

Methodology of organizing creative activities to form numerical imaginations in preschool educational organizations

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Abstract: This article describes the methods of organizing creative activities for the formation of numerical concepts in preschool educational organizations.

Keywords: Number - counting, mathematical imagination, thinking, quantity, equality and inequality.

The section "Counting" is the main core of the section "Formation of elementary mathematical concepts". Mastering the software problems of this department by preschool children is a guarantee of their conscious mastery of mathematics in the primary grades of the school. Countless. Education of children of preschool age has its own characteristics. Schooling will not be successful if the tasks that need to be solved at preschool age are not solved. One of these tasks is to move from concrete knowledge and ways of thinking to abstract knowledge and methods.

First, it is necessary to master such activities and problems in which the necessity of applying mathematical operations is clearly visible to children. On the one hand, these are issues directly related to the child's practical activity (equalization, comparison), and on the other hand, such conditions are included in them that these issues can be solved without using mathematical tools (for example, practically equalizing two sets separated in space). will not be possible.

Secondly, there is the separation of such relations of the environment, the use of which allows the child to move from concrete objects to mathematical objects (for example, grouping objects according to certain characteristics and forming set relations, equality-inequality relations, part-whole relations to do).

The results of the investigation show that the acquisition of mathematics is more effective if mathematical operations are introduced and processed on the basis of such problems and relationships mastered in preschool age. Difficulties arising due to EITHER excessive accuracy or formality of mathematical knowledge do not arise in this case. Children of the small group are taught in such a way to separate individual elements from a set and combine these elements into one set, to perceive the set as a single whole. The next stage of the work on the formation of quantitative concepts is to teach preschool children to compare groups of objects, to introduce them to the concepts of "equality" and "inequality". At this stage, it is important to teach children to match each item of one group with items of another group and thus (without

counting) learn which group has more and which group has less or equal numbers. The teacher teaches children how to compare objects by placing them on top of each other and placing them next to each other. The simplest practical comparison method is to start with a superimposed comparison. For example, the teacher shows how to cover objects (3-5) with their images. After preschool children have mastered this method, they should be taught to place objects under the images on the card, while strictly maintaining the interval between them (that is, strictly following the distance between objects). After the teacher teaches children the method of comparison by placing objects on top of each other and next to each other, they can establish the equality (inequality) of sets, "from equal" (as many as are), "pkam" teaches how to establish relationships. For these purposes, various exercises are used to compare two 57 groups of items.

For example, children determine whether the quantities of dolls and bowls, rabbits and carrots are equal or not, which objects: buckets or shovels, red or blue circles are more or less. For comparison, equal (2 and 2, 3 and 3, 4 and 4, 5 and 5) and unequal (2 and 3, 3 and 4, 4 and 5 items more or less) circles are given. The teacher teaches children to say which objects are more and which are less when comparing groups of objects ("Red circles have more ... than blue circles, blue circles have less than red grains, blue circles have more if there is, so are the red circles". The teacher should always change the quantitative relationships between the same items. For example, it should be done in such a way that there are more and less blue grains than red circles, and there are as many red circles as there are. The spatial conditions of the groups being compared should also be changed. For example, it is necessary to place more (less) items on the upper and lower rows of the collection canvas, and children should do the same on the card accordingly. During these exercises, children learn that objects of various types and colors (bears, cars, green, yellow, balls, etc.) can be more, less, equal. At the end of the school year, children should be taught to compare the amount of objects of different sizes (by placing them on top of or next to each other). For example, when comparing groups of small and large cubes (putting one small cube in each large cube), infants will find that one small cube is left unpaired, which means that there are many small cubes and few large cubes. In similar exercises, relationships, that is, there are many large objects and few small ones; there are few big ones, many small ones; it is necessary to teach various variants of relations such as the amount of large and small objects is equal. In the course of these exercises, children learn to compare two groups of elements perceived using different analyzers in pairs. The equality of large and small objects, as well as the equality of objects placed in a row or some geometric shape (for example, a circle, square, triangle) is considered in this way. To check equality, children can be offered to place one group of objects opposite another group of objects (in pairs),

count them, and compare the numbers found. It is also necessary to conduct exercises on comparing inequalities. In this case, it is necessary to show children that despite the fact that some objects occupy less space than the objects of the second compared group (depending on their location and size), there may be more. Such exercises make the child understand that the number of objects does not depend on their size and location.

The examination of the content of mathematical knowledge in the education of preschool children showed that equality-inequality, part-whole relationships, indirect equalization are the basis for complete and conscious mastering of counting and arithmetic operations. Children begin to understand these attitudes and issues (in their simplest form) from the age of 3. They are very interested in such activities, they transfer what they learned there (equality, part-whole relations, etc.) group children) suggest similar issues.

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