

## DEVELOPMENT OF INTELECTION OF PRESCHOOL CHILDREN IN MATHEMATICS CLASSES

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DOI: [10.5958/2249-7137.2022.00866.7](https://doi.org/10.5958/2249-7137.2022.00866.7)

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### ABSTRACT

*Our nation is currently on its own path of progress, rejuvenation, and rise in these quickly changing times. Structural reforms are being implemented in the socio-political, economic, cultural, and educational arenas to guarantee the economic growth of our state. The entire world is positively evaluating this situation and acknowledging that Uzbekistan is following its own path, whether it be in the economic or spiritual realms. The question of how to raise young people, shape their worldview in every area, and enrich their mathematical vision of the world from an early age is at the heart of all this. This child would need to be highly spiritual, intelligent, and intelligent and would need to live in harmony with the times, create, and be the owners of our future. In this article, in mathematics classes, feedback and feedback on the development of the intelection of preschool children are kept.*

**KEYWORDS:** *Mathematics, Training, Children, Preschool Age, Education, Intelekt, Development, Education.*

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### INTRODUCTION

It is essential to spark young people's interest in mathematics, identify gifted kids, place them in specialized schools, and eventually place them in higher education institutions. With the intention of holding competitions and effectively motivating the winners, it is critical to increase the prizes awarded to the winners while enhancing the Olympiad system, raise the standard of instruction to a new level, and introduce a national certification program for the evaluation of mathematics knowledge.

As the head of state noted in his appeals, "mathematics is the basis for all Exact Sciences. A child who is well versed in this science grows up smart, broad-minded, successfully working in any area. For children, it is necessary to create popular textbooks and teaching aids written in a simple and understandable language, to form mathematical consciousness, if necessary, from kindergarten. Preschool age is an important stage in the development of children's worldview, during which they develop physiologically, psychologically, physically, mentally, spiritually,

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morally, mentally, and at the same time create the basis for the education of a number of human qualities, such as kindness to people, respect for adults, self-esteem for the little ones. Therefore, it is important to carry out a number of works according to these goals in preschool institutions, including the formation of elementary mathematical representations of children through the use of various didactic game technologies and other means, to educate them comprehensively competently, physically healthy, mentally mature, mentally refreshed.

The basis of education and education for the younger generation is preschool education. Our primary responsibility is to motivate young children to learn, to get them moving, to demonstrate the value of mathematical ideas in many types of practical activities, and to instill in them the habit of critical thinking. Therefore, the goal of contemporary preschool education is to help kids build independent, active mathematical notions at a young age.

The development of children's mathematical notions is one of the objectives of teaching them mathematics and improving the educational process in preschool education. They are able to explore the world more thoroughly and in-depth without separating themselves from reality thanks to their mathematical skills. Children in a small group are educated in a practical manner with instructions. The child absorbs new information based on direct perception while watching the teacher in action, paying attention to his instructions, and working independently with didactic materials. Classes often begin with the fact that game elements suddenly appear toys, items, "guests" come and so on. This situation interests and activates the little ones.

In the process of forming elementary mathematical representations in preschool children, the educator uses various teaching methods:

- Practical
- Show
- Oral
- In A Playful Way.

When choosing methods, a number of factors are taken into account: program tasks that need to be solved at this stage, age and individual characteristics of children, the presence of the necessary didactic tools, etc. The educator should pay attention to the following in order to correctly select methods and techniques, use them rationally in each case:

- Successful formation of elementary mathematical representations and reflection in speech;
- To perceive and emphasize the relationship of equality and inequality (by number, size, shape), serial dependence (decrease or increase in size, increase in number), to distinguish quantity, shape, dimensions as a common feature of the analyzed objects, to determine their relationship.
- To direct children to apply the studied methods of Practical Action (for example, by comparison, calculation, measurement) in New conditions and to identify important signs, characteristics, relationships in this situation, to independently search for its practical methods. For example, to determine the sequence, the pattern of variable characters, general characteristics in the conditions of the game.

The practical method is the dominant technique for creating simple mathematical representations. The arrangement of children's practical activities with the goal of teaching them to use certain, predetermined techniques of action with objects or their substitutes is the essence of it (drawings, graphic drawings, models, etc.). Features of the practical approach to creating simple mathematical representations include:

- Performing various practical actions;
- Wide use of didactic material;
- Correlation of practical actions with didactic material;
- Develop counting, measuring and counting skills in the simplest form;
- The widespread use of formed ideas and learned actions in everyday life, in the game, that is, in various activities.

This approach contains unique activities that can be presented as a task and completed on one's own using handouts and instructional materials. The game appears as a stand-alone educational method in the development of fundamental mathematical concepts. However, this takes into account the unique significance of various games in mastering practical activities and encompasses all numbers, number series, calculations, grouping, generalization, comparison, etc. All instructional games for developing basic mathematical representations are broken down into the following groups:

1. Numbers and ordinal number-based games
2. Time travel games
3. Games of destination in the universe
4. Games with geometric shapes
5. Games of logical thinking.

Additionally, with the aid of games, children's spatial representations are established, their ability to distinguish between right and left, show objects from left to right with the right hand, understand phrases from left to right, and their understanding of above and below objects are all strengthened. Children explore examining shapes such as circles, squares, and triangles using their sense of touch, their movement, and their visual sense, examining them for distinctions in size and color. Following their introduction to numbers and dates, children are taught information about time, week, year, month, and date. And in large groups, many techniques are taught to find solutions to problems using logical examples. New information is intrinsically associated with one another in such circumstances. As a result, they expand, generalize and strengthen.

So far, special schools, preschool educational institutions, and presidential schools for gifted students have been established for the children of our nation. These institutions offer instruction in the subjects of information technology, mathematics, physics, astronomy, and biology. increased focus on science The pay for scientists, applicants, and university professors was raised. Conditions are established for them to engage in science, and funding is given to scientific projects—the gan award amounts have climbed considerably. This is merely a portion of the tasks that have been given to us in response to our President's calls.

**In Conclusion**, the formation of mathematical concepts in children develops effectively under the guidance of an educator (pedagogue), in the process of purposefully organized activity. Under the guidance of an educator (pedagogue), knowledge of generalization, thinking, logical linking develops in the educational process, and this is certainly reflected in the pedagogical process. The modern level of development of Science and technology and life sets before preschool education the task of continuous Taco-nationalization of the educational process for the growing younger generations. Psychologists, educators and methodologists, together with experienced teachers, are persistently looking for ways, forms and methods of organizing the lesson, conditions for improving the quality of knowledge and skills are being developed. When setting requirements for strengthening the quality of education and upbringing, it is important to provide a durable service with the younger generation, preschool education not only determines the volume of specific knowledge, but also consists in the development of mathematical concepts in children based on the acquired knowledge, the results obtained.

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