

## THE CONCEPT OF NATURAL NUMBER AND ZERO

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### ANNOTATION

This article focuses on the formulation and practical application of the concept of natural number in primary class 'streamers.

**Base phrases:** Natural Number, Number row, numbers, geometric representation of the set of natural numbers, sum, valued, worthless.

The concept of Natural number is one of the basic concepts of mathematics it arose as a result of the needs in the practical activities of people, like the whole science of mathematics. The need to compare different finite sets with each other was the reason for the occurrence of natural numbers.

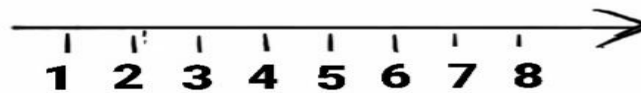
During its development, the concept of natural numbers went through several stages. In very ancient times, the comparison of finite sets established a mutual one-value correspondence between given sets or between one of the sets and the part set of the second set, that is, at this stage, people perceived the number of the set of items, without counting them. People who lived in the centuries before BC made a living by hunting all kinds of birds and animals. These are those who are used to explaining the number of animals that they have hunted by showing them at first through their hands and toes. The calculation in the process of performing various farm work was not answered by the number of toes of the feet and hands, as a result of which they used sticks when performing computing work. This is the result of counting the hands and toes and the sticks used, resulting in numbers 1, 2, 3, 4, etc. Over time, people learned not to call numbers, but to mark them, as well as to perform actions on them in ancient India, the decimal system and concept of writing numbers was created. Gradually, visions of the infinity of natural numbers began to form. After the formation of the concept of Natural number, numbers became independent objects, and the opportunity arose to study them as mathematical objects. The science that began to study numbers and actions on numbers received the name "arithmetic". The term Natural number was first coined by the Roman scholar A.A.Boethius applied.

The above considerations show that number is a concept in which people represent the quantitative values of things as a result of counting. Numbers are denoted by numbers. Since our number system is a decimal system, it is denoted by a number with 9 values, 1 without values.

0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

In mathematics course 1, 2, 3, 4,... the series is called the series of natural numbers.

In elementary school mathematics, the simplest concepts about the set of natural numbers are formulated in students. In Class 4, however, an image of the set of natural numbers is displayed after the concepts of coordinate plane and light are introduced.



To each natural number, the teacher must explain that one of the coordinate Rays corresponds with the help of visual aids. After that, students are taught oral and written numbering of natural numbers. This results in students learning to read and write natural numbers.

1. At the time of counting, each of the first 10 units is given a separate name. 2. The number units are grouped into groups in such a way that, as a result, a new 3 unit 5 second room unit is formed from the same 10 units, a new third Number unit from the 10 units of the second room, etc. 3. Since each room unit from the second room is formed directly from this room from the 10 units of the lower room, our number system is called the decimal number system. The number 10 is called the basis of the counting system.

4. Classes are created by combining the units of each of the three numbers, which consist of different rooms. 5. To write numbers, 10 digits are used, all numbers other than zero are value numbers. 6. The value of the valued numbers varies depending on their position in the number. After this, it is advisable for the teacher to teach students the actions of adding, subtracting, multiplying and dividing a natural number based on examples found in everyday life.

For example; Issue 1. There were three apples in the Masterpiece. The Bear gave him two more apples. In the masterpiece There are apples in total necht?



$$3+2=5$$

Adding two natural numbers results in a new natural number. We call it the sum of two numbers. The numbers 3 and 2 are called complements, and the number 5 is called complements. The same thoughts are taught to students and are described out of addition. Adding the sum of two numbers to the topping action is called. We can explain the addition of Natural numbers again in the same way as below. We write the natural number on the board one after the other.

1, 2, 3, 4, 5, 6, 7, 8,...

From it we mark the number 3 and in the number 3 we count 2 units to the right and in the result we stop by 5. From this it follows that adding 2 to 3 yields 5.  $3+2=5$ .

1    2    3    4    5    6    7    8 ...

We can apply this method when giving the first understanding of addition. Now from one we count 2 units to the right and Mark 2, then from 2 we count 3 units to the right again and the result is 5 more.

1    2    3    4    5    6    7    8 ...

It follows that  $3+2=2+3$  i.e.  $a+b=b+a$ .

**Masala:** Maysara read 7 fairy tales, while the beautiful read 3 less fairy tales from him. How many fairy tales did the beautiful read?

Given:

Maysara-7

Guzal - 3 cams

Guzal-;



Solution:  $7-3=4$

Answer: beautiful read 4 fairy tales.

As the position of the adjoint alternates, the value of the sum does not change. In conclusion, it is reasonable that we teach elementary students from simple to complex in explaining the topic of natural numbers and actions on them, since the circle of thinking of elementary students becomes narrower, which can become incomprehensible to them when we teach them a complex concept. Simple is understandable even if taught step by step depending on the complex is also well stored in the reader's memory.

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