

Development Students' Thrift Skills in Solving of Tasks

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Annotation: This article discusses ways to build and develop thrift skills in elementary school students in the process of solving problems in mathematics.

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Introduction

Elementary students will be very curious. One of the most important tasks of a teacher is to pay attention to every task, to teach him to do it on time.

There are many problems in practice that require mathematical knowledge, skills and competencies to solve. Especially when shopping in the market, when calculating the school yard, face, perimeter, and calculating traffic, students use convenient methods of verbal calculations using arithmetic operations. But in practice, there are problems that can be solved by developing the student's ability to save. It is precisely these tasks that help the student to develop the ability to use our material resources sparingly and to avoid waste. Let's look at some of these tasks.

The Main Part

1. Tasks aimed at saving electricity

Electricity is consumed when an electric light is on or electrical appliances are used. Electric appliances are used in many places in life: electric irons, heating mains, electric kettles, electric pumps, electric sheets and more.

Electricity is generated at power plants. Water, gas and oil products are used in its production. Electricity should be used sparingly.

Electricity is measured in units called kilowatt-hours. The population pays 125 soums for 1 kilowatt-hour of electricity consumed (at the price in March 2013).

Depending on the specific meter reading for the electricity consumed in the apartment, a monthly payment was made. Let's say the counter shows 00327 at the beginning of March and 00517 at the end of the month. So, during March, the apartment consumed $517 - 327 = 190$ (kilowatt-hours) of electricity. Considering that 1 kilowatt-hour of electricity costs 125 soums, the homeowner pays for the consumed electricity.

$125 \times 190 = 22750$ (sum) will have to be paid.

It is necessary to solve such vital problems and teach students to use energy efficiently.

Task 1. When the iron is used for 1 hour, it consumes 1 kilowatt-hour of electricity. How much electricity does it cost to use the iron for 3 hours?

In order to solve this problem, first of all, it is necessary to use the power supply correctly, use the iron properly and follow the safety rules. The problem is solved and it is determined how much it will cost to use the iron for 3 hours.

Task 2. If the light bulb stays on for 10 hours, it consumes 1 kilowatt-hour of electricity. The corridor was lit for 10 hours at night. How much will the government spend on lighting the corridor in a month (30 days)?

By solving this problem, students are encouraged to save energy.

Solution: So, if 1 light bulb consumes 1 kilowatt-hour of energy for 1 night, ie 10 hours, then 30 kilowatt-hours of electricity is consumed for 30 days in 1 month. Considering that 1 kilowatt-hour of electricity costs 125 soums,

$125 \times 30 = 3750$ soums will be spent from the state budget.

Task 3. How much does it cost to have three electric lights in the apartment for 50 hours a month?

This task is resolved in the same way as above.

1) $50 : 10 = 5$ (March)

2) $1 \times 5 = 5$ (kilowatt-hours)

3) $125 \times 5 = 625$ (sum) - the amount to be paid for 1 electric lamp.

4) $625 \times 3 = 1875$ (sum) - the amount to be paid for 3 electric lights.

The teacher uses the example of the school and tells about the need to save electricity.

Pupils, our school has 30 classes. How much electricity would be consumed if the lights in these 30 classes were not turned off overnight? How much government money is wasted? Assuming that 1 night is about 10 hours, an electric light in a classroom would consume 1 kilowatt-hour of electricity. 30 classrooms will consume 30 kilowatt-hours. For this, $125 \times 30 = 3750$ soums of state funds will be wasted. This was taken in the example of one of our schools. Imagine how much money would be wasted if we took the example of our city, our region, our country.

Through such tasks, the teacher should teach students to use electricity sparingly, where they should turn it off immediately if they see a light burning in vain during the day.

2. Tasks related to the conservation of water as a source of life

One of the most important blessings for human life is water. It is advisable to use it with caution. Water should not be wasted. The teacher should teach the students not to pollute the water and use it sparingly. This can be seen in the problem-solving process.

Discussing and solving the following tasks with primary school students will help students develop the qualities of thrift.

Task 1. If 1 drop of water flows from a tap in 1 second and 1 drop is considered to be about 1 gram, how much water is wasted in 1 hour, 1 day?

Problem solving: 1 day consists of 24 hours, 1 hour 60 minutes or 3600 seconds. So, there are 86,400 seconds in 1 day. It is estimated that 86,400 grams, or about 90 liters, of water is wasted per day. If we consider this water as drinking water and assume that a person can drink about 2 liters of water in 1 day, $90 : 2 = 45$ days, one person will have drinking water. It's a matter of the amount of water dripping from a tap. It is natural to be surprised to see water flowing in vain from so many taps. Most people are indifferent to this situation. The

teacher should teach the students not to be indifferent to such situations, to use water sparingly and not to waste it.

Today, homes are equipped with water meters. The teacher raises a question and suggests solving it.

Problem: In March, the water meter read 001234. At the end of the month, the indicator shows 001324. How much will it cost to use the water in March?

Water meter reading is expressed in cubic meters. You pay 130 soums for 1 cubic meter of water. So, in March, $1324 - 1234 = 90$ cubic meters of water was used. This means that $90 \times 130 = 11700$ soums are paid for the water used.

The water-saving instructor should encourage students to turn on the tap and wash their hands with water, or to rinse a fruit or vegetable. This is often the case during breaks. Therefore, it is advisable to frequently solve the problem of saving water in math classes.

3. Tasks of not wasting bread

Bread is one of the greatest blessings for human life. It is the duty of every primary school teacher to teach children not to waste bread, to preserve it and use it properly. In addition to the lessons of mother tongue, reading, science, etiquette, mathematics should not be wasted on bread. It is important to address content tasks. Let's look at some of these tasks.

In most cases, small pieces of bread with a loaf of bread are thrown away after eating the bread. To prevent this, the following question can be addressed to 4th graders.

Masala. If a person does not throw away 10 grams of bread crumbs after a meal, how many loaves of bread will the 6 people in the family save per day (assuming 3 meals)? What about a month?

By solving this problem, children develop such qualities as following the rules of eating, sitting at the table with politeness and respect, eating bread carefully and not throwing away their guts. As the teacher discusses the problem with the students, she pays attention to the following: A person saves 10 grams of bread at one meal. He does not waste $10 \times 3 = 30$ grams of bread during 3 meals. If there are 6 people in the family, it means that the family saves $30 \times 6 = 180$ grams of bread in one day.

Assuming that a month is 30 days, $180 \times 30 = 5400$ grams or 5 kg 400 grams of bread will be saved. If it saves a family bread in a month, it will save tons of bread in the whole region, in the republic.

Students on the same task should be given extensive explanatory work on how to store bread during lunch in kitchens. Students will be informed of the amount of work required before the grain arrives.

There are bread problems in elementary math textbooks. In the process of solving such problems, it is necessary to encourage students to respect bread and not to waste it.

4. Food saving tasks

Questions of this nature should be developed by classroom teachers and students and referred to students. Of course food includes a variety of things. Apples, pomegranates, pears, quinces, cherries, apricots, potatoes, carrots, cabbage, onions and other foods used in everyday life. Students will be taught to be frugal in consuming, cleaning and archiving food. When a simple potato is peeled, and in some cases when peeled, a lot of waste is removed from the skin. To prevent this, it would be economical for a teacher to create an example of how to clean potatoes without wasting a lot of waste and solve it for the students.

Task: During a family lunch, 800 g of potatoes were saved in potato peeling. How many grams of potatoes will the family save per month? What about a year?

In the process of solving the problem, if 1 month is taken as 30 days, $800 \times 30 = 24000$ grams or 24 kg of potatoes were saved. Assuming 12 months in a year, $24 \times 12 = 288$ kg of potatoes can be saved. Students will be intrigued by this amount of information and wonder if it is possible to destroy so many potatoes. Then they try to get less out of the waste by helping their bears dig potatoes. They can even call on the bear, the sister, the brothers not to thicken the potato peel, not to waste a lot, to save.

Many sources say that food should not be wasted or wasted. The teacher should cite the ideas of our great scholars as examples from such sources and share them with the students. In some families, food is wasted without eating. It is necessary to develop in students the qualities of thrift by explaining to students how much work is involved in the cultivation of this wasted blessing, not to waste the spoils, to use them wisely and sparingly.

If students are taught to use pampering wisely at all times and to avoid waste, they will be encouraged to avoid waste, whether at school, at home, or in public places. tabor. The following family income question can be suggested to students.

Task: Nadir calculated some of the expenses that could be allowed for a day's waste in the family. He said that he would save 250 soums on electricity, 1,560 soums on bread and food, 890 soums on water and 880 soums on natural gas. How much will the family budget benefit in a day? How much profit is left in a month? What about a year? This is a purely mathematical problem. The student does this with interest.

Solution: $250 \text{ soums} + 1560 \text{ soums} + 890 \text{ soums} + 880 \text{ soums} = 3600 \text{ soums}$

This means that it saves 3,600 soums a day.

One month (30 days)

$3600 \text{ sums} \times 30 = 108000 \text{ sums}$ will help the family income.

$108000 \times 12 = 1396000$ soums per year will be saved without wastage. This is not a small amount of money.

When students are told how much money they can buy for the family, how much they can buy, how much they can buy, they will develop austerity skills.

Likewise, students should be taught to use school supplies, books, pens, rulers, and more carefully. In practice, you may find students who change notebooks frequently to write.

Problem: A student saved 5 notebooks in March. How much did he earn if one notebook cost 300 sums?

$300 \text{ sums} \times 5 = 1500 \text{ sums}$.

Conclusion

Using a student's pen sparingly and not buying school supplies in vain is a form of saving.

By solving such economic problems, students develop an understanding of economics. They learn to solve economic problems in life, in life, in practice. The main thing is that they develop the qualities of thrift. They will grow up to be people who use nature's pleasures wisely and are strict in avoiding waste.

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