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INTRODUCING ELEMENTARY SCHOOL STUDENTS TO THE WRITING OF NUMBERS IN DIFFERENT FORMS.

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Urmonoi Toshmatova Rahimovna
is a senior teacher of the Department of Primary Education Methodology of the Kokan State Pedagogical Institute.

ANNOTATION

This article introduces elementary school students with different ways of writing numbers, and provides historical information about writing numbers.

Key words

Number, Roman numeral, positional, nonpositional, natural number

Already in the first grade, in mathematics lessons, information is given that a number can be written in different forms. For example, numbers like 1,2,3 are used during the execution of actions. However, in the process of solving the problem, we can write action plans in different forms I, II, III, V-5, X-10, L-50, C-100, D-500, M-1000. For example, the birth and death years of our great Central Asian mathematicians are written in Roman numerals as follows

1. Muhammad Al-Khwarizmi (783-850) DCCLXXXIII –DCCCL
2. Beruni (973-1048) CMLXXIII-MXLVIII
3. Omar Khayyam (1048-1131) VXLVIII-MCXXXI
4. Nasriddin Tusi (1201-1274) VCCI-MCCLXXIV
5. Ulug'bek (1394-1449) MCCCXCIV-MCDXLIX

We enter the Roman numerals in a consistent, sequential manner, connecting them with the names of the months.

Children's attention is drawn to the fact that the unit written on the left side shows that it should be taken, that is, IV is one minus five, and the unit written on the right side shows that it should be added, that is, VI means five and one. Such an explanation arouses interest in children and warns them not to switch numbers IV and VI, and so on.

As a result of a very long period of development, they began to use small stones and shells to compare intermediate sets. Although these intermediate sets began to demonstrate the concept of natural numbers, they were still not separated from countable sets even at this stage. For example, in some tribes, the number of sets consisting of five elements is marked by the word "hand", and the number of sets consisting of twenty items is marked by the word "man". Over time, numbers

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began to be named. The concept of "number" is considered the most important stage of development. We must bow to the human genius who created the concept of unity. Number came into being, and with it came mathematics."

Thus, the term "natural number" gradually came into being. It was first used by the Roman scholar A. Boethius around 480-542.

Natural numbers are called numbers when counting objects. Of course, we use this in elementary school. We should teach students what is a number? What is a thigh? Let them be able to distinguish it from each other.

In ancient times, there were different calculation systems.

For example: 5 requirements /fingers of the hand/, 10 requirements /fingers of both hands/, 20 requirements /hand and toes/, counting systems of 60 /in ancient Babylonia/ were used.

Number 12 (in France and Georgians) positional system was based on ten, after it was discovered by the ancient Indian mathematicians, by the 8th century, Muhammad al-Khorazmi applied it to the general public in his treatise "Indian Arithmetic".

In the 15th century, Koshy discovered decimal places in the decimal positional system. The writing of numbers was different in different nations.

Alphabetical numbering is convenient for small numbers, say up to 1009, but numbering multi-digit numbers is very inconvenient, and it is even more difficult to create operations from them.

In the process of development of society, this system of number records was perfected. However, some remnants of alphabetical numbering have been preserved to this day. For example, in many cases, we mark items (points) with letters. True, letters only serve to express consistency, but cannot determine quantity. We cannot do any math with these letters.

The ancient Babylonians wrote the numbers in a completely different way. They used two symbols: straight letter V to represent 1, horizontal letter < to represent ten. For example, the number 32 is written as <<<VV.

Therefore, they were used to represent very large numbers. These things are studied in higher classes.

The Babylonian system of writing numbers was later transferred to India, where it was further refined. To express the number (with a sharp object on the ground or on the board), the columns were formed as a result of decimal levels: units were placed in the first column, hundreds were placed in the second and third columns, etc. If there are no units of any level, the corresponding column is left blank. Gradually, zeros began to be placed instead of empty columns.

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A new system of number writing begins to spread from India to the whole world. In this case, one people adopted the way of expressing the number from the Hindus, leaving the old way of writing the number, while others accepted the writing of the number as well.

Indian numbering was introduced to European countries by the Arabs in the 10th-13th centuries. That is why Arabic numbers are still preserved. However, it was not accepted at once. The use of this numeral system was not allowed for official documents until almost the 18th century. However, due to the dominance of Hindi numbering, it is gradually displacing other systems.

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