

THE USE OF MOON TEXNOLOGY IN THE INTRODUCTION OF GEOMETRIK SHAPES IN PRESCHOOL EDUCATION

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Annotation:

The article discusses the content of introducing geometric shapes to children of preschool age, the importance of repetition and consolidation of knowledge imparted to children through didactic games

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Preschool is a period when a child has a strong desire to grow, develop, strive to show off, to organize, to learn. It is during this period that the foundation is laid for the development of the child's human qualities and mental potential. The earlier education begins with a preschool child, the earlier the effect will be manifested and the positive impact it will have on the child's entire life.

In the process of learning the physical, mental and spiritual abilities that help a child to succeed in the future life in the preschool organization, we organize the environment around us, talk, listen to art, draw, count, build, exercise and other activities species. In these activities, the directions are organized on the basis of integrated planning, coordinated with each other and carried out in an interesting way in the form of the moon.

In mathematics, children become acquainted with the simplest geometric shapes and some of their properties, organize the analysis and evaluation of their shape based on the comparison of objects with geometric standards. Gradually, children develop a general idea of shape, which is the basis for learning subjects such as geometry and drawing in school.

The use of moon technology in the organization of geometric shapes is considered effective in the early months of teaching in the middle group, it is necessary to strengthen the skills of preschool children to distinguish familiar geometric shapes: circles and squares, and to tell the truth. It is advisable to do this work at the same time as the groups' quantitative comparison exercises and counting exercises.

The educator can introduce children to simple problems - puzzles: creating different geometric shapes from prints. 2 squares of salt from 7 chopsticks: rectangular salt from 6 chopsticks; 3 triangles of salt from 7 chopsticks; Is it possible to make 2 triangles and 1 square from 5 prints? These exercises allow the child to develop ingenuity, memory, thinking. It is clear that the whole work must be structured in a certain sequence.

At the beginning of the school year, the educator determines the level of knowledge of the children about the form. Exercises on drawing squares, rectangles, circles, ovals on checkered paper are carried out to strengthen and determine the knowledge of geometric shapes, as well as to teach children to measure on squares.

Geometric shapes as well as simple shaped objects; 10-12 educational activities in mathematics are devoted to drawing flags, plums, apples and so on. Often children focus on one character when grouping shapes and ignore other characters.

It is advisable to systematize children's knowledge of form when conducting group exercises. For example, first you need to group the shapes, then you need to separate the circles and ovals from the round shapes, and then you need to separate the rectangles and triangles from the polygons. Finally,

you need to find the right rectangles and squares among the rectangles. Children make connections between some forms. Exercises for choosing a pair of shapes serve this purpose: triangles, rectangles form pairs of shapes of different colors and sizes, but in the same proportions, for example, equilateral triangles.

Children compare homogeneous shapes in different proportions. It is helpful to suggest homework to children, for example, "Finder, which shape is redundant in the row," "What mistake did they make in choosing the shapes?" one rectangle out of 6 triangles arranged in a row? What shape is missing?

Triangles of three different sizes, the rectangles are arranged in rows, each row is arranged in descending order of the size of the objects, not forming a single shape in a row. The problem of finding the signs that the shapes in one group differ from the shapes in the other group allows us to strengthen our understanding of triangles, rectangles, and other shapes. Paired tables depicting circles and ovals, triangles and rectangles can be used. The shapes are given in two to three different sizes and colors.

By the time they reach a large group, children will have accumulated a large enough sensory experience and improved their ability to check shapes. After the educator repeats the middle group material to reinforce the children's knowledge of the shapes of geometric shapes, she teaches them to find the shape of a circle, triangle, square from the surrounding objects.

By the time they reach a large group, children will have gained a fairly large amount of sensory experience and improved their ability to check shapes. After the educator repeats the middle group material to reinforce the children's knowledge of the shapes of geometric shapes, she teaches them to find the shape of a circle, triangle, square from the surrounding objects.

For a large group, the Posting Month is a series of exercises for the kids. The starter goes forward. When the starter claps and signals, the last child to leave immediately stops and stands motionless, the rest continue to walk. This is how the starter puts all the kids in the post in the order they set out. The result is a geometric shape; make a large, small rectangle, a triangle, a circle, and ask the children what shape they made. He will be the first tutor.

A new starter is then selected from the children and continues until each child is a starter. With the help of an educator, children create various patterns from geometric shapes, familiar objects: carpets from triangles, cars from squares and circles, boats from squares and triangles, and more. In a large group, children are introduced to a new concept - the square. In doing so, the educator uses the perceptions of the square that children have.

The program of the preparatory group envisages changing the appearance of geometric shapes, creating different shapes from the same shapes. The educator invites the children to look at the shapes of their choice, to divide them into shapes, to tell them what they are called and how big they are, and then to think about how to take some two or three shapes and combine them to create a new shape. After the children have created the shapes, they are asked to tell what new shapes were formed and what shapes they were made of. By making whole shapes out of parts, children understand how many circles can be made from two halves, four and a half, one-eighth, and one-fourth of a circle.

In the pre-school group, children's knowledge of form is consolidated and integrated into a system. Before going to school, children need to be able to distinguish the following geometric shapes, say their names, know their basic properties and symbols: circle, oval, right rectangle, square, triangle, rectangle, sphere, cube, and cylinder. Children need to know these shapes regardless of color, size, proportion, spatial position of this or that shape, be able to find familiar shapes in living objects. This work is usually part of the training.

The use of lunar technology in the organization of geometric shapes is considered effective. For example, the didactic month "Found ball" Objective: To develop children's ability to distinguish geometric shapes and pronounce them correctly. Teach them to think, listen, and respond correctly.

1. Three triangles

And three more sides,

The trio added,

He lives safe and sound. (Triangle)

2. The right angle of the cake,

It has four sides.

All sides are equal

What is this, tell me the name? (Rectangle)

3. There is no end of the head pipe,

You're on your way.

Don't go to the end,

You can't in a million years. (circles)

The educator then offers the children to make a puppy house out of these shapes.

Posting month

Purpose: The game calms children and provides cohesiveness. Strengthens children's imagination about geometric shapes.

The course of the month: The children march in a row. The starter goes forward. When the starter claps and signals, the child who is leaving at the end stops and stands motionless, the rest continue to walk. In this way, the beginner puts all the children in a post in a less defined order, resulting in a geometric shape (large and small squares, triangles, circles, etc.), then the children are asked what shape they made. The first starter is chosen, and the month continues until each child becomes a starter.

Fun games and exercises with geometric content are of great benefit when working with preschoolers. They develop children's interest in mathematical knowledge, help to increase their mental abilities.

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