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The mathematical dictation role in teaching mathematics in primary school

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Abstract: The article aims to consider the testing knowledge, skills and abilities effect with the mathematical dictation help in primary grades.

Key words: *training, control, arithmetic, knowledge, skills, counting, way, reception, attention.*

1. Introduction

The article raises actual problems arising in mathematics teaching course in primary school, in particular the mathematical dictation development and application in solving various kinds of mathematical exercises. Particular attention is paid to the traditional and innovative methods combining issue in solving the developing mathematical speech problem in primary schoolchildren.

As you know, the lesson is one of the main teaching forms. In a modern mathematics lesson process, the most important direction is to achieve the teacher and the student interaction result. To effectively master the knowledge gained by the students, the teacher must use different work methods in the lesson. In this article we will look at two techniques - oral exercises and math dictation.

Mathematical dictation is one of the alternative knowledge control forms, which allow all students to participate at once, and not some, as in a traditional survey**.**

In elementary grades, teaching mathematics requires a certain amount of effort, visual representations and interactive methods for effective learning. One of the teaching methods is mathematical dictation, with which help it is possible to activate the students' educational and cognitive activity at all math learning process stages.

One of the most important tasks in teaching is the ability formation in children to receive information by ear, memorize by ear, process and transform information. From the sense organs that receive information, the auditory organ takes the second place after the visual one; therefore it is extremely important to develop its capabilities in children. The mathematical dictations use helps in solving these problems, which are indicated above. One of the important components of testing knowledge, skills and abilities methods is mathematical dictation. Its main functions: controlling, teaching, diagnostic and upbringing - are to help the teacher in the factual material assimilation by the students, in their knowledge, skills and abilities assessment.

Math dictation is a well-known means of feedback between teacher and students. Conducting mathematical dictation at the stage of oral counting contributes not only to the development of calculation skills, but also to an increase in mathematical culture. The verbal computation benefits are enormous. Performing oral arithmetic operations, children not only repeat the rules of arithmetic, consolidate them, but, most importantly, learn not mechanically, but meaningfully. Oral calculations develop such valuable qualities as attention, concentration, endurance, ingenuity, independence.

Mathematical dictations are conducted for two purposes. First of all, they help to control the knowledge, skills and abilities of students. Before conducting a mathematical dictation, having analyzed the dictations, the teacher receives sufficiently detailed information about the level of mastering of the taught material by the students. More importantly, however, math dictations play a teaching role. After hearing the phrase of the dictation, the students do a certain job - they write down algebraic expressions: equality, inequality, addition, subtraction, formulas and others.

Conducting mathematical dictations also helps to improve the general literacy of students. Experience shows that as a result of the systematic use of this form of work, the number of errors in the spelling of mathematical terms sharply decreases. Effectively train the stability of children's attention, working memory, the ability to focus.

The leading idea of mathematical dictation involves the use of conditions in mathematics lessons for the personal development of students, the development of their individuality. The creation of pedagogical situations of communication in the lesson allows each student to show independence, electiveness in ways of working and creativity.

The didactic functions of mathematical dictations are focused on the system of exercises, in which the leading are the techniques of structural analysis and synthesis, generalization and concretization, classification, analogy, inference, that is, the study of methods and techniques that make it possible to prepare students for a higher level of creative activity, to the solution of more complex "non-standard" problems.

Mathematical dictations, along with oral questioning, independent and control works, are one of the most effective ways to establish communication between teacher and students. Conducting mathematical dictations contributes to the development of logical thinking, increasing their mathematical culture, enriching mathematical speech. By completing dictation tasks, students learn to be organized, learn to save time, and form the habit of focusing quickly. With the help of mathematical dictations, you can control not only the assimilation of the studied topic by students, but also check the assimilation and consolidation of the material just submitted; dictations will help the teacher find out the acquired knowledge, skills and abilities of students. Mathematical dictations must be given a proper role in the system of exercises for mastering basic tasks. You should only apply them wisely, creatively, taking into account the individual characteristics of the teacher and students.

The effectiveness of the mathematical dictation depends not only on the correct determination of the volume and content of these classes, but also on their organization: correct formulation of tasks and a survey, rational accounting of students' knowledge and skills, correct alternation of oral and written calculations. Most often, tasks are offered orally. This form of organizing classes is the most valuable, since the attention and memory of students are developed, and most importantly, they are prepared for the "life" account, where they often have to perform actions on numbers perceived by ear. However, this form requires a lot of mental stress, and for this reason it tires children relatively quickly, especially those with predominant visual memory.

The main purpose of mathematical dictations is to help the teacher effectively train the stability of children's attention, working memory, and the ability to concentrate.

Based on these goals, the following groups of tasks are given in the dictations:

- operating rooms in which you need to calculate, solve problems, perform transformations, etc., having received information by ear;
- logical, in which it is required to evaluate the truth of the statement, for which it is necessary to be attentive and focused, to be able to listen, hear and analyze the data;
- aimed at mastering mathematical terminology.

As you know, the lesson is one of the main forms of teaching. In the process of a modern mathematics lesson, the most important direction is to achieve the result of the interaction of the teacher and the student. To effectively master the knowledge gained by the students, the teacher must use different methods of work in the lesson. Forms of conducting mathematical dictation:

«Sniper» (traditional "Mathematical dictation")

a) The teacher reads the dictation tasks aloud. Students write down their answers on pieces of paper or notebooks. You should immediately show the correct answers, discuss the solutions to individual tasks. If written correctly, the answer is circled.

For instance:

1. 10 is 7 and how much?

2. From what number do you need to subtract 4 to get 7?

3. Find the difference between 17 and 8.

4. Increase 6 by 9.

5. Decreased 14, subtracted 5. Find the difference.

6. The brother has 6 notebooks, the sister has the same. How many notebooks do brother and sister have together?

7. The pectinate eft fades every 7 days. How many times will a eft molt in 14 days?

b) The teacher reads the dictation tasks aloud. Students (on narrow sheets of paper placed vertically on the table) write down the answer and wrap the edge of the sheet. The next answer is written below the wrapped snippet, etc. Checking work is carried out from the last answer

«Silent»

It is useful from time to time in class to give all students the texts of dictation for independent work with them (by writing down the text of the dictation on the board, slide). This is important for memorizing the spelling of mathematical terms. "False-Truth»

Answers are written with the letters T (if the statement is true) or F (if it is false)

1. If you increase the number 14 by 7, you get 21.

2. The difference between numbers 87 and 3 is 90.

3. The number 34 is more than number 40 for 6.

4. An example for addition can always be replaced with an example for multiplication.

5. If you reduce the number 97 by 8, you get 89.

6. The sum of 56 and 2 is 76.

7. The number 68 is less than 100 for 32.

8. All two-digit numbers are less than 100.

9. If the subtracted is 24 and the subtracted is 4, then the difference is 28.

10. Number 37 contains 7 tens and 3 ones.

The introduction of elements of the game, non-standard forms of conduct into the mathematical dictation helps children who are interested in mathematics to maintain and develop interest in it, and for children who have difficulties with mathematics, to understand and become interested in it.

The main idea of using oral exercises, mathematical dictations is to create conditions in mathematics lessons for the personal development of students, the development of their individuality. Properly organized, entertaining exercises are an important means of enhancing mental activity. They are effective, simple, and therefore suitable for weak students, create a competitive environment. It matters which exercises are selected for each specific stage, at what point they are offered. They should be carried out at a fast pace when it comes to processing skills, but if you use oral exercises in order to consolidate fresh from the student, then it is better not to rush the students. After all, the more consciously the actions of the students at the beginning of the formation of the skill, the deeper and stronger this knowledge assimilation will be. Oral tasks should, if possible, be related to life issues that can be illustrated in practice, in addition, tasks should be distinguished by ease of mood, clarity and concreteness of their content.

So, oral exercises and math dictations play an important role in teaching. With the help of oral exercises and mathematical dictations, students can achieve a solid assimilation of the topic of the lesson, and in addition, check the understanding of the teaching material. Oral exercises provide an opportunity to teach students to reason, think critically, find a solution to a problem, and apply knowledge in practice.

We share the opinion of methodologists and teachers that it is in elementary school, in order to achieve the desired result, we should use more oral exercises, because it is they that contribute to the development of not only oral counting among students, but also observation, initiative, arouse interest in learning and knowledge of mathematics. During oral calculations, students consolidate the theoretical knowledge gained during the lessons, train their memory, and increase logical and general mathematical culture. During oral calculations, students consolidate the theoretical knowledge gained during the lessons, train their memory, and increase logical and general mathematical culture.

Summing up the above, taking into account all aspects of this problem, we can say that such a form of work in the lesson as dictation has many positive aspects, if the teacher competently uses this form of work, takes into account all its features.

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