



Research Article

REQUIRED ENGLISH LINGUISTIC KNOWLEDGE FOR TEACHING MATH IN ENGLISH

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Tilyakhodzhaeva Fazilya Muhammadzhonovna

Associate Professor Kokand Pedagogical Institute, Uzbekistan

ABSTRACT

This article deals with issues related to grammatical structures of the English language used in teaching mathematics. The article emphasizes the need for knowledge of mathematical patterns used by native English speakers. The stated hypotheses are illustrated by illustrative examples.

KEYWORDS

Mathematics, knowledge, mathematical patterns, primary, sentence

INTRODUCTION

Mathematics is an ancient science, it is very interesting.

That is why I decided to do my research work in mathematics. My first goal was to develop a strategy for educating students who were good at math but had gaps in English.

After gaining independence, it became possible for school students to participate in international Olympiads. Experience shows that students with excellent knowledge of mathematics in their native language cannot solve the simplest problems given in English.

In this article, we hope to introduce some mathematicians (especially students and non-English speakers) to questions they may not have considered.

I hope this article may be helpful to others.

MAIN PART

Mathematics is taught in Uzbekistan in Uzbek, Karakalpak and Russian. Multilingualism is increasingly becoming the norm for Uzbekistan. In addition, the country implements a policy of compulsory education not only of the state language, but also of English. Everywhere new centers for teaching English are opening.

However, the fact that our country is multilingual does not mean that every citizen of Uzbekistan can speak all the languages represented.

The goals and objectives of our study are to analyze mathematics textbooks in English for elementary grades published for various countries and to find new methods for solving problems, to learn how to apply already known units of measurement.

The primary school is one of the first places where mathematics as a taught subject is encountered by young people.[1, 157]

To understand and solve mathematical problems in English, a minimum knowledge of English is sufficient, but they require knowledge of the grammatical structures of the English language. They say: Good mathematical English comes from usage.

We fully agree with the methodology of A. B. Sosinsky[2], in which, departing from the general principles of the grammatical rules of the English language and having mastered the specific turns used in certain mathematical situations, students have the

opportunity to get rid of the erroneous stereotypes associated with the study of Moscow English ,

A. B. Sosinsky[2], a mathematician-researcher by profession, who is equally fluent in English and Russian, gives a description of specific turns used in certain mathematical situations.

Offering more than 100 standard revolutions, the author identifies 20–30 basic ones, which, in his opinion, are enough to master.

So, instead of explaining the grammatical rule for using the linking verb to be and the article, it is proposed to use a mathematical stamp:

THE \varnothing term \varnothing IS \varnothing characteristic \varnothing

Таким образом появляются такие математические обороты, как:

A compound number is any number that consists of two words

A number is a mathematical object used to count and measure.

If we take into account the fact that characteristics are words or phrases that play the role of an adjective, clarifying (narrowing, characterizing) the meaning of a mathematical concept, then in this particular case the combination of any number that consists of two words, clarifies the meaning of a mathematical concept, namely what a compound number is.

Maria Goulding [3, 61] also suggests using mathematical patterns.

In his manual, J Trzeciak[4] also believes that not all grammatical topics need to be known in order to write a mathematical article in English.

Starting to teach mathematics in English, the teacher first of all introduces new concepts. In this case, the article is used. Thus, one way or another, it becomes necessary to explain a grammatical topic that is more problematic: “The Indefinite Article”.

As A.B. Sosinsky [2] points out, ing- patterns that are often found in mathematics are usually placed at the beginning of a sentence or phrase, but sometimes they can also be found in the middle of a sentence.

1. As the subject of a sentence (note the absence of “the”):

Using the digits 2, 9, 3, 6 and 0 form the largest and the smallest possible 5-digit numbers.

Fill in the missing numbers forward from 1-5.

Writing numbers on a number line makes comparing numbers easier.

When adding a suffix to a word, knowing when to double a final consonant or not can be tricky.

Remind students to line up the digits vertically when comparing numbers.

Shopping for an interview
Nathan bought a new shirt

2. After prepositions:

Here are the symbols used for comparing numbers.

Build understanding of symbols by asking students to name different symbols...

3. After certain verbs, especially with prepositions:

The numbers on the number line increase as one moves from left to right and decrease on moving from right to left.

4. Present Participle in a separate clause (note that the subjects of the main clause and the subordinate clause must be the same):

We use ordinal numbers to put things in an order or when making lists/enumerations.

Perform an ordinal count from left to right (fig. 8), naming the animal.

Practice has shown that Passive voice is often used in mathematics.

In math, a number line can be defined as a straight line with ...

A number line can be extended infinitely in any direction...

With an ordinal count, objects must be numbered.

In titles (e.g. kings and queens), ordinal numbers are written as Roman numerals.

CONCLUSION

Our study, firstly, was aimed at identifying mathematical patterns in English.

On the basis of experiments conducted in different classrooms of the Kokand Pedagogical Institute, where they taught mathematics and analyzed the research work of professional psychologists, we came to the conclusion that the ability of young children to learn is greater than was thought in the past.

In our article, we touched on the use of only those templates that are used in primary mathematics. The examples were taken from the textbook by F. Tilyakhodjaeva “Mathematical English”, which was tested in practice. Summing up, I would like to

emphasize that it is necessary to develop a system of exercises for the mathematical patterns described in the article.

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