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THE INTEGRATION OF SCHOOL AND PRE-SCHOOL EDUCATIONAL INSTITUTIONS IS IN MATHEMATICS

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Annotation: In each lesson, the educator reveals the main issues of the content of the subject and the method of working on it in the lesson. It should be noted that the given recommendations are typical examples of assignments, exercises, and questions that should be given to children. The number of such exercises should be determined independently by the teacher, taking into account the specific conditions of working with the class.

Key words: Number, number, expressions, children's age, exercises.

The tasks of developing elementary mathematical ideas in children and the formation of the basics of arithmetic in kindergarten, the development of ideas about quantity, space and time are the main conditions of education.

In each lesson, the educator reveals the main issues of the content of the subject and the method of working on it in the lesson. It should be noted that the given recommendations are typical examples of assignments, exercises, and questions that should be given to children. The number of such exercises should be determined independently by the teacher, taking into account the specific conditions of working with the class.

Wide use of didactic instructional materials is characteristic of teaching large groups of children. Assignments related to practical work, exhibition organization can also be considered as examples. The teacher can make corrections to them, taking into account the instructions he has. In most cases, the teacher can give the recommended oral exercises material in different versions, and sometimes it can be replaced depending on the readiness of the class. The didactic games recommended by the teacher should also be creatively approached. In this case, it is possible to use the games that are used to conduct the games, taking into account the specific tasks of each exercise.

Methodology of teaching mathematics in preparatory groups

Preparatory group of the kindergarten is planned to conduct two trainings in a week, 72-74 trainings in a year.

Classes are held from September to the end of May, each 25-30 minutes long.

Didactic games and demonstration materials are widely used in the classes.

In order for children to take part in classes with interest, the teacher must comply with the following requirements:

1. Good mastery of program materials.

2. Preparation of thorough material (demonstrator and handout).

3. Focus on changing children's activities and their interests.

4. Planning to hold action games between training sessions.

5. Achieving children's independent conclusions during the lesson.

6. Encourage children's diverse responses.

It is necessary to pay attention to the knowledge and skills of children and their readiness when distributing the program material to classes.

It is important to know how to use special terms correctly. For example, the concepts of number and number should not be confused.

"Which number is big and which is small" is asked. (can't say which number is bigger.)

In order to achieve the active participation of all children in the training, it is recommended that each child has handouts and signal cards in front of them.

In this case, all children try to listen carefully to the answers of their friends, the discipline is not broken, thus the preparation of children for tests should be taken into account.

Introduction to numbers from 0 to 9.

A number is a conditional sign of a number. Number is an additional, auxiliary step in explaining numbers to children.

Children are not taught to write numbers, they are only introduced to their printed form. Children should be able to distinguish which number each number represents.

There are 10 numbers in total:

0,1,2,3,4,5,6,7,8,9. There is no number 10. The number 10 is defined by two digits: 1 and 0. One or two numbers can be introduced in one session.

For example, when introducing the number "1", the educator puts one toy on the counting card, and puts 1 circle card in front of them.

Calling 2 children, he offers one to jump once and the other to knock on the table once. Children count and conclude that they are all one.

Then, showing the number "1", he emphasizes that this is a conditional sign indicating the number, that each number has its own sign. Kindergarten and primary school are connected because they complement each other.

Children determine the equality and inequality of sets by stacking, matching, and counting

Symbols of signs are used to determine equality - inequality relations.

Which row has more and which row has less? 5 less than 6 is 5<6, what should be done to make the inequality an equality?

By adding 1, equality is formed, and by subtracting one, it is understood how to write equal. 6=6...

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