

"FORMATION OF PRESCHOOL CHILDREN'S MATHEMATICAL INTELLIGENCE AND COMPUTER LITERACY"

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Abstract: This article describes the organization of various activities for the formation of mathematical concepts in preschool children, as well as modern methods of using each type of activity.

Keywords: educator, preschool, mathematics, education, mathematical imagination, method, methodology, knowledge, activity, thinking, comprehension, play, teaching process, outcome.

INTRODUCTION

Although pre-school education is the first link in the system of continuing education, it plays an important role in the subsequent education system, preparing the child for school. It is no coincidence that today this field of education has risen to the level of public policy. It is noteworthy that a number of decrees, resolutions and orders adopted by the state in this regard are aimed at radically reforming the system of preschool education. "Concept of development of the preschool education system of the Republic of Uzbekistan until 2030" of the President of the Republic of Uzbekistan No. PP-4312 of May 8, 2019; PF-5198 of September 30, 2017 "On measures to radically improve the management of the preschool education system" No. PQ-2707, dated September 9, 2017 "On measures to radically improve the management of the preschool education system" 'risida ". PQ-3261 "On measures to radically improve the education system", as well as the Ministry of Preschool Education No. 1-mh of June 18, 2018 "On measures for the development of primary and preschool children state requirements "and" First Step state documents, for example, the implementation of the state curriculum of preschool education, provide for the solution of issues related to this area.

President Shavkat Miromonovich Mirziyoyev made an in-depth analysis of the system, focusing on the smallest details that have so far been overlooked.

Today, it has become clear that the improvement of state requirements for the curricula and study programs of preschool education institutions remains a pressing issue. The material and technical base of most preschools does not meet modern requirements. Enrollment in preschools remains low. In order to solve the existing problems in practice, a resolution "On measures to further improve the system of preschool education in 2017-2021" was adopted.

METHOD

As a methodological method, we highlight some of the main requirements for educator's questions: accuracy, precision, logical sequence, variety of wording, the optimal ratio of reproductive and productive questions according to the age of the studied material, the child's questions to stimulate thinking, to develop, to think, to analyze, to compare, to compare, to generalize, the number of questions should not be small, but enough to achieve the didactic goal, to tell the answer slowly and so on. the need to avoid questions, the need to use additional questions skillfully. Questions should be considered as an effective means of activating cognitive activity in the development of children's basic mathematical imagination and allow them to think about the answer. Children need to be taught to formulate questions independently. Using didactic material in a specific situation, the educator asks them to ask questions about the number, size, shape, and measurement methods of the objects. Here are the methodological requirements for children's answers:

- short or full questions, depending on the nature of the question;
- independent and understanding; correct, precise, grammatically correct.

Interactive methods involve a constant interaction between the educator and the child. Improper use of these methods can reduce the effectiveness of these methods or lead to misconceptions about them

In pedagogy, a system of children's questions and answers is called a conversation. The conversational method involves well-thought-out questions that involve a conversation between the educator and the children, allowing them to

think independently and gain new insights. It is used to ask questions, discuss children's answers and feedback, draw conclusions, and correct answers.

During the conversation, the educator pays special attention to the correct use of mathematical terms by the children, speech literacy. This is done with different explanations and their acceptance is clarified. For example, if an educator teaches children to check geometric shapes, take the figure in your left hand and show them the sides of a square (for example, a right triangle, a right triangle). Or, for example, if an educator teaches children to measure, he or she will set the scale, then show and talk about how to calculate the measurement.

As children grow older, the problems and situations they are asked will increase. Problem situation: the connection between the evidence and the result is not sudden, it is gradual. The question is: what is it? (for example, we put different objects in water: one sinks, the other does not sink); after describing some parts of the material, the child should guess (e.g., melting ice, experimenting with hot water, solving a problem); The use of words such as "sometimes," "some," and "only occasionally" is a sign of cognition; to understand an argument, it is necessary to compare it with other evidence, to create a system of discussion, that is, to perform certain mental operations (for example, to make different measurements, to count with a group).

Practical methods include setting a goal, planning how to accomplish it, managing and analyzing the process, identifying the cause of the shortcomings, and making adjustments and adjustments to the learning process to achieve the goal. In practice, children actively observe their future behavior, speak to themselves, and comment on future events.

Free thinking focuses on illustrations, photographs, and discussions. The purpose of this course is to expand children's knowledge, worldview, acquaint them with pictures, photographs, books, increase their knowledge and interests, apply previously acquired knowledge, skills and abilities in new situations. is to achieve the acquisition of new knowledge.

Let's take a look at some of the key aspects of the impact of computer technology on children's development today. As more and more media technologies are used in families, the number of programs that help children learn and become literate is increasing. In addition, television and computer devices connected to the Internet offer great opportunities for children to learn about the environment and real-life situations. Indeed, the modern educational environment cannot be imagined without computer technology. A variety of educational resources provided by Internet-connected devices are important in expanding children's knowledge and outlook. The content of computer games can be very useful for children with learning disabilities. Educators and teachers who are introducing computers into the education system of preschool and general education schools consider the computer to be an effective modern educational and technical tool that can have a positive impact on children's development. The process can be enriched with colorful content in an interesting way.

It is known that the computer device itself attracts the child and encourages him to learn faster. Every computer-based lesson encourages students to be emotionally uplifted, successful, and motivated to complete assignments. However, it is important to keep in mind that there are many factors to consider when using a computer for educational purposes with a child. The above are definitely positive aspects of ICT. In fact, it has many disadvantages.

It is known that media technologies (TV, video, games, Internet, music, mobile phones, etc.) have changed the way of life of our modern children. Emphasizing the positive aspects of ICT in modern life, it is necessary to perform the following tasks to prevent the negative impact of these advanced technologies on the upbringing of children:

- Scientific review of television programs that affect the mental and physical development of children and adolescents;
- focus on the negative effects of television on children's development;

- To prevent young children from becoming interested in television and computer games, to make sure that their acquaintance with the environment takes place in the real world, not in the virtual world.

- It is important to choose the TV shows that children watch, and to remember that watching them together will make children more happy.

- Parents should spend 1-2 hours a day reading to children and engaging in creative physical activity.

Conclusion

Interactive methods used in preschool education improve the effectiveness and environment of education. The professionalism of educators increases, children begin to feel their place in the social environment, in the community. The challenge today is to nurture a person who can find his or her place in a rapidly changing, complex, and interconnected world.

Educators, teachers, health workers should talk to parents about the impact of ICT on children's health and provide parents with clear information about the impact of ICT tools: television, computer, video, mobile phone on children's development. The main thing is to use the opportunities of ICT in the educational process.

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