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VISION

The vision of the journals is to provide an academic platform to scholars all over the world to publish their novel, original, empirical and high quality research work. It propose to encourage research relating to latest trends and practices in international business, finance, banking, service marketing, human resource management, corporate governance, social responsibility and emerging paradigms in allied areas of management including social sciences , education and information & technology. It intends to reach the researcher's with plethora of knowledge to generate a pool of research content and propose problem solving models to address the current and emerging issues at the national and international level. Further, it aims to share and disseminate the empirical research findings with academia, industry, policy makers, and consultants with an approach to incorporate the research recommendations for the benefit of one and all.

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METHOD OF APPLICATION OF GAME RECEPTIONS IN THE FORMATION OF ELEMENTARY MATHEMATICAL REPRESENTATIONS IN PRESCHOOLERS

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ABSTRACT

The article considers the development of mathematical representations of preschoolers. A special place is given to the use of didactic games for the development of perception, mental operations (comparison, abstraction, symbolization), attention, memory, and contributes to the development of logical thinking and cognitive abilities of preschool children. Mathematics provides ample opportunities for the development of perception, mental operations (comparison, abstraction, symbolization), attention, memory, contributes to the development of logical thinking and cognitive abilities of preschoolers. The educational process for preschoolers should be entertaining, because only in this case children do not lose interest in educational activities and are actively involved in it, as well as in the formation of elementary mathematical representations, the use of game methods and techniques makes the learning process more effective.

KEYWORDS: *Preschool, Education, Mathematical Representations, Multitude, Relation, Number, Magnitude, Feeling, Pupils, Integration Of Subjects, Relevance, Modern Pedagogy*

INTRODUCTION

In his resolution approving the concept of development of the preschool education system of the Republic of Uzbekistan until 2030, President of the Republic of Uzbekistan Sh. Mirziyayev said:—Over the past period, the country has brought up a healthy and comprehensively mature generation. Extensive work has been done to establish an effective system of preschool education, aimed at the introduction of effective forms and methods of education and upbringing in the educational process.

The favorable conditions created for the development of publicprivate partnership in the field of preschool education have laid a solid foundation for further increasing the number of non-governmental preschool institutions and expanding the range of services they provide. At the same time, the analysis shows the need to address the issues of estimating the coverage of children with preschool education, filling preschool education institutions with modern teaching materials and literature, attracting qualified teachers and management staff to the field. "It's showing." (Tashkent, May 8, 2019, No. PQ-4312). In this regard, it is planned to retrain preschool teachers and educators on the basis of modern technologies and methods and to create "appropriate conditions for the upbringing of children." [1] Preschool age is short in duration in a person's life, however, it is extremely important and eventful, including from the point of view of cognition and acquisition of knowledge about the world. The source of knowledge for a preschooler is sensual and intellectual experience. The issues of familiarization and training of preschool children in mathematics are the subject of the discipline "the formation of elementary mathematical representations in preschoolers."

Fullfledged mathematical development is ensured by an organized, purposeful activity, during which the teacher consistently poses cognitive tasks for children, helps to find adequate ways and solutions. Mathematical representations in children are formed gradually, in the process of cognition of the surrounding world. One of the most important and urgent tasks of preparing children for school is the development of logical thinking and cognitive abilities of preschoolers, the formation of elementary mathematical representations, abilities and skills in them. Several classes are devoted to the solution of each problem, and then, in order to consolidate it, they are repeatedly returned throughout the year. Among the main tasks of mathematical preparation of children in kindergarten, according to the program of upbringing and education, the following are distinguished:

1. Formation of a system of elementary mathematical representations in preschoolers. The assimilation of the concepts of —multitude, —attitude, —number, —magnitude.
2. Formation of mathematical ideas and abilities (teaching children to count, developing ideas about the number and number within the first ten, dividing objects into equal parts).
3. The formation of the prerequisites for mathematical thinking and individual logical structures (classification, generalization, ordering).
4. To form the ability to make simple generalizations, comparisons, conclusions, to prove the correctness of certain judgments,

5. To form the ability to use grammatically correct turns of speech. Expanding children's vocabulary and improving coherent speech.[2]

The tasks are not solved separately, but comprehensively, in close connection with each other.

Despite the fact that they are mainly aimed at the mathematical development of children, they are combined with the fulfillment of the tasks of moral, labor, physical and aesthetic education, develop organization, discipline, that is, contribute to the comprehensive development of the personality of preschool children. In addition, the child mastering mathematical representations in the classroom, is in a peer team, this expands the scope and experience of collective relationships between children.

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The most effective mastery of knowledge in mathematics is facilitated by the following conditions:

1. accounting for individual, age-related psychological characteristics of children;
2. creating a favorable psychological and emotional atmosphere;
3. The developing nature of the tasks.
4. change and alternation of activities in connection with the rapid fatigability and distraction of children;
5. integration of mathematical activity into other types: game, musical, motor, visual. When explaining the new material, it is necessary to rely on the knowledge and ideas available to preschoolers, to support the interest of children throughout the lesson.

Main part.

When solving any mathematical problems, in order to keep the educational process entertaining, it is necessary to apply game methods, game elements and a variety of didactic material, to increase attention in the classroom, bring them to independent conclusions, learn to argue their reasoning, and encourage various answers to children. Achieving the goals and objectives in mathematics helps the implementation of the following principles:

1. The principle of consciousness and activity;
2. The principle of accessibility and individualization;
3. The principle of science;
4. The principle of systematicity and consistency;
5. The principle of developmental learning;
6. The principle of visibility.

The gradual complication of the material allows children to feel the successes in their work, their growth, which in turn contributes to the development of their

growing interest in mathematics. The role and importance of game techniques in the formation of elementary mathematical representations in preschoolers. With the help of the game you can develop attention, memory, thinking, imagination of the baby. Playing, the child acquires new knowledge, skills. The most important properties of the game include the fact that in the game children achieve a very high level of activity, and always voluntarily, even unconsciously for the child.[5] The following features of the game for preschoolers are distinguished:

1. The game is the main and most accessible type of activity of preschool children.
2. The game is an effective means of forming the personality of a preschooler, his moralvolitional qualities.

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3. The game is an important means of mental education of the child, where mental activity is associated with the work of all mental processes. The game contributes to the formation of all aspects of the personality of the child. In the process of teaching mathematics to preschool children, the use of didactic games is necessary, as they contribute to the participation of the child in the cognitive process, help the perception of the material.

The following types of classes are distinguished:

1. classes in the form of didactic games;
2. classes in the form of didactic exercises;
3. classes in the form of didactic exercises and games.[4]

Their selection is conditional and depends on what is leading in the lesson: didactic game, didactic material and activities with it, or a combination of both. With any type of activity, the teacher actively leads the process of learning children knowledge and skills. The didactic game, depending on the age of the children, the purpose and content of the lesson, can be used as a training task, an exercise aimed at performing a specific task of forming ideas.[4] Classes in the form of didactic games are widely used in younger groups. In this case, the training is playful. Classes in the form of didactic exercises are used in all age groups. Training on them becomes practical. Performing exercises with demonstrational and distributing didactic material leads to the assimilation by children of certain methods of action and the corresponding mathematical representations.

Classes in the formation of elementary mathematical representations in the form of didactic games and exercises are most common in kindergarten.

This option combines the previous ones. Didactic game and various exercises form independent parts of the lesson, combining with each other in all possible combinations, the sequence is

determined by the program content. Didactic games are divided into games with objects, desktop-printed games and word games. However, the main goal of all types of games is to develop the ability to establish the simplest patterns: the order of alternating figures in color, shape, size. Also, when using math games, you must vary game actions and questions, individualize the requirements for children, repeat games, complicate with time.

The widespread use of special educational games is important for awakening interest in mathematical knowledge among preschoolers, improving cognitive activity, and general mental development. So, there are various methods and techniques that help to formulate elementary mathematical representations in children. The leading role among them is given to classes in the form of didactic games and exercises. Didactic games that contribute to the formation of elementary mathematical representations.

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The main purpose of didactic games is to provide children with knowledge in distinguishing, highlighting, naming many objects, numbers, geometric shapes, directions.

RESULTS AND DISCUSSIONS

The following tasks are solved in the article:

1. Analyzed the psychological and pedagogical literature on this issue.
 2. A general description of the content of the concept of —the formation of elementary mathematical representations is given
 3. The effectiveness of the use of gaming techniques in the formation of elementary mathematical representations in preschoolers was investigated
- Didactic games for the formation of mathematical representations are conditionally divided into the following groups:

1. Games with numbers and numbers.
2. Games - time travel.
3. Orienteering games in space.
4. Games with geometric shapes.
5. Games for logical thinking.

Tricky tasks vary in degree of difficulty, the nature of the transformation. They always require vigorous mental activity, the creation of a new method of solution, they cannot be solved simply in a previously learned way. Conventionally, for children 5-7 years old, the tasks of ingenuity can be combined into 3 groups:

1. Tasks for drawing a given figure from a certain number of sticks: make 2 equal squares of 7 sticks, 2 equal triangles of 5 sticks.
2. Tasks for changing figures, for the solution of which it is necessary to remove

the specified number of sticks.

3. Tricky tasks, the solution of which is to shift the sticks to transform the given figure. In the course of training, methods for solving the problem of ingenuity are given in the indicated sequence, starting with simpler ones in which children apply skills acquired by children and gradually complicating actions.

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Games with numbers and numbers.	Games - Time Travel	Space Orienteering Games	Games with geometric shapes	Logical thinking games
Teaching children to count in the direct and reverse order.	Introducing children to the days of the week.	Develop knowledge about the shape of geometric shapes. To teach children to recognize in the surrounding objects the shape of a circle, triangle, square.	Formation of elements of logical thinking.	
The formation of numbers within 10 (20) by comparing equal and unequal groups of objects.	Teach children to use words to indicate the position of objects.	The formation of the ability to reason, to make their own conclusions.		
he composition of the number.	Acquaintance with the ways of joining, building one form from another.			

	Familiarization of children with the method of constructing figures by dividing a geometric figure into several (a quadrangle or square into two triangles, into two squares).			
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To develop the ability to determine in word the position of an object in relation to another.

CONCLUSION

Currently, the problem of the formation of elementary mathematical representations is one of the most important and urgent tasks in the framework of preparing children for school. Mathematics provides ample opportunities for the development of perception, mental operations (comparison, abstraction, symbolization), attention, memory, contributes to the development of logical thinking and cognitive abilities of preschoolers. Preschool age plays an important role in the formation of a person's personality, and one of the tasks of a preschool institution during this period of life is to interest a child, arouse his interest

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in new things, knowledge, arouse a desire to learn, and help a child believe in himself and his abilities.

The educational process for preschoolers should be entertaining, because only in this case children do not lose interest in educational activities and are actively involved in it, as well as in the formation of elementary mathematical representations, the use of game methods and techniques makes the learning process more effective. The study of theoretical premises, justifications, usefulness and practical examples of the use of gaming techniques in the formation of elementary mathematical representations in preschoolers in order to increase their own level of knowledge and application in further practical work.

In their work, educators strengthen and develop the cognitive interests of preschoolers. The regular use of game tasks and exercises, didactic games in math

classes allows educators to make the learning process more diverse, exciting and productive, and contributes to the development of cognitive opportunities for children and their mathematical development.

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