



GOALS AND OBJECTIVES OF THE THEORY AND METHODOLOGY FOR THE FORMATION OF MATHEMATICAL CONCEPTS FOR CHILDREN OF PRESCHOOL AGE

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Article History Received: 08July2023 Revised: 29 Sept 2023 Accepted: 25 Oct 2023 CCLicense CC-BY-NC-SA 4.0	Annotation. One of the main tasks of improving the educational process for children of preschool age is the scientific and methodological support of the future educator, increasing his professional training. In preschool children, telling the same methods of movement in different situations and with different visual materials many times to formulate concepts about quantity and number, size and shape of objects, geometric figures allows them to be mastered by children. On this basis, this article analyzes the goals and objectives of the theory and methodology of the formation of mathematical representations for children of preschool age. Keywords: scientific and methodological support, professional training, preschool education, quantity, number, magnitudes of things, geometric figures, mathematical knowledge, educational activities, the mechanism of the formation of mathematical concepts.
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Introduction. Based on the requirements of the law of the Republic of Uzbekistan “On education”, the law of the Republic of Uzbekistan “On preschool education and education” and the state curriculum “First step”, the main goal of education for preschool children is to educate the younger generation as a healthy, comprehensively developed person based on the ideology of independence and prepare for school education.

The main tasks of education for preschool children are to prepare children for regular education on the basis of national and universal values, taking into account their innate competence, interest, need and capabilities in the development of children physically, mentally and spiritually.

Mathematical knowledge is given to children in a clear system and sequence, taking into account what they know and what they can do. The fact that children successfully master mathematical concepts is directly related to the cultivation of their perception, that is, sensory sensations.

The ability to generalize and abstract grows on the basis of identifying the properties of objects and comparing these objects to each other depending on these properties, as well as dividing them into groups. Therefore, until the child goes to school, all educational and educational work in preschool educational organizations is carried out in close connection with each other in order to form mathematical representations in it. In order for children in today's period, when science and technology are extremely rapidly developing, to be able to simply study and use experiments in various fields in practice, we must pay close attention to their acquisition of the necessary and

necessary knowledge from preschool age. Especially mathematical knowledge is of great importance in the life of a child, in his comprehensive development. How accurate and robust the early mathematical concepts are ensures that the processes of children's thinking, analysis and synthesis in them, logical thinking, inference, are strong.

Literature analysis and methodology. In the course of the study being explained, many scientists, in particular, G. Makhmudova, R. Abdullayeva, M. Boynazarov, L. Karimova by theories and methods developed were analyzed.

Results. As we know, through simple mathematics, preschool children receive elementary knowledge about numbers and numbers, geometric shapes, time and space, about magnitudes. With this knowledge, children understand the simplest connections of analysis and synthesis, comparison and generalization of the properties of perceived objects, as well as the relationship between them.

As a result of the formation of the first simple mathematical representations in children:

- geometric shapes and images of The Shape of objects are formed;
- the ability to understand spatial relationships and gain focus in space is generated;
- visions of time are formed;
- representations of quantity (size) are generated;
- knowledge of number and number is given, and concepts of quantitative relations are formed within the first and second ten.

The topic of educational activities, goals and objectives, expected results, necessary equipment, the course of educational activities are fully written. During educational activities, the topics are explained to children in a simple way and strengthened with the help of practical work and various interactive games. At the end of each educational activity, questions are asked to determine and strengthen the knowledge of children. During educational activities, children complete independent practical tasks, solve tasks using various interactive methods, learn new mathematical concepts while playing games and creating, and strengthen their knowledge and skills.

If a child has the ability to find a novelty in solving a problem, an interesting way of solving a problem, abandoning the traditional methods that he always used, to find new solutions to the problem, various methods for understanding the essence of the main connection of the problem and solving it, to solve practical issues, get out of problems, to predict, then mathematical concepts are

Mathematical knowledge should be given to children in a certain system and consistency, in which new knowledge should be in a lesser amount, that is, to the extent that children can master it. That is why one task is divided into several small parts, which are studied one after another.

The educator should know how the program of each age group is structured. This allows him not only to determine the level of knowledge of mathematics of children in his group, but also to bring to the eyes what an important role and place each educational activity plays in the system of all work carried out on the cultivation of elementary mathematical imaginations in preschool children. After all, the consistent development of education is the main condition for the upbringing of devoted, educated, truly perfect people to the motherland.

In determining the indicators of state requirements, the social order of the state and society, the physical health, ability, need and capabilities of preschool children, that is, the priority of the child's personality, is provided.

The fulfillment of state requirements for the education of preschool children is mandatory for all educational institutions, regardless of the form of ownership and departmental structure operating

on the territory of the Republic of Uzbekistan. Our President Sh.Mirziyoyev also notes that the implementation of all planned work largely depends on our youth, citizens and their patriotism, humanity: "we must always remember how the prospect of our country depends on how our younger generation is brought up, what spiritual qualities come of age, how actively they treat the lives of our children, what higher goals they serve."

Educating the younger generation in the spirit of dedication to their people, society and Country, responsibility for the fate of the future, respect for our rich national cultural heritage and value and preservation is an untenable task facing our society, in which all employees engaged in educational work are required to perform colossal work.

The National Training Program of the Republic of Uzbekistan (29.08.1997-y) promoted the task of creating a whole system of continuous education and further increased the requirements for the quality of training of specialists. Again, in connection with this, the issue of improving the educational process in pedagogical higher educational institutions in our republic has become an urgent task.

In the system of training of preschool specialists, an important place is occupied by the course "fundamentals and methodology for the formation of elementary mathematical representations in preschool children". In recent years, changes have been made in our country in the system of teaching mathematics in kindergarten, which are extremely large in their scope and importance.

The introduction of new goals in front of the school led to a radical change in the content of mathematical education in the preschool organization.

In order to effectively teach their children mathematics, the future educator should thoroughly master the course "the formation of mathematical representations in preschool children", developed for preschool children.

Discussion. Effective results are obtained if the first mathematical concepts are taught in a way that is interesting for the age of children. As a result of such training, children, together with the study of general knowledge, learn to agree with the team, mutually support each other, help, behave in the team, and such qualities as self - confidence, independent thinking, being able to beautifully express their opinion are formed in them. All research in the development of mathematical concepts is carried out in the following two main areas:

In the first direction, the specifics of mathematical concepts are defined. Many scientific research works have been carried out in this regard, and several ideas are reflected in them:

- a) one of the ideas-certain signs in the performance of practical activities of children distinguish between their different aspects, that is, to independently structure, perform practical issues, solve issues of a creative nature, perform them with an understanding of the functional connection of specific and hidden processes, etc;
- b) the second group of research involves interpreting the features of the formation of mathematical concepts through the wealth of knowledge and the degree of its assimilation;
- c) the third-connects the basis of the formation of mathematical concepts with the general abilities of educators manifested in solving various (For example, the sum of concepts: to add, meditate, determine logical connection, to know) issues.

Research **in the second direction** is devoted to the study and explanation of the mechanism, specifics of the formation of mathematical concepts. In this, an attempt was made to associate the formation of mathematical concepts with personality traits (interest in the profession, the importance of creative thinking for the individual, characteristics inherent in the age of the individual).

The subject of the methodology for teaching mathematics in a preschool educational organization

consists of:

1. Justification of the goals envisaged in the teaching of mathematics (why is mathematics taught, taught?).
2. Scientific development of the content of teaching mathematics at MTT (what to teach?), how is knowledge given to children, will this knowledge correspond to the requirements of the development of Science, Technology and culture?
3. Scientific development of methods for giving mathematical knowledge (how to teach?), that is, what should be the methodology of educational work so that children can acquire the knowledge, qualifications, skills and mental activities, abilities that are currently needed? How to train to carry out the formation and harmonic development of the personality of children in the process of acquiring mathematical knowledge?
4. Tools for providing mathematical knowledge: develop textbooks, didactic materials, instruction manuals and technical tools (what to teach using?).
5. Scientific development of the organization of education (how to conduct a lesson and extracurricular forms of Education?)
6. In what organizational methods should educational activities be carried out? How to more effectively solve educational and educational issues in the process of educational activities?).

Conclusion. The goals, methods, means and forms of teaching children are the main components of the methodical system.

The goals of mathematics are general educational, practical and educational goals. Practical goals include children's ability to relate theory to practice, their knowledge of sets and numbers; It includes having a basic idea about the ratio of sizes (amounts) to each other, the simplest geometric figures, knowing place and time: children use the knowledge they have acquired in their daily work and play activities, in their everyday life, in mathematics. should develop the skills to be able to apply to solve related questions and issues.

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