numbers on how actions where in order perform need showing given issues usually numerous are called examples . It's like this examples in solving from students symbols with shown actions perform Demand will be done . Such examples often count qualifications to grow and strengthening for is used .

Given and searched for amounts between connections disclosed without not given , maybe just like that of the matter question like only words with the said issue is literally an issue or It is called a text issue .

Har how of the matter in the text to the elements put must was requirements stopping let's go Numerical material of students mathematician preparation suitable arrival , given and searched for that the numerical values of the quantities are real need Also , the problem condition and question his to numerical data in the condition coordinated sure and obvious expressed to be need

of condition the number givens and wanted ones to the number according to to be need In that case of the matter one the solution there is and it will be a clear issue .

If in the matter a must the number enough if not , ask one how many the solution to be possible and such a problem is called an uncertain problem .

Example 1 . « Plant 2700 villages economy their cars prepared to 3 regions sent Har which region how many car received ?" . of the problem provided machines regions between how distributed : equal whether distributed or otherwise , it is not indicated . of this matter the solution a lot to be can

Example 2 . "86.7 meters in length reinforced concrete the wall with how right rectangle shaped the field wrapping get Is it possible ? Conditional number (reinforced concrete length) of the issue sure solution for enough it's not . Such case is unclear will be

Too much condition that 's it excess condition to find Demand to be done problems also occur stands Such issues students themselves independent made up matters inside meeting can An example we bring

Problem . « Plant 2700 villages economy cars prepare it three to the region sent Provinces one 150 more than the latter car received , the second region 120 more than the third and the first region the third more than 270 from the region car took Har one region how many village economy cars received ?".

this matter one a must plus , but conditions to each other opposite it's not . of the problem sure the solution there are : 1040, 890, 770. The issue in solving the first out of necessity other , of conditions desired one leave to send can

Some cases in the matter excess conditions controversial it is also possible .

Matter. « Factory three region for 2700 villages economy cars prepared put First region more than 150 of the second car take need , the second region more than 120 from the third and from the first two times less car take need Har which region how many car will get it ?".

Here one excess a must there is and conditions to each other opposite of the problem sure the solution to be can :

a) if last a must if thrown , his solution : 1040, 890, 770; b) if the first condition (of cars common number 2700) if thrown his solution : 540, 390, 270 ; c) if the second a must if thrown , then of the matter solution : 1290, 765, 645 ; g) if the third a must if thrown , the solution will be : 1140, 990, 570 .

Textual issues usually simple and complicated will be Simple issues - one action with solvable are issues . For example : sewing 320 shirts in the shop sewn , that's it for in the warehouse of the material $-\frac{5}{8}$ piece spent . Everyone to shirts how much material has gone ?

If the issue in solving suddenly more than action perform Demand if it is , it is two or from him more than simple to issues is separated . That's why for such issues complicated issues is called In this complicated the word of the matter heaviness in terms of not but his composition in terms of to understand it is necessary

Issues simple and complicated to issues strictly respectively separate possible it's not . For example : one how many joiner to add circle issue one to add practice with or one how many to add deeds with solve possible , that is this issue simple to the matter input is also complicated to the matter can also be entered . Sonny his from pieces to find circle issues simple as a matter one action - to a fraction to be practice with solution possible or two action with (of the fraction to the photo to be and to the denominator increase with) solving possible , that is complicated issues to the line input can

In general when , issues solve with the following to goals is achieved :

1) students issues solve since , quantities between to understand , they between relationship to find belongs to action to choose they learn ;

2) issues in the conditions from marriage received from the material use mathematics present time with to contact , students patriotism in the spirit to educate service does ;

3) in issues many mathematician concepts , for example , of being two type , difference and feathered in proportion gain and reduction , actions of use different cases and etc is determined ;

4) issues in solving it or this act application mathematician qualifications strengthens ;

5) surrounding from marriage received issues solve of students at school received knowledge the basics married use who knows by doing educates ;

6) issues solve mathematics training interest and passion to wake up help will give .

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