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# SOLVING TEXT PROBLEMS IN SIMPLE AND CONVENIENT WAYS

***Abstract***: *This article notes the importance of working with text problems in mathematics in primary school. The issues of solving these problems in simple and easy ways are considered.*

***Key words***: *Problem model, grap, chart, condition of the problem, brief note.*

***Language***: *English*

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**Introduction**

The main feature of textual problems is that they do not directly indicate what operations must be performed on the given numbers to find the number sought [2,270-p] .When starting to create a graphical model, describing the given and sought quantities geometric images should be placed in such a way that the relationship between the quantities under consideration in the matter is sufficiently clear. For example, geometric shapes that represent given and sought numbers, i.e., intersections, should usually be placed one below the other. It has already been determined in the methodology that the schematic representation of motion problems in sections has great practical effect. In particular, it is accepted to mark the beginning of the movement, the meeting place, the destination, etc., with a dot and the corresponding letter in the cross section, or with a dash, or a flag. It is customary to indicate the direction of movement, that is, one of the most important elements of the movement. In the schematic representation of such problems in "intersections" it is useful to take the approximate ratio of the lengths with respect to the distance traveled (especially "before meeting") and velocity, which involves solving not only problems of motion, but also other problems. [2,315- b].

**The main part**

Here are a few examples of how showing such a graph makes it easier to find solutions to problems.

Issue 1. Naim and Said got one book from the library. The first day they read the same number of pages. Then there were 25 pages left from Naim's book and 30 pages from Said's. If Naim's book was 40 pages long, how many pages was Said's book?

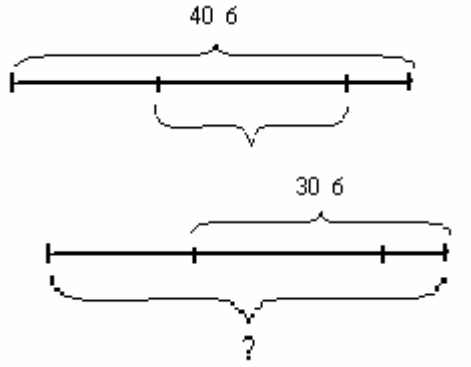


**Figure 1.**

- Mark this on the drawing. What is the question about? Check this out.

By analyzing the problem from the numerical data and the amount sought, and based on the top of the graphical model, the 40-page and 25-page quantities are correlated. (Naim's book is 40 pages long, and he has 25 pages left to read.) Based on this link, we can find out how many pages Naim read on the first day: 40-25 (pages). The verification question is asked: "Is it necessary to know that this brings us closer to the answer to the question of the question?" (Needless, once we know how many pages Naim read on the first day, we find out how many pages Said read on the first day, because they have the same number of pages they read on the first day.) Then, based on the bottom of the graphic model, add we find that it can be found by edema practice: (40-25) + 30 = 45 (p).

Issue 2. There were 1000 s of potatoes in two warehouses. After the potatoes were removed from both warehouses at the same time, 345 s of potatoes remained in one and 389 s in the other. How many quintals of potatoes were taken from each warehouse?

When the problem is solved on the basis of a graphical model, the discussion can be as follows: “To know how many potatoes were taken from each warehouse, it is enough to know how many potatoes were taken from both warehouses. To do this, you need to know how many potatoes are left in the two warehouses together. We know how many potatoes are in both warehouses, and we know how many potatoes are left, because we know how many potatoes are left in each warehouse. ” Then the solution plan is stated (first we know how many potatoes are left in both warehouses, then we know how many potatoes are taken from both warehouses, and finally we know how many potatoes are taken from each warehouse) and the solution is written:

1) 345 + 389 = 734 (c) - remained in both warehouses;

2) 1000-734 = 266 (c) - taken from both warehouses;

3) 266: 2 = 133 (c) - taken from each warehouse.

Answer: 133 c.

From the examples given, it is clear that the solution can be expressed by composing an expression and finding the value of that expression, or that the solution can be written in terms of individual operations. Solutions to a number of problems can be formalized by writing an issue question before each action. For example, the solution to Problem 2 above can be written as:

1) How many centners of potatoes are left in both warehouses?

345+389=734 (c)

2) How many centners of potatoes were taken from both warehouses?

1000-734=266 (c)

1) How many centners of potatoes were taken from each warehouse?

2) 266:2=133 (c)

Javob: 133 c.

All of the above forms of writing can be used in arithmetic problem-solving teaching, taking into account the nature of the problem and the readiness of the students. However, special attention should be paid to the shortest forms of writing, and especially to the formulation of expressions on the issue. In cases where the expressions are too large, it is useful to perform the solution in separate steps. After working on the problem orally, the content of the problem should be translated into the language of mathematical terms, and its mathematical structure should be expressed in the form of short notes (diagrams, tables). [3,286-b].

Issue 3. The worker was scheduled to make 950 parts in 25 working days of the month. But he made 12 more details than planned in each shift and completed the plan ahead of schedule. How many days did the worker complete the plan ahead of schedule?

The condition of the matter can be summarized as follows:

**Table 1.**

| | When working in a shift | Working hours | All products |
|---|---|---|---|
| According to the plan | ? | 25 days | 950 details |
| In practice | More than 12 details | ? | 950 details |

Then write the solution of the problem in the form of separate actions:

1) 950:25=38 (det.) 2) 38+12=50 (det.) 3) 950:50=19 (days) 4) 25-19=6 (days)

Answer: The worker completes the plan 6 days ahead of schedule.

**Conclusion**

Students should be able to independently check solutions to problems. Problem-solving is the process of determining whether a solution is correct or incorrect. The relationship between the answers obtained and the conditions of the problem is a method of verification that students are familiar with in the first grade. In this method, arithmetic operations are performed on the numbers found in answering the question; if the result is a number given in the context of the problem, then the problem is considered to be solved correctly. In elementary school, it is better to give the student more of these problems in relation to everyday life.

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