

Use of Didactic Games in Mathematics Lessons of Pre-School Educational Organizations

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ABSTRACT

In this article, ideas are expressed about the introduction of basic concepts of mathematics in pre-school educational organizations and its importance for children. It is noted that didactic and visual aids are used in these classes.

INTRODUCTION

In order to further develop science in our country, to educate our youth as possessors of deep knowledge, high spirituality and culture, to rapidly continue the work we have started on the formation of a competitive economy, and to raise it to a new, modern level, our honorable president Sh. Mirziyoyev announced the year 2020 in our country. It was declared the "Year of Development of Science, Enlightenment and Digital Economy". In addition, our president said in his speeches: "We should carry out large-scale work on the priority development and reform of the specified sectors during 2020. In particular, it is necessary to increase the level of coverage of children of kindergarten age with preschool education to 60% this year..."[1] and in order to further increase the responsibility of personnel working in the field of preschool education, several tasks and made suggestions. Mathematical development of preschool children refers to the shifts and changes in the cognitive activity of a person that occur as a result of the formation of elementary mathematical concepts and logical operations related to them is a purposeful and organized process of transferring and mastering knowledge, methods and methods of activity (in the field of mathematics).

REFERENCES AND METHODOLOGY

In the preschool group, children learn some hidden important mathematical relationships, relationships, connections between "equal", "large", "small", "whole and fractional" quantities, the connection between measurement quantities and numbers. special attention is paid to the development of the ability to identify connections. Formation of the mathematical imagination of children of preschool age creates a basis for raising their logical thinking to a new level and for the development of their mental activity in general. Children are taught to count visually and mentally. Their ability to see with their eyes and quickly distinguish shapes develops. At this age, it is very

important to develop mental abilities, independent thinking, aspects such as analysis, synthesis, comparison, the ability to discuss, draw conclusions, and spatial imagination. 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. The structure of each exercise is determined by its content. It serves to learn new material, repeat and consolidate what has been learned, and check children's acquired knowledge. The first lesson on a new topic should be to work on a completely new text. Children who are familiar with a new text have better ability to work, that is, from 3-5 minutes of the beginning of the lesson, it ends in 15-18 minutes. 3-4 minutes before the start of the training and training 1 to repeat the material minute, the previous material is repeated. In the third part, the children's familiar material is repeated.

It is characteristic that didactic instructional materials are widely used in the mathematical training conducted in the preparatory group. Assignments related to practical work, exhibition organization can also be considered as examples.[3] 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 participate in the classes with interest, the educator must comply with the following requirements:

1. Good mastery of program materials;
2. Preparation of detailed material (demonstrator and handout);
3. To pay attention to changing children's activities and interest.;
4. Planning to hold action games between training sessions;
5. Achieving children's independent conclusions during the training;
6. Encouraging different responses of children;
7. It is necessary to pay attention to the knowledge and skills of children and their readiness when distributing the program material to classes.[4]
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9. It is necessary to pay attention to the knowledge and skills of children and their readiness when distributing the program material to classes.[4]

It is important to know how to use special terms correctly. For example, the concepts of number and number should not be confused. (It is asked which number is big, which is small, which number is not big). In order to achieve active participation of all children in the training, it is recommended to have handouts in front of each child. If the friend's answer is correct, a red card is given, if the friend's answer is not satisfactory, a blue card should be raised. In this, all children try to listen carefully to the answers of their friends, discipline does not break, at the same time, children's preparation for tests is also taken into account.

CONCLUSION

To sum up, the role of didactic games in the pedagogical process of kindergarten is very important, and it is important for them to be interested in science and to learn concepts related to mathematics in the preparation process. Didactic games and visual aids affect the child's psyche. The child likes the variety, and thus the child begins to study the information being taught on his own with interest.

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