

TECHNOLOGIES FOR TEACHING CHILDREN TO SOLVE ELEMENTARY ARITHMETIC PROBLEMS IN PRESCHOOL EDUCATION

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Annotation

Of great importance is the teaching of children of senior and preparatory groups of preschool educational organizations to solve arithmetic problems. This article describes the content and stages of teaching children to solve problems in preschool educational institutions, as well as opinions about solving arithmetic problems by children.

Key words: Demonstration, program documents, methodological literature, collective, creative activity, pedagogical process, addition, subtraction, inductive, deductive, thinking, skill, analysis, synthesis, comparison, abstraction, generalization, perception, intellect.

Children are the embodiment of the meaning of our life, dreams and hopes. Because with their birth, dreams wake up, these feelings grow with them. It is for this reason that the little ones live in the center of our most dear feelings, all our actions, aspirations. We see them in the person of the brightest days in our life, the high peaks that we have not reached. Deep changes are taking place in our life. Thanks to independence, the Uzbek ring had the opportunity to restore its true history, world-recognized cultural and educational resources, traditions and Customs.

The main goal of education and education of preschool children based on the requirements of the law of the Republic of Uzbekistan "on education" and the law of the Republic of Uzbekistan "on preschool education and education" is to educate the younger generation as a healthy, comprehensively developed person based on the ideology of independence and prepare for school education. The role of teaching children to Savod is great in preparing children for comprehensive school education. Children are the embodiment of the meaning of our life, dreams and hopes. Because with their birth, dreams wake up, these feelings grow with them. It is for this reason that the little ones live in the center of our most dear feelings, all our actions, aspirations. Of great importance is the training of large group educators to solve arithmetic problems. The importance of teaching large group educators to solve arithmetic problems is great. When teaching arithmetic problems to solve, the logical task begins with solving. Of course, the issue is organized using prepositions when teaching to solve. In the formation of mathematical representations in children, 6 basic concepts are given. Mathematical knowledge in children provides an opportunity to study the world deeper, fuller, without being separated from life. The level of development of mathematical concepts varies in different people, the formation of which requires constant training. These exercises are performed in the family and preschool education. The concept it is the result of differentiating or generalizing objects and phenomena according to some important symptom. For example number, quantity, cut, straight line, etc. The formation of elementary mathematical concepts preparation of preschool older children for teaching mathematics is recognized as one

of the necessary subjects of the school. The main issue of the theory and methodology for the formation of elementary mathematical concepts in children consists in the development of didactic foundations for the formation of mathematical concepts in children. Theoretical aspects of the formation of children's mathematical concepts are created on the basis of psychological, pedagogical and other fundamental disciplines.

- Documents with a visual program;
- methodological literature;
- team and individual work out boorish;
- formation of elementary matamatic concepts;
- it is a pedagogical process in which the entire purposeful implementation of human creative activity is carried out.

Its purpose is not only to make children know mathematics, but also to prepare them for life, to help them find their place in life.

Children develop an interest in mathematical knowledge, the skills to patiently and diligently navigate issues of a mathematical nature. The initial skills of inductive and deductive thinking greatly contribute to the development of age-old operations, that is, the ability to analyse, synthesize, compare, abstractize and generalize, in mathematical education to cultivate cognition and intelligibility, spatial imagination and imagination.

Teaching children to solve issues. Previous work allows children to move on to new activities, counting. Teaching addition and subtraction is one of the basics of teaching mathematics in the first grade. The main preparatory work is carried out in the preschool educational organization. Children acquire computational skills by solving arithmetic problems. This allows you to understand the meaning of arithmetic operations, as well as approach it in a conscious way, to determine the interconnections between magnitudes, the result and the action component. Children of preschool age solve simple problems of one action, that is, arithmetic problems arising directly from the performance of work on things (addition, subtraction) (added – increased, subtracted – decreased). These are issues aimed at collecting and finding the residue. Children are introduced to cases of adding small numbers to a large number: they are first taught to add and subtract one number, and later to add and subtract 2 and 3.

Stages of training in solving issues. It is carried out by teaching children of preschool age to computational activities and familiarizing them with issues, providing them with step-by-step knowledge on a small scale. At the first stage, it is necessary to teach children to form issues and help them realize that the content of issues is reflected in the life around them. They study the structure (structure) of the issue, determine the conditions and questions of the issue, realize that the given numbers are important. In addition, they try to solve issues, make a conscious choice and expression of the actions of addition and subtraction, to determine what quantitative changes the actions performed with what is said in the matter lead to.

In order for children to participate in educational activities for 30 minutes, educators must comply with the following requirements:

1. Good mastery of the program material;
2. Thorough material (exhibitor and handout) preparation;

3. Attention to "hold" children's interest throughout their educational activities;
4. Children's attention to changing activities;
5. Physical drunk minute or planning to play action games in the middle of educational activities;
6. Achievement of independent conclusions of children in educational activities;
7. Encouraging children's diverse responses;
8. Focusing children's attention on the correct answers will help the children of the whole group to master the necessary material;
9. It is necessary to achieve independent work of each child.

When dividing the program material into educational activities, it is necessary to pay attention to the knowledge and skills of children, their readiness.

The educator should pay special attention to his speech. Of great importance is the ability to correctly apply special terms.

For example: the concepts of number and number should not be confused.

"Which number is large and which is small" is asked, which number is large " - one cannot say. They see that the sets can be determined by counting and comparing by placing them under each other for example, there are 6 apples in the upper row and 7 pears in the lower row. They are determined by The Shape of the number and the number. Children of preschool age are taught to explain simple problems of one action, namely, the addition of y'a from the performance of work on things, the subtraction of which is directly derived, the addition – increased, subtracted – decreased, and solve arithmetic problems.

These are issues aimed at collecting and finding the residue.

Children are introduced to cases of adding small moments to a large number: they are first taught to add and subtract one number, and later to add and subtract 2 and 3.

For example: "Salima put 3 matreshka on the table. The planet brought another 1 matryoshka. How many matryoshka did Salima and the planet bring in total?».

The children explain that the planet brought 1 matryoshka, and in total there were 4 matryoshka more than 1 of the number 4. Educator: "I made a matter, and you, take it off. Now we will learn to draw up an issue and solve it, " says the expert. Children remember the issue they just solved. The educator explains to the children how he has structured the issue to work. "First, mention how many Matryoshkas Salima put on the table, how many matreshka the planet brought, and then how many Matryoshkas Salima brought with the planet. You said that Salima with the planet brought 4 matryoshka. Having solved the issue, you answered the question correctly. They draw up one more similar issue. It is important to note that the question of the issue must be answered completely and clearly.

If a child misses something, for example, only talks about the amount of the subject, ("4 matryoshka") then the educator asks him what Matryoshkas are talking about. Children get acquainted with the structure of the issue in the second or third lesson: they learn that there is a condition and a question in the matter, it is especially emphasized that there are at least 2 issues in the context of the issue. Turning to the foster children, I will now tell you what to talk about in the matter, if you are, you will show everything that I have said. The children placed 6

flags on the left side of the card and 1 flag on the right side. How many flags did they put on the card in total?

We made a matter. Let's repeat it and separate what we know from what we don't know. What do we know?

The children have 6 flags on the left and 1 on the right", they answer. "We know that. This is the condition of the issue.

What is asked in the matter? Children: "how many flags are there in total on the card? - they ask the question.

"We don't know that. Here's what we need to figure out-the question of this issue.

A pill issue has its own question and its own condition.

What numbers are being talked about in our issue? What question Did you ask? mistakes children giving lessons like tuzatiladi.Va through this, skills for solving issues are formed.The provision of mathematical knowledge to children 6-7 years old in preschool educational organizations provides the basis for the easy and puhta assimilation of children's mathematics lessons at school.

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