NATIONAL CURRICULUM IN COMPETENCE IN EDUCATION OF PRIMARY SCHOOL STUDENTS

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Annotatsiya:

ushbu maqolada jamiyatni bolaga uning manfaatlari va huquqlarini tushunish va hurmat qilishga muhtoj bo'lgan rivojlanayotgan shaxs sifatida qarashdan iborat yangi gumanistik yondashuvga yo'naltiradigan zamonaviy maktabgacha ta'lim tizimi o'rganilgan. Harakatlar strategiyasi besh bosqichda amalga oshiriladi, ularning har biri yilning e'lon qilingan nomiga muvofiq uni amalga oshirish uchun alohida yillik Davlat dasturini tasdiqlashni nazarda tutadi. Dasturning o'ziga xos xususiyati shundaki, u "dunyo obyektlari va hodisalarini chuqurroq o'rganishga qaratilgan: u bolalarni dunyoning dialektik birligini uning miqdoriy va sifat munosabatlarida idrok etish va elementar tushunishga tayyorlaydi". Mualliflar muvaffaqiyatli o'qishning zaruriy sharti maktabgacha yoshdagi bolaga shaxsga yo'naltirilgan yondashuvni yaratish, o'quv jarayonida xayrixohlik muhitini yaratish ekanligini tushunishadi.

Kalit so'zlar:

aql, fikrlash, komponent, shakllanish, tushuncha, fikrlash, aql, mehnat, o'rganish.

Аннотация.

вг данной работе рассматривается современная система дошкольного образования, ориентирующая общество на новый гуманистический подход к ребенку как развивающейся личности, нуждающейся в понимании и уважении ее интересов и прав. Стратегия действий будет реализовываться в пять этапов, каждый из которых предусматривает утверждение отдельной годовой Государственной программы по ее реализации в соответствии с заявленным названием года. А особенностью программы является ее направленность на более глубокое изучение "предметов и явлений окружающего мира: она готовит детей к восприятию и элементарному пониманию диалектического единства мира в его количественных и качественных взаимосвязях". Авторы понимают, что необходимым условием успешного обучения является создание личностно-ориентированного подхода к ребенку дошкольного возраста, создание атмосферы доброжелательности в образовательном процессе.

Ключевые слова:

интеллект, мышление, компонент, формирование, понятие, мышление, интеллект, труд, обучение.

Annotation.

This work examines the Modern system of pre-school education, orienting society towards a new humanistic approach to the child as a developing individual, in need of understanding and respect for her interests and rights. The action strategy will be implemented in five stages, each of which provides for the approval of a separate annual State program for its implementation in accordance with the declared name of the year. And feature of the program is its focus on a deeper study of "objects and phenomena of the world: it prepares children for the perception and elementary understanding of the dialectical unity of the world in its quantitative and qualitative relationships." The authors understand that the necessary condition for successful learning is the creation of a personality-oriented approach to the preschool child, the creation of an atmosphere of goodwill in the educational process.

Key words:

intelligence, thinking, component, formation, concepts, thinking, intelligence, labor, learning.

The goal of the strategy for 2017–2021 is to fundamentally increase the effectiveness of the reforms, create conditions for the comprehensive and accelerated development of the state and society, implement priority directions for the modernization of the country and liberalize all spheres of life [4].

As noted in the document, a comprehensive analysis of the stage of independent development passed by Uzbekistan, as well as the changing world economy in the context of globalization, require the development and implementation of "radically new ideas and principles for the further sustainable and accelerated development of the country" [1].

The action strategy will be implemented in five stages, each of which provides for the approval of a separate annual State program for its implementation in accordance with the declared name of the year. The development of the social sphere, aimed at a consistent increase in employment and the implementation of targeted programs for the development of education, culture, science, literature, art and sports, and the improvement of state youth policy [3] .

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liberalization of all spheres of life. As noted in the document, a comprehensive analysis of the stage of independent development passed by Uzbekistan, as well as the changing world economy in the context of globalization, require the development and implementation of "radically new ideas and principles for the further sustainable and accelerated development of the country"[1].

The action strategy will be implemented in five stages, each of which provides for the approval of a separate annual State program for its implementation in accordance with the declared name of the year. The development of the social sphere, aimed at a consistent increase in employment and the implementation of targeted programs for the development of education, culture, science, literature, art and sports, and the improvement of state youth policy; "Development of the social sphere of the Republic of Uzbekistan" [6], the main directions of the development of education at school and approaches to learning are identified , which imply the orientation of instruction towards the formation of general intellectual, universal skills and methods of activity that have a practice-oriented orientation (competency-based approach to learning).

In determining the selection and location of the educational content of schoolchildren, the assessment of trends in the development of mathematical education is essential.

Analysis of the traditional course of arithmetic and the course of mathematics of elementary school, conducted by A.M. Pyshkalo showed, "that they are built on two basic concepts of number and quantity, which are considered in the sequence" number quantity ". In the same scheme and course of mathematics in the experiment L.V. Zankova. Experimental course V.V. Davydov built according to the scheme "value ratio number." Moreover, the ratio refers to the number of measurements in the measured value. What causes researchers to question the sequence of study of concepts?

However, the measurement of a quantity during which a measure is postponed a certain number of times includes, as indicated by J. Piaget, two logical operations. The first is the separation process, which allows the child to understand that the whole consists of parts. The second is the replacement operation, which allows you to attach one part to another and in this way create a system of units. It is more difficult to divide a continuous whole into interchangeable units than to list them divided. Therefore, the dimension develops later than the concept of number.

Methodical classes, as the authors write, are, in fact, a system of didactic games, during which children explore problem situations, identify significant signs and relationships, make discoveries. Knowledge is not given in finished form, but through the process of independent discovery by a child of the features and properties of the studied objects and phenomena. A feature of the program is its focus on a deeper study of "objects and phenomena of the world: it prepares children for the perception and elementary under-

standing of the dialectical unity of the world in its quantitative and qualitative relationships." The authors understand that the necessary condition for successful learning is the creation of a personality-oriented approach to the preschool child, the creation of an atmosphere of goodwill in the educational process.

The concept of lifelong education (pre-school and primary school) notes that "variability brought to the pre-school education an unjustified interest in subject-based learning", while "a balance of reproductive (reproducing the finished sample) and research activities, joint and independent forms of activity is required. As a result of the ability to follow the pattern, rule, and instruction that has developed in preschool age, the arbitrariness of mental processes and behavior is formed, and initiative in cognitive activity arises.

In any case, the program for the mathematical development of preschool children in the "School 2100 ..." system repeats at its core the content of the traditional methodology for the formation of elementary mathematical representations and organizes training on a visual and practical basis [5]. .

The tendency to master a larger number of supporting concepts in the selection of content does not seem to be random. After all, the more basic scientific concepts a student learns, the closer education is to what is called science. "It is possible that in the future the list of basic concepts will be modified or expanded," notes A.M. Breathing.

Features of the forms of children's thinking - visual-effective and visual-figurative - limit the possibility of successful teaching of mathematics in a fairly full form, however, the orientation of traditional teaching on the visual properties of objects is not at all necessary.

Educators identify intellectual development with mental development or the development of mental structures.

Psychologists believe that children discover the acquired knowledge and actions in cases that cause intellectual difficulties. The child cannot complete the task in ways known to him; he must find a new way to complete the task. Such tasks are called problematic, and situations that cause the need for thinking processes, problematic situations.

Intellectual activity corresponds to a high level of human development. It forms the basis of his theoretical activity, including the use of complex systems of symbolic formations, and involves a fairly high level of abstraction from objects of activity [4]. .

The scientific development of a preschool child should be based on a system of successive small intellectual tasks aimed at the formation of certain intellectual skills.

For example, teaching the concept of "multitude" can be carried out on small intellectual tasks that form the following skills:

- select each element of the set;
- indicate the essential feature of an individual element of the set;
- highlight the essential feature of the set;

- indicate the generalizing word, the characteristic property of the set;
- compare the elements of the set by property (by color, shape, size ...);
- select one item and many items;
- we establish that the element belongs to the set;
- indicate an extra element that does not belong to the set;
- select a subset in the set;
- we break the set into classes, groups of objects, etc.

The selection, sequence, completeness of the content of small intellectual tasks is a serious problem.

In the process of research, intellectual tasks were identified in the sequence of studying support concepts: "a set of relationships on a set of correspondence, number of geometric figures, logic" [5].

Consistent and systematic training in intellectual tasks forms the skills and techniques of intellectual activity. In the established practice of teaching, general and special methods of intellectual activity "do not act as objects of special assimilation, their formation proceeds only in the course of assimilation of knowledge and with insufficient control by the educator.

Such an organization of learning determines the corresponding course of the process of formation of the main types of mental activity: a great stretch in time, the presence of a variegated variety of intermediate stages, a large spread of the results achieved by individual students. In psychology, this poorly managed process of mastering concepts is actually identified with intellectual development" [7].

In the case of training in intellectual tasks, various types of intellectual activity become the subject of special assimilation. In this case, the main methods of mental activity are formed: recognition, comparison, identification, analysis, synthesis, generalization, analogy, classification, etc. Thus, the formation of intellectual skills provides the development of thought processes and the mental development of the personality as a whole.

The formal-logical side of the methods of mental activity is formed on the material of mathematical content. However, psychologists argue that, being formed on any one subject content, the mental action is further used as a ready-made method of thinking in the analysis of any area of reality. The identification of small intellectual (scientific mathematical) problems and the definition of intellectual (scientific) skills as special assimilation not only contributes to the mathematical development of the child, but also outlines a completely new picture of intellectual development as a whole.

INFORMATION COMPETENCE.

The importance of information about the world around us explains;

Basic concepts studied: information, algorithm, model – and forms an idea of their properties;

- self-directed, self-aware, independent in learning activitiesm akes decisions;
- set, set element, part set, belonging, sets uses concepts such as intersection and union, definition, axiom, theorem, proof;
- gives examples to illustrate the point;
- natural number, prime and complex numbers, division of numbers, whole number, simple
- uses concepts such as fractions, decimals, rational numbers, arithmetic square roots, and irrational numbers;
- performs operations on rational numbers and special irrational numbers; compares numbers;
- rounds numbers; Ordinary and decimal fractions sort numbers in the form;
- performs uncomplicated substitutions in the calculation of numerical expressions, including natural and negative integers;
- performs simple substitutions of whole expressions: opens parentheses, gives similar terms, multiplies the common multiplier
- pulls out of parentheses;
- in simplifying the calculation of the values of expressions, in short
- uses multiplication formulas;
- complex of expressions containing fractional and square roots
- makes non-existent substitutions;
- uses the concept of the standard representation of a number;
- uses the concepts of equality, numerical equality, equation, equation root;
- constructs linear, quadratic equations and inequalities in solving problems in practical and other subjects, and uses analytical and nonanalytic methods of solving (for example, the “test method”);
- uses the concepts of bar and pie charts, data tables, arithmetic mean, median, maximum and minimum values, scattering, series of numbers;
- reads, interprets and replaces information presented in the form of tables and diagrams representing the surrounding processes, sees quantities that change randomly in the environment, including measurement results;
- follow the requirements and rules of information ethics in the process of working with computer programs and the Internet;
- searches for missing information according to purpose, compares individual parts.

PRACTICAL COMPETENCE.

- personal life, vocational education activities, social life of the society
- processes information about life, science and technology;
- identifies the possibilities of applying the information and the situation
- creates an information model that reflects important aspects;
- derived from an algorithmic solution or software solution of a practical problem
- thinks about the results;
- standard using basic programming structures composes the algorithm of problems;
- translates a mathematical solution into the context of a real problem and evaluates;
- compares a software solution with a mathematical solution and evaluates the relevance of feedback to the context of the problem;
- evaluates the results of calculations in solving practical problems;
- solves problems of interest, proportions and fractions;
- solves linear inequalities and uncomplicated inequalities; solves quadratic equations and inequalities;
- describes the solutions of inequalities and their systems on a numerical axis; creates a program in one of the programming languages;
- uses ready-made programs for the chosen specialty, data uses computer tools in presentation and analysis;
- with audiovisual data software works;
- text documents, including drawings and other illustrations prepares materials, presentations;
- generate mathematical solutions or conclusions for learning and practical problems applies mathematical concepts, principles, methods, logical thinking and tools learned in doing;
- the information encountered in society identifies contradictions and makes independent decisions in resolving problems.

So, in the basis of the mathematical development of a preschool child, mathematical knowledge proper can be put. Their selection should be made in accordance with the scientific content of “big mathematics”. A sequence of small portions of educational material aimed at the formation of mathematical knowledge forms a sequence of intellectual (scientific) tasks. In each such task, certain types of intellectual activity become the subject of special assimilation. In accordance with the theory, not only the development of mathematical knowledge occurs, but also specific types of cognitive, mental activity and general educational methods of thinking are formed. This overcomes the gap between the orientation of the preschool child on specific objective methods of action and the installation for the elementary school student of action with abstract mathematical

concepts. Children should be taught in small intellectual problems that are adequate to one or another mathematical essence, to one or another image, representation, concept.

As a procedural component of mathematical training, a methodological training system has been developed as a source of awareness of the mechanisms of formation of elementary mathematical representations in young children.

The selected mathematical content of the student's mathematical preparation on the basis of constructing a graph of the logical structure of the three disciplines of the curriculum allows you to organize studies at the level of elementary portions of the educational material. As an objective measure of assessing the quality of knowledge, a test can serve. Obtaining the necessary coefficient of assimilation of knowledge is an objective result (goal) of assimilation of theoretical knowledge, which is specified when organizing control in the traditional way in exams and tests.

The real educational process of a pedagogical university considers lectures and classroom practical exercises as the main form of training. Traditional teaching methods are used to organize the educational process in effective didactic systems. A distinctive feature of such an organization is a stable and long-term feedback and directional information process. This is ensured by a system of developed teaching aids, including textbooks and teaching aids; mathematical dictations; notebooks with a printed base; cards of general and individual tasks; graphic and settlement-graphic works; control sections; tests, etc.

Designing an effective educational process using a complete system of developed teaching aids that ensure the teacher's work in lecture and practical classes in didactic monosystems ensures the assimilation of knowledge at the level of algorithmic activity. To bring the student to the level of creativity, it is necessary to use integrated technology.

The pre-mathematical training carried out in kindergarten is part of the general preparation of children for school and consists in the formation of elementary mathematical representations in them. This process is associated with all aspects of the upbringing and educational work of a kindergarten and is primarily aimed at solving the problems of mental education and mathematical development of preschool children. Its distinctive features are the general developmental orientation, the connection with mental, speech development, gaming, domestic, labor.

When stating and realizing the tasks of pre-mathematical preparation of preschool children, take into account:

- patterns of formation and development of cognitive activity, mental processes and abilities, the personality of the child as a whole;
- age-related opportunities for preschoolers in the assimilation of knowledge and related skills;
- The principle of continuity in the work of kindergarten and school.

In the process of pre-mathematical training, educational, educational and developmental tasks are solved in close unity and interconnection with each other.

By acquiring mathematical ideas, the child gains the necessary sensory experience of orientation in the various properties of objects and the relationships between them, masters the methods and techniques of cognition, and applies the knowledge and skills formed during the training in practice. This creates the prerequisites for the emergence of a materialistic outlook, connects learning with the surrounding life, and fosters positive personality traits. Let us dwell on the main tasks of pre-mathematical training of children in kindergarten.

1. Formation of a system of elementary mathematical representations in preschoolers. From the content side, the most important in the sense of the formation of primary simple representations are such fundamental mathematical concepts as “set”, “relation”, “number”, “quantity”. These concepts are widely represented in the initial training, but not in the direct sense, but from the point of view of the propaedeutics of formation, only an idea of them. Figuratively speaking, a child in kindergarten comprehends “sciences before science”, and naturally this is due to the fact that, in their psychological structure, elementary mathematical representations have a figurative nature. The gradual complication of knowledge mastered by children consists in increasing both the volume of quantitative) spatial and temporal representations, and the degree and generalization. The system of knowledge and initial ideas about sets, relationships, numbers and quantities, although it is very limited, by the scope of learning opportunities for preschoolers, is significant for further mastering the concepts of school mathematics. Elementary mathematical representations are formed n; the basis for children to learn in a certain sequence of methods of action (for example, it is proposed to lay out as many objects on a free strip as they are drawn on the sample, to put strips of different lengths on top of each other, pick up pictures with objects to the corresponding geometric figure, etc.) The methods of action are gradually becoming more complicated; by the end of training in the kindergarten, the simplest skills are developed for counting objects, measuring distances, volumes of liquids and bulk solids using conditional standards, and the ability to perform calculations when solving arithmetic problems in one action of addition and subtraction.

Elementary mathematical representations and the corresponding methods of action are the main components of the knowledge system for preschoolers.

The assimilation of various concepts related to the most complex branches of human knowledge should be based on sensory experience and worldly ideas, which are formed already in preschool age.

The main difference between a concept and a concept is, first of all, that the concept reflects the essential features of an object, abstracted from its other, non-essential properties. The representation reflects both essential and non-essential properties of the

object in its direct perception.

In experimental studies (P. Ya. Halperin, L.F. Obukhova, etc.), the possibility of the formation of separate full-fledged mathematical concepts in preschoolers is shown, but this requires special conditions. Consider some conditions under which the assimilation of concepts and the development of conceptual thinking are possible.

A conceptual way of recognizing objects is possible based on the method of phased formation of mental actions (P. Ya. Halperin). This method is a certain sequence of actions: knowing the essential sign of the concept-104, the child identifies the properties of the subject in question and compares them with the essential sign of the concept, and then concludes whether the analyzed object belongs to this concept or not. First, the comparison of signs occurs mod the guidance of the teacher. Then the child himself, comparing the signs, reasoning out loud. At the next stage, comparing these signs, he reasones mentally, "to himself", according to the same scheme, which serves as the basis for speech. So, gradually, assimilating the sequence of actions reflected in the external and then internal speech, the child masters the way of bringing any object, property or phenomenon under study . A detailed judgment according to the pattern of actions taken gradually passes first into a plan of short speech "to oneself", and then into a plan of mental action. Now , having mastered the mode of action and reasoning, the child will be able to solve any new problem on his own.

Learning, built on the method of phased development of mental actions, allows you to get closer to the formation of the concept of number, based on an understanding of the principle of maintaining volume, mass and quantity, to create the basis for the emergence of elements of theoretical thinking (L. F. Obukhova).

Increasing the level in the generalization of mathematical representations, the formation of mathematical concepts is promoted not only by the special organization of mental activity, but also by the use of special cognitive tools in the learning process: models, graphs, diagrams, etc. For example, a "ladder" made up of circles models cardinal and ordinal relations of natural numbers, four circles - pink, white, blue and black - model parts of the day and so on.. formation of elementary mathematical concepts in preschool children m Jette be implemented in different ways. Since the experience and knowledge of children is small, training basically goes like this: first, with the help of an adult, specific knowledge is accumulated, and then they are generalized to the simplest rules and patterns. However, this necessary and important path for the mental development of young children also has its drawbacks: children cannot go beyond those isolated facts and cases on the basis of which they were summarized to generalizations; unable to analyze a wider range of knowledge, which limits the development of their independent thoughts and searches. Therefore, in teaching it is necessary to use another way, when thought and assimilation of knowledge go from general to particular. The learned rule, children must

learn to apply in specific conditions.

A rational combination of these methods contributes to the highest mental and mathematical development of children. It is not always necessary to put a child in the position of a "discoverer", to lead him from single concrete knowledge to conclusions and generalizations. The child must learn to master and acquire the ready-made knowledge accumulated by mankind, value it, be able to use it to analyze both their experience and the facts and phenomena of life around them. For example, at a certain stage, preschoolers are introduced to quadrangles. Turning to children's experience, one can first propose to find and name those familiar figures that have four sides and four corners and can be assigned to quadrangles, and secondly, to find objects or parts of objects of a quadrangular shape (this concretization deepens knowledge children about this geometric figure).

Similarly, children are introduced to polygons. Concretizing their knowledge, preschoolers show and name triangles, squares, rectangles of different sizes, relating all these figures to polygons. The idea of a polygon, as it were, is built up over the whole variety of figures, limited by closed broken lines, right and wrong, large and small.

Therefore, for the development of children's mental abilities, it is necessary to use different ways, to bring them to understanding the unity of the general and the individual, the abstract and the concrete. Education in kindergarten is not only a communication of knowledge, but also the development of children's mental abilities, mechanisms of mental activity, which facilitates the transition from empirical knowledge to conceptual.

2. The formation of the prerequisites of mathematical thinking and individual logical structures necessary for mastering mathematics in school and general mental development. Mastering the initial mathematical concepts contributes to the improvement of the cognitive activity of the child as a whole and its individual sides, processes, operations, actions. The formation of the logical structures of thinking - classification, ordering, understanding the preservation of quantity, volume mass, etc., acts as an important independent feature of the general mental and mathematical development of a preschool child.

The process of forming elementary mathematical representations is built taking into account the level of development of a visual-effective and visual-figurative thinking of a preschooler and has as its goal the creation of prerequisites for the transition to more abstract forms of orientation in the environment. Mastering various practical ways of comparing, grouping objects by quantity, size, shape, spatial location actually lays the foundation for logical thinking. In the process of forming mathematical representations, preschoolers develop the ability to use indirect methods to evaluate various properties of objects (counting to determine quantity, measurement to determine quantities, etc.), anticipate the result, judge the initial data by the result, understand not only visible external relations and dependencies, but also some internal, the most significant. A definite result of the education of preschoolers is not only the formed system of mathematical represen-

tations, but also the foundations of visual-schematic thinking as a transitional stage from concrete to abstract. In children, the ability to analytic-synthetic and classifying activities, abstracting and generalizing is improving.

The formation of sensory processes and abilities. The main direction in teaching young children is the implementation of a gradual transition from specific, empirical knowledge to a more general one. Empirical knowledge formed on the basis of sensory experience is a prerequisite and necessary condition for the mental and mathematical development of preschool children.

Already in early childhood, ideas about the environment, about the signs and properties of the objective world begin to take shape: the shape, size, spatial arrangement of objects and their quantity. The basis for young children to learn about the qualitative and quantitative signs of objects and phenomena is based on sensory processes: sensation, perception, and representation. The kid learns the properties and qualities of the subject in actions, in a practical way.

"The closet is behind you," they say to the child. "And where is it from behind: where is the back?" - the child specifies and presses his back to the closet in order to specifically feel, to know the spatial position of the object behind.

"Find among the toys those that look like this triangle." The child, having carefully examined the triangle and examined it with his hands, quite easily searches for objects similar to a given shape.

Children are purposefully taught certain techniques and generalized methods of examination: tracing an object's contour with a hand and looking to identify the shape, "weighing" objects on the palms of both hands in order to compare their masses, applying or applying strips of paper to compare lengths, comparing elements of one group of objects with another to clarify the relationships "more", "less", "equal", etc. This is a comparison in form, size, quantity, comparison of the revealed signs with what is already in the child's experience.

A higher level of orientation in quantitative, spatial and temporal relations is ensured by the ability to use generally accepted standards. The system of standards has developed in the socio-historical practice of man and represents ordered forms (geometric figures), values (measures of length, mass, volume, time, etc.) and other qualities. By mastering this kind of knowledge, the child gets a set of standards, or standards, with which he can compare any newly perceived quality, find him a place among others.

In preschool age, the development of sensory standards is carried out not only at the perceptual, but also at the intellectual level (L. A. Wenger). Young children master the individual elements of the system of standards, using the survey activities that adults taught them. Older preschoolers, using classification, come to the realization of the principle of constructing such systems. The work on the development and use by children of sensory

standards in kindergarten is just beginning, a deeper familiarization with them takes place at school.

Sensory processes (perception, representation) and abilities (observation, eye) are also the basis of focused work carried out with children in line with their pre-mathematical training. A special organization of sensory experience creates the basis for indirect knowledge, prepares for the formation of mathematical concepts.

Expanding the vocabulary of children and improving coherent speech. The process of forming elementary mathematical representations involves the systematic assimilation and gradual expansion of the vocabulary, improving the grammatical structure and connectedness of speech.

With the help of words, a child reflects quantitative relations with many, one, not one, so many, how many, equally, more, less , etc., which are recognized as a result of direct actions when comparing individual objects and their aggregates. Borrowed from the speech of others, the numeral words are filled with meaning and are used for a specific purpose – to find out how many objects. When counting, the child learns on an intuitive level to coordinate the numeral with the noun in gender, number and case. Comparison of collections of objects by quantity, and later comparison of numbers requires the construction and use of rather complex speech structures. Not only the results of cognitive activity are clothed in a speech form, but also its methods. The child is required to tell what he did (for example, put 6 red circles on the top strip and 7 blue ones on the bottom) and what happened (there were more blue circles than red ones and red ones less than blue ones).

The deeper the mathematical relationships, dependencies and relationships are realized, the more advanced tools are used to reflect them in speech.

Children are taught not only on the sensory level to recognize the values of objects, but also to correctly reflect their ideas in a word, for example: wider - narrower, higher - lower, thicker - thinner, etc., distinguishing these changes from changes in the total volume (more - less , big small). Such differentiation is quite accessible to children. Prepositions, adverbs, nouns denoting spatial relations become the subject of special attention, comprehend, acquire generalized meaning in the learning process and, finally, contribute to the improvement of spatial orientation.

Children learn the vocabulary of temporary designations: morning, day, evening, night, yesterday, today, tomorrow, quickly, slowly, the names of the days of the week, months, seasons. Mastering the meaning of these words helps to comprehend “fluidity”, duration, frequency of time, develops a “sense of time.”

With the help of words, not only are they reflected, but quantitative, spatial and temporal representations are more deeply realized and generalized. Speech enrichment also takes place due to the mastery of certain special terms (names of arithmetic operations, generally accepted units of measurement, geometric figures, etc.). Their volume is ex-

tremely insignificant, since the main content of children's speech is a "purely" household dictionary.

In the formation of mathematical representations, speech development does not occur in isolation, but in conjunction with sensory and thought processes.

5. The formation of the initial forms of educational activity. An important role is played by pre-mathematical preparation for the formation of the initial forms of educational activity. Children develop the skills to listen and hear, act in accordance with the instructions of the teacher, understand and solve educational tasks in certain ways, use the didactic material for the purpose, express verbally the methods and results of their own actions and the actions of their comrades, monitor and evaluate them, to draw conclusions and generalizations, to prove their correctness and other skills and abilities of educational activity. The child masters mathematical representations mainly in the classroom, being in a peer team, thereby expanding the scope and experience of collective relationships between children. In the process of forming mathematical representations, preschoolers develop organization, discipline, the arbitrariness of mental processes and behavior, there is activity and interest in solving problems.

The noted tasks of pre-mathematical preparation of preschoolers take place in each group of kindergarten, but are specified taking into account age and individual characteristics. For its correct formulation and implementation, it is necessary for the teacher to know the development program of elementary mathematical representations not only of the group with which he works; the use of means, methods, forms and ways of organizing work that are adequate to the tasks and level of development of children; systematic work on the implementation of tasks both in the classroom for the formation of mathematical representations, and in everyday life.

Tasks are not solved in isolation, but in a complex, in close connection with each other. Being mainly aimed at the mathematical development of children, they are combined with the fulfillment of the tasks of moral, labor, physical and aesthetic education, i.e., the comprehensive development of the personality of preschool children. An integrated approach to their implementation is the most effective way of teaching young children. Tasks determine the content of pre-mathematical training in kindergarten.

The radical renewal of the content of upbringing and education in preschool organizations is due to the new educational policy of the Republic of Uzbekistan, aimed at reviving the cultural, creating role of education in society. The modern system of preschool education orientes society towards a new humanistic approach to the child as a developing personality, in need of understanding and respect for its interests and rights. Preschool childhood is an important stage in the formation of the moral character of a child. It is during these years that value orientations, the first moral ideas, feelings, habits, and relationships that determine the further development of the child's personality are formed [7].

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