

METHODOLOGY OF ELEMENTARY MATHEMATICS COURSES IN KINDERGARTEN.

Igilikova Madina Shukirilla qizi

Nukus State Pedagogical Institute named after Ajiniyaz

3rd year student of preschool education faculty.

Annotation: Children in the preschool group discover certain unspoken but crucial mathematical connections, such as those between "equal", "big", "little", "whole and fractional" and "numbers with measurement quantities". The development of the capacity to recognize connections between things is given particular focus. Young children's development of their mathematical imagination lays the groundwork for the advancement of their logical reasoning skills as well as the general growth of their mental activity. In this article, there are thoughts and comments about the methodology of conducting elementary mathematics classes in kindergarten.

Key words: *mathematics, preschool education, children, methodology, elementary mathematics, activities, development, school preparation groups.*

Youngsters are taught how to mentally and visually count. Their capacity to quickly recognize shapes and see objects with their eyes develops. The development of mental skills, autonomous thought, and skills like analysis, synthesis, comparison, discussion skills, ability to form conclusions, and spatial imagination are crucial at this age. The program for the development of elementary mathematical imagination of the pre-school preparatory group envisages the generalization, systematization, expansion and deepening of the knowledge acquired by children in previous groups. In the preparatory group for school, 2 classes on mathematics are held a week, 72 classes are held during the year. Duration of classes: the first - 30 minutes, the second - 20-25 minutes.

Each exercise's content determines how it is structured. It helps youngsters learn new content, review and consolidate what they have already learned, and have their understanding verified. Working on an entirely new text should be the initial assignment for a new topic. Youngsters who are familiar with a new material are better able to work; as a result, a lesson that starts in three to five minutes can end in fifteen to eighteen minutes. 3-4 minutes before the beginning of the training and 4-8 minutes at the end of the training are allocated to repeat the material. Learning new complex mathematical concepts can tire children. Therefore, whenever possible, it is useful to repeat what has been learned while learning new material.

Integrating newly acquired knowledge with previously learned knowledge is crucial. The subject covered in the second and third sessions takes up roughly 50% of the time. The preceding content is covered again in the second section of the course. The third section repeats the familiar material for kids. It is typical that the preparatory group's math instruction makes extensive use of didactic instructional resources. Assignments related to practical work, exhibition organization can also be considered as examples.

The teacher-educator can make corrections to them, taking into account the instructions he has. In most cases, the pedagogue-educator can give the material of the recommended oral exercises in different ways, and sometimes it can be changed depending on the readiness of the group. The pedagogue-educator should also approach the recommended didactic games creatively, taking into account the manuals used in conducting the games as much as possible, and organizing games in the classes in order to test the games he found.

Didactic games and demonstration materials are widely used in the classes. In order for children to take part in the training, the educator must comply with the following requirements:

- Good mastering of program materials.
- Preparation of thorough material (demonstrator and handout).

- Paying attention to changing children's activities and interest.
- Planning to hold action games between training sessions.
- Achieving children's independent conclusions during the lesson.
- Encourage different responses from children.

The teacher thoroughly researches the program's material as they get ready for the training. Children are taught mathematics according to a very specific method and consistency, and new information should be easy for them to understand. Each task is broken down into several smaller tasks. These quick tasks are researched in order.

In conclusion, from training to training, children's knowledge is enhanced, clarified, and increased. In the teaching of mathematics, various exercises are utilized. The training's content determines its type. It is intended to teach new material, review previously learned material, summarize the contents of a series of activities, or assess children's knowledge. The size, content, visibility of the program portions, the degree of assimilation of pertinent knowledge and skills, and other criteria all affect how the training is structured.

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