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Ensuring Continuity in Education and its Importance Based on the Organization of Mathematics Classes for Junior School Children During the Holidays. In the Case of the Republic of Uzbekistan

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Abstract: *Priority principles, direkctions and forms of activity of the education system are given. Opinions on the problem of defining the content of education are based.*

Keywords: *summer vacation, connectivity, continuity, problem, solution, inverse problem, research, mathematics.*

Introduction. Education is a strategic direction of the country's development. "Organization is used in education in two different ways. Firstly, consistency between types (sections) of education. In this case, the content of the next type of education partially repeats the previous one and continues in its subsequent types of education, organically linked in content. Secondly, consistency of subjects. This is usually done through interdisciplinary or interdisciplinary connections. The concept of integration characterizes the requirements for knowledge, skills and competencies of students in each type of continuous education system. In the Law of the Republic of Uzbekistan "On Education", starting with preschool education, general secondary education, secondary specialized, vocational education, higher education, retraining of personnel and special attention is paid to improving their qualifications, ensuring continuity and continuity of extracurricular education. education. If we manage to prepare educational programs based on the principle of continuity and integrity, we will be able to implement a pedagogical system that will positively affect the quality of education in the preparation of specialized personnel.

In addition, we should not use any technologies in our continuous education system, and methodologically and ideologically we should use technologies compatible with the ideology of national independence. This is an important theoretical and methodological requirement of the technological process of education.

It is clear that there are several problematic issues in ensuring the quality of the continuous education system.

Including:

- Why is it difficult for a child in the first grade of school to adapt to lessons and master subjects given in the natural sciences program?
- Why does a child who received good grades in elementary school not reach high school?

- Why can't a student make an independent choice when choosing a profession?
- Why can't those who have received higher education quickly go to work?

As an answer to such questions, it can be shown that continuity is not ensured in the continuous education system.

In implementing the tasks, the experience of foreign educational organizations conducting research on ensuring continuity and consistency of education in the world education system is also studied. In particular, within the framework of the Carl Wieman Science Education Initiative (CWSEI) project (British Columbia), research is being conducted to improve mechanisms for increasing the effectiveness of education at Purdue University (USA) and the International Institute of Management Engineering JCM (China) and the implementation of research in the field of interactive education. conducted in the world's leading higher education institutions and research centers, such as the UN International Institute for Sustainable Development (IISD).

Every year, a lot of positive things are done in our country to prepare and ensure the rest and health of schoolchildren during the summer holidays, which we would like to think about.

We would like to draw your attention to this statistical information. The calendar year consists of 12 months or 365 (366 every four years) days.

Summer holidays in elementary schools begin on May 25 each year and last 99 days. Also, weekends, additional days off in connection with the end of quarters and holidays, as well as Saturday and Sunday together with approximately 171 days (about half a year) are considered days off in a year.

It is unlikely that most students (and some teachers) will be studying science this weekend. Students whose parents or older family members are seriously monitoring their studies are excluded. Psychologists claim that a student (including a teacher) who has not studied at all for three months forgets most of what he has learned. This raises a natural question. If a student has learned knowledge in advance, he will forget most of it, and a certain part of the knowledge will remain with him. If the child's knowledge is shallow in advance, we can conclude that there will be no knowledge at all. This conclusion certainly worries everyone responsible for education, especially teachers. For a positive solution to this problematic situation, we can highlight some recommendations.

As we know, mathematics belongs to the category of subjects that require constant coherence and continuity. In order to ensure continuity in the process of teaching mathematics in elementary grades, problems are added to all the problems given in the textbook, including creating inverse problems to these problems, creating problems with additional questions in comparison with the given problems, creating various logical problems. and we consider it appropriate to recommend vacationers to remove them for vacation days or vacations. This process can be organized at the beginning of the school year, providing students with additional materials prepared on the basis of the above recommendations, and ensuring that students are engaged in science throughout the year.

Students do not experience difficulties in solving the recommended additional problems, since the main problem was solved during the lesson under the guidance of the teacher, and the recommended problems are additional problems created in connection with this problem.

These problems can be recommended to students for completion on weekends and holidays, and this will help to repeat what has been covered and consolidate mathematical knowledge. The following serves as a theoretical and practical basis for ensuring a positive result:

- Providing students with paper or electronic versions of additional textbook materials at the beginning of the academic year;

- Constantly monitoring students throughout the year, providing methodological assistance if necessary;
- Monitoring and assessing students' work at the beginning of the next academic year;
- Providing incentives or additional assignments, etc.

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