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## INTEGRATION BETWEEN MOTHER TONGUE AND MATHEMATICS IN PRIMARY EDUCATION

**Abstract:** This article describes the process of integration of teaching native language and mathematics in elementary education.

**Key words:** Integration, primary education, methods of teaching the native language, teaching mathematics, learning content.

**Language:** English

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### Introduction

Educational reform is renewing the content of education, and new subjects are being introduced in the school syllabus. Due to their interrelationship, the effectiveness of education is increasing. The methodology of teaching native language in elementary schools is based on the methodological and didactic basis of the interrelation between two subjects. It is necessary to develop theoretical and practical foundations, to improve the methodological bases and didactic directions of interaction between native language and mathematics in elementary school and to identify the intersections and principles of these subjects.

As is the case with social and economic fields, it is important to improve the content of education by ensuring that it interacts with the native language and mathematics. Our observations show that there is a need to make mathematical education relevant to other academic disciplines in the elementary grades. There is insufficient integration of language and mathematics in the content of elementary education, but a number of problems arise because of the mother tongue. And the practice of ensuring that the mathematics is interconnected within the requirements set out in the State Educational Standard. The interaction of mathematics with other subjects in the learning process enables the use of various interactive methods and advanced

pedagogical technologies in teaching. Ensuring interdisciplinary engagement in the learning content of the elementary grades provides a number of pedagogical opportunities.

In primary education, students will be able to improve their cognitive abilities, activities, interests, and intellectual abilities while ensuring effective interactions with the native language in mathematics.

Integration with native language and mathematics is provided. It is necessary to select the relational content of these two subjects in order to substantiate the scientific basis, and to develop a system of interdisciplinary disciplines with the use of the latest pedagogical technologies used in the educational process. It is necessary to explain the new topic in teaching native language and math, to learn the rules, to do exercises, to solve problems and to make them relevant to other disciplines. As a result, students will have a deeper understanding of the subject and will be able to effectively master the mathematical phenomena. No matter how complex the language and mathematics evidence in elementary education may be, they enable us to perceive phenomena in the material world.

Expression of mathematical concepts in the content of other disciplines is important for ensuring the effectiveness of the learning activities of elementary students. In the context of teaching elementary school students based on interdisciplinary

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learning, the content is based on the knowledge gained from lessons learned in close-knit disciplines and in the process of teaching native and foreign languages. In teaching, teachers use the opportunity to interact with different subjects. The content of the material is evidence of the work and activities of historical and great people, examples of achievements in science, technology and culture. Using a variety of materials during the course, students use native and foreign languages as a means to learn not only the information but also the world.

As a result of the study of mathematical expression, the interdisciplinary approach of the elementary school curriculum provides some degree of connection. It enhances students' cognitive and memory abilities.

The features of interdisciplinary learning in the sciences are determined by the general objectives of the humanitarian education, aimed at spiritual and aesthetic education of students. Interpretation of the elements of the letters in beautiful, accurate writing, counting tone, number of letters, and large, small, distance, graphic elements in the study of subjects is in the section of science. The classroom student acquires the content of these subjects, such as self-control, attention to their appearance, and a sense of responsibility. These qualities evolve under the influence of speech, artistic, visual, musical instruments.

The interdisciplinary interrelationship of mathematics with the mother tongue teaches the commonality of the subjects, how they are interpreted and analyzed in these two disciplines. It is important for students to come to their senses and to show that each discipline is unique in its content and methodology.

If theoretical knowledge of the native language provides students with the correctness of the speech by equipping them with linguistic concepts and literary language rules, new words, grammar, and speech patterns are areas of speech development. Although elementary classes have a profound role in language classes, phonetics, graphics, pronunciation, and spelling, the language phenomena that interconnect words and expressions (Grammar) also have their proper place.

The importance of word-of-mouth work is that students reinforce the pronunciation and spelling of the words while at the same time familiarizing themselves with new words used in exercises, composing phrases, sentences, and reading the content. They tell stories and look at pictures. This means that the reader, on the one hand, learns the language phenomena. On the other hand, they try to use them in speech, to learn the pronunciation of speech based on the spoken word and spelling, the educational aspect of speech.

How does the teaching of the native language coincide with the science of math teaching? As a result

of the harmony of these two disciplines, how students interpret the terms used in their native language in mathematics lessons, how the words are written in letters in their native language, and in mathematics bread. In the elementary classes, the categories of words are formed of nouns, adjectives, numbers, verbs, and individual pronouns. In Class 1 -2, the word constellation is taught as a word without the need for a person to indicate the name, the symbol, the movement and the count.

Elementary learning in the methodology of teaching the native language is learned from the 2nd grade. How many words do you give that person and items count? What are the words that indicate the order of the person and the thing? How many are there? How many answers are to one of the questions?

For example: sixteen, twenty-five, seven hundred thirty, two thousand four. The numbers are written in both letters and numbers: eighty, ninety, hundred; 80, 90, 100. Two types of numbers are used.

In the 4th grade textbook, the series of last words will continue.

Exercise 314 Read the text. Find the numbers by asking questions

“Accountant”

Three boys, aged 6, 8 and 10, went fishing. The hook was thrown into the water. The bucket was placed 30 steps away from the water. They caught their fish in a bucket.

“How many fish did we have?” The older boy asked.

“I think we caught 50 fish,” the average said.

The little boy was sent to count the fish. The little knew only about 20. (From Serik Boytukayev)

Move the numbers with the horse you are tied to. Write the numbers in alphabetical order.

Six years, eight years, ten years, three children, fifty fish, counting up to twenty.

Exercise 315 Move the numbers along with the word they relate to.

Italian chefs make a huge cake. It is listed in the Guinness Book of World Records as the largest cake in the world. The length of the cake is 2 kilometers - 396 meters. 500 kilograms of butter, 900 kg of sugar, 500 kg of plum jam and 14,000 eggs were used for its preparation. 200 people worked hard to make a big cake. (From Gulkhan)

2 km 396 meters of cake, 900 kg plums, 14,000 eggs, 200 people.

In this class, numbers are reinforced by the following exercises and tasks. They are asked how the numbers are expressed in the inscription.

How many numbers do the numbers represent? The numbers are expressed in three ways:

1. Alphabetical expression: fourth grade, sixth house.

2. Arabic number: September 1, 2003

3. Roman number: Class IV, XXI century (to tell about Roman number 4 in class)

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How are the numbers tied to the horse? Numbers are connected to the horse using a ring.

Exercise 336. Read the numbers and write letters.

14, 12, 4, 7, 8, 9, 20, 30, 40, 50, 60, 1000.1 000 000.

Fourteen, twelve, four, seven, eight... .000, one million.

Fourteen children, twelve stars, seven miracles.

Build and write numbers using horses.

Please specify the number of horseback riding.

Example: two students

Test your knowledge! Questions will help your students to know.

1. How do you separate numbers from other categories?

2. Which numbers are the same consonants?

3. Explain the ordering of numbers in the numbers expressed in the order?

4. How do counting numbers be written in more than one word?

5. What role do numbers play in our speech?

Through these exercises, students will see that native language is associated with math. But today,

the impact of innovative processes, the introduction of new research programs, choral experiences, and participation in international research. The TAMSS international program also focuses on the integration of five areas, which seems to be very relevant today.

For example, a crossword in a native language class has two letters, two collars, three consonants and two vowels, and what is the verb in the category? Answer to the question - In mathematics, the cross section is taught as the cross-section of this line. It is represented by a single line and a symbol representing a restricted part.

Or, when students are given information about sounds and letters, they are first told by numbers. M: The alphabet is all letters given in order. Of these, 24 (twenty-four) are taught as consonants and 6 are vowels. For the connection of native language and mathematics the numbers are written in alphabetic expressions. How many letters and joints are included in this entry? In mathematics, this number means the amount, the weight, the small It is written in numbers in mathematics, and in their native language they understand that it is written in words. This shows the combination of two subjects.

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