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FEATURES AND METHODS OF FORMATION AND DEVELOPMENT QUANTITATIVE AND NUMERICAL REPRESENTATIONS IN PRESCHOOLERS

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ABSTRACT

This topic asks students questions sensory basis in the formation of ideas about the multitude and number. Considering the features of development in children of ideas about number and natural series of numbers in the process of counting and measuring, students rely on knowledge of psychology and scientific research in this area. Get acquainted with the study of A.M. Leushina, who proposed the stages of development of counting activity in children. On visual material study the content and methods of formation counting and computing activities in preschoolers. Compare concepts of the national school and the views of foreign authors.

KEYWORDS

Perception and display of sets by children early and preschool age, quantitative account, ordinal counting, stages of learning counting activity.

INTRODUCTION

From early childhood, the child is surrounded by objects that differ in size, shape, color, and quantity. With the help of an adult, the baby learns to name and distinguish them, to use them. As the child develops,

his relationship with the world around him changes, new concepts are formed.

MATERIALS AND METHODS

In early childhood, the first elementary knowledge of quantity occurs, which is a necessary step in the knowledge of reality. From the first days of life, the child enters the world of objects, phenomena, perceives a variety of quantities not only of objects, but also of sounds and movements. The baby forms chaotic, disordered ideas about quantity. Adults help to systematize these impressions, teach children various actions with individual objects and with groups of objects, enrich their speech with specific words related to non-numerical characteristics of quantities and quantitative relations, taking into account the peculiarities of perception of aggregates.

Young children use words-numerals. In addition to plural nouns, the child uses the words a lot, a little, confirming that he pays attention to the quantitative side of objects. The kid uses the expressions "more, more ...", "here, here ...", showing that he selects individual objects from the groups of objects presented to him. Playing with adults, the child learns to combine, separate groups of objects (perform an operation of analysis and synthesis). For example, games with dolls. The adult asks the children to gather all the dolls together, then select the smallest of them. Later, the kids get the following task: to put dolls in handkerchiefs next to each other.

Preschoolers of the end of the second — beginning of the third year of life have a desire to put together a lot of objects themselves. They like to shift things, drag them from one place to another, collect all the toys in a box, and then pour them out. With great pleasure, the kids watch them crumble. Up to two years there is an accumulation of experience in perceiving different quantities of objects, sounds, movements, actions. Then the children develop the ability to distinguish between groups where there are many objects and

one. During this period, they master the word a lot. In children of the beginning of the third year of life, there is a tendency to distinguish between large and small amounts. The word little appears in the child's dictionary. In the active dictionary of children, it appears later than the word many. Children of the third year of life in different conditions understand and correctly correlate the words many, few, one (within five subjects). The ability to apply knowledge is one of the essential indicators of a child's level of mental development.

First, games are played with children to highlight quality signs of objects. For example, children are asked to find among several toys the same as the teacher. Then given task to choose among 2-3 toys of different colors (size, shape) a toy of the same color (size, shape). Then the games are given on selection and grouping of objects according to given criteria. (Put all the red cubes in this box, and in this box - blue.) As a result, the children begin to understand that objects can be grouped according to some sign. The teacher develops the ability to distinguish

features that are common only to some of the items in the group. Then they are taught to make a set of individual objects and break it down into individual elements. Play games with similar toys. For example, the teacher shows the same toys in number equal to the number of children in the group. Drawing their attention to that there are a lot of toys, invites everyone to take one toy. Children

see that as a result of such actions "a lot" disappears. Caregiver emphasizes: each has one bunny. And in the meadow there is none one. Then he invites everyone to put in the clearing one at a time. bunny - as a result of toys again becomes a lot. Caregiver draws attention to the fact that there are again a lot of bunnies in the clearing.

RESULTS AND DISCUSSION

In order for perception to be more complete, it should several analyzers participate simultaneously, i.e. a child not only to see and hear, but also to act with objects - to feel, to make different movements. When forming of number ideas, special attention should be given to independent actions of the child, the main attention should be paid to development of his or her sensory skills through the organization of certain object actions. It is necessary to teach children to act with objects: rearrange them to the left, to the right, put them together, select them by size, color, shape. These actions contribute to the accumulation of sensory experience of the quantities of different objects. In organizing the training of children, it is necessary to: To teach preschool children to observe the actions of adults with objects, listen to how words describe these actions; Teach them to act and accompany their actions with words; Encourage children to repeat what adults say about the properties, and qualities of the objects. Taking into account the existing abilities of children in the second half of the third year of life third year of life, it is advisable to introduce elements of the elements into different kinds of activity and

everyday life, in play situations, to introduce elements mathematical content, which requires thoughtfulness on the part of the adult, pedagogical tact. It is necessary to consistently move from simple to complex. To give new knowledge, taking into account the existing, small doses, emotionally, gradually lead to the essence of quantitative relations. Unobtrusively, but systematically, giving a variety of assignments to the children, and exercise them in various activities, to develop understanding that we live in the world of quantities and quantitative relations. Forms of teaching the toddler based on the use of his observation and imitation abilities are varied, but they

all include an element of interest. What lies outside interests of the child, they are not perceived. It is necessary to develop in children's ability to listen and understand the adult's speech, to encourage children actively express themselves. Games, exercises should take no more than 8-10 minutes.

CONCLUSION

It is important to teach children to correlate each object of one group with object of another group and find out in which group of objects more, in which less or equally. To do this, children are taught the techniques of imposition and application, items. Start with receiving the overlay. The teacher shows how to sequentially superimpose objects on their images. When children have mastered this technique, they should be taught to put items exactly under their images in the picture. Strictly maintaining the distance between them.

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