

Some Examples the Balance of Mathematics in Much of Unconventional Methods

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Annotatsiya: Mathematicians have such a transplant – “multiple instances in the same way than the balance when the balance in several different methods, I prefer one example is to say”. We also transplant in the case that the same applies to some unconventional methods to add actions to have made example. Examples of using this method is quick, easy and would be understandable for the young reader, that we will provide.

Key words: Traditional methods and unconventional methods, a short breeding formula, divide the to multiple multipliers.

Example initially and then our traditional, unconventional method, we show the dimensions in the balance.

$$1\text{-Example: } \frac{488 \cdot 475 - 462}{244 + 475 \cdot 243} \text{ select calculate.}$$

Solve: (a traditional method)

$$\begin{aligned} \frac{488 \cdot 475 - 462}{244 + 475 \cdot 243} &= \frac{2 \cdot (244 \cdot 475 - 231)}{244 + 475 \cdot 243} = \frac{2 \cdot ((243 + 1) \cdot 475 - 231)}{244 + 475 \cdot 243} = \frac{2 \cdot (243 \cdot 475 + 475 - 231)}{244 + 475 \cdot 243} = \\ &= \frac{2 \cdot (243 \cdot 475 + 244)}{244 + 475 \cdot 243} = 2 \qquad \qquad \qquad \text{Javob: } 2 \end{aligned}$$

Solve: (the unconventional method). In this example, we saved only the number of the order of actions in case of solving birlar on the steps of the room do as well, that is as follows

$$\frac{488 \cdot 475 - 462}{244 + 475 \cdot 243} = \frac{8 \cdot 5 - 2}{4 + 5 \cdot 3} = \frac{40 - 2}{4 + 15} = \frac{38}{19} = 2 \quad \text{Javob: } 2$$

$$2\text{- Example: } \frac{2,21 \cdot 5,95 + 1,51}{6,42 \cdot 5,95 - 8,88} \text{ select calculate.}$$

Solve: (a traditional method).

$$\begin{aligned} \frac{2,21 \cdot 5,95 + 1,51}{6,42 \cdot 5,95 - 8,88} &= \frac{2,21 \cdot 5,95 + 1,51}{2 \cdot (3,21 \cdot 5,95 - 4,44)} = \frac{2,21 \cdot 5,95 + 1,51}{2 \cdot ((2,21 + 1) \cdot 5,95 - 4,44)} = \\ &= \frac{2,21 \cdot 5,95 + 1,51}{2 \cdot (2,21 \cdot 5,95 + 5,95 - 4,44)} = \frac{2,21 \cdot 5,95 + 1,51}{2 \cdot (2,21 \cdot 5,95 + 1,51)} = \frac{1}{2} \qquad \qquad \qquad \text{Javob: } \frac{1}{2} \end{aligned}$$

Solve: (unconventional method). Also in this example the 1-accomplished in the example, we will use unconventional method, i.e.

$$\frac{2,21 \cdot 5,95 + 1,51}{6,42 \cdot 5,95 - 8,88} = \frac{2 \cdot 5 + 1}{6 \cdot 5 - 8} = \frac{10 + 1}{30 - 8} = \frac{11}{22} = \frac{1}{2} \quad \text{Javob: } \frac{1}{2}$$

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3-Example: $(x-y)^3 - (z-y)^3 + (z-x)^3$ to multiple multipliers. the divide.

Solve: (a traditional method). This is our example of solving two optional qo'shiluvchi

$a^3 \pm b^3 = (a \pm b)(a^2 \mp ab + b^2)$ breeding formula with the help of the short spread out, we'll work out the general multiplicative additive third from the bracket, that is

$$\begin{aligned} & (x-y)^3 - (z-y)^3 + (z-x)^3 \\ & [(x-y) - (z-y)][(x-y)^2 + (x-y)(z-y) + (z-y)^2] + (z-x)^3 \\ & (x-z)[(x-y)^2 + (x-y)(z-y) + (z-y)^2] + (z-x)^3 \\ & -(z-x)[(x-y)^2 + (x-y)(z-y) + (z-y)^2 - (z-x)^2] \\ & -(z-y)[(x-y)(x-y+z-y) + (z-y-z+x)(z-y+z-x)] \\ & -(z-y)[(x-y)(x-2y+z) + (x-y)(2z-y-x)] \\ & -(z-x)[(x-y)(x-2y+z+2z-y-x)] \\ & -(z-x)(x-y)(3z-3y) \\ & -3(z-x)(x-y)(z-y) \qquad \qquad \qquad \text{Javob: } -3(z-x)(x-y)(z-y) \end{aligned}$$

Solve: (unconventional method). Unconventional shundayki our method to this example, the first causing it to himself as similar to the second and third joiner $(a \pm b)^3 = (a^3 \pm 3a^2b + 3ab^2 \pm b^3)$ we will use the short breeding formula.

$$\begin{aligned} & (x-y)^3 - (z-y)^3 + (z-x)^3 \\ & (x-y)^3 = (x-z+z-y)^3 = [(x-z) + (z-y)]^3 = \\ & = (x-z)^3 + 3(x-z)^2(z-y) + 3(x-z)(z-y)^2 + (z-y)^3. \\ & \underline{(x-z)^3} + 3(x-z)^2(z-y) + 3(x-z)(z-y)^2 + \underline{(z-y)^3} - \underline{(z-y)^3} + \underline{(x-z)^3} \\ & 3(z-x)^2(z-y) + 3(x-z)(z-y)^2 = 3(z-x)(z-y)[x-z+z-y] \\ & 3(z-x)(z-y)(x-y) \\ & -3(x-z)(z-y)(x-y) \qquad \qquad \qquad \text{Javob: } -3(z-x)(x-y)(z-y) \end{aligned}$$

Using such unconventional methods to enhance the cognitive interest of mathematics among youths and ensure that we hope to achieve in mathematics and science.

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