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STUDYING ELEMENTS OF GEOMETRY IN PRIMARY SCHOOL

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Abstract: This article gives the concept of the emergence of geometry and the basic first concepts. A primary school teacher needs this knowledge because he is the first to introduce children to the world of mathematical knowledge.

Key words: Point, line, segment, geometry, concept, figure, angle, circle and circle.

The concept of geometry, translated from Greek - I measure, geometry refers to the branch of mathematics that studies this concept.

The concept is a complex logical category; it is the result of a stage in the development of knowledge about any object of the material world; when it arises, the concept already becomes the very object of knowledge.

The concept is a format of thinking; it highlights the essential properties of objects that separate the abstract from the non-existent. In turn, thinking in concepts is the highest stage of development of intelligence. The concept is not only a form of reflection of reality, it is a form of reflection that reveals the essence of things, the fundamental, internal, defining properties of objects, their internal and contradictory nature. The concept is knowledge of the essential properties of the parties, the relationships between them.

The study of geometric material in elementary school is associated with the assimilation of a certain system of concepts. In order to master this system and then successfully apply the acquired knowledge and skills, you must first understand what the features of geometric concepts are, how their definitions are structured and what their volume consists of. A primary school teacher needs this knowledge because he is the first to introduce children into the world of mathematical knowledge, and the child's attitude in the future depends on how competently and successfully he does this.

During this period, various geometric shapes are used as material for constructing tasks for recognition, comparison, generalization and classification. The purpose of these tasks is the formation and development of the child's observation, the ability to identify significant (important) features of an object, the ability to compare two or more objects, while noting similar and different features and properties; the ability to make a simple generalization based on the identified general properties of objects; the ability to distribute objects into groups (classification) in accordance with the selected characteristic. Such tasks are fundamental for the formation and development of mental operations (analysis, synthesis, comparison, classification, etc.), as well as the ability to build sound (logical) reasoning.

Dot:

1.Acquaintance through demonstration: draw or pierce a piece of paper with a pen.

2. Finding the point of intersection of straight lines on a lined sheet of notebook.

3. In preparation for writing numbers, children complete the following tasks: put a dot in the middle of the cell (in the lower left corner of the cell, in the middle of the left side of the cell,

etc.); connect the given points with a segment according to the model - reproduce border drawings using the given points.

4. After becoming familiar with the elements of a polygon, students will learn that the vertices of a polygon are points. Later, students become familiar with the designation of points in capital letters. They practice lettering dots and reading lettered dots.

Corner:

1.An angle is like a torn off corner of a polygon. When obtaining a model of an angle, the detached angles of a triangle and a non-convex quadrilateral are demonstrated. The vertex of a polygon is also the vertex of an angle.

2. Formation of the skill of showing the angle of a polygon. To do this, place the thick end of the pointer at the top of the corner, point the pointer along one of the sides and turn the pointer in a fan-shaped motion until it coincides with the other side.

3. Using the small model, sliding corner. Students are told that the closer we move the sides of an angle, the smaller it becomes, and vice versa.

Circle and circle:

1.Children learn to draw circles using a compass, become familiar with the elements of a circle and a circle - the center and radius. All this information is acquired by children in the process of practical exercises. For example, by connecting points lying on the circle with the center and comparing the resulting segments, children are convinced of the equality of these segments. Enter the name of such segments - the radius of a circle or circle.

2. By comparing a circle with a polygon, students establish that the boundary of a polygon is a closed broken line, and the boundary of a circle is a closed curved line - a circle.

3. To prevent students from mixing circle and circle, special exercises are given, for example:

– draw a circle and color the circle;

– mark the center of the circle or circle;

– indicate points lying inside the circle, outside the circle, on the border of the circle (circle);

– mark points lying on the circle and lying outside the circle, etc.

4. Then, in the process of exercises, children develop the ability to draw circles of a specified radius, as well as divide a circle into 6, 3, 12 equal parts using a compass, and divide a circle into 2, 4, 8 equal parts by bending.

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