

**FORMATION OF QUANTITATIVE REPRESENTATIONS IN THE SECONDARY  
GROUPS IN PRE-SCHOOL EDUCATIONAL ORGANIZATIONS**

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**Abstract:***The early years of children's life are the most accelerated period of development. Preschool childhood is short for comparing the whole life of a person, but very meaningful for understanding everything in a new way. Life around brings a lot of information to the little one. When he makes a mistake, he finds answers to many questions, understands logic. In this article, an idea is made about the formation of quantitative representations in the secondary groups in preschool education organizations.*

**Keywords:** *Preschool education, organization, middle group, quantitative section, mathematical imagination, calculation.*

To achieve the successful development of the instructional material, various teaching methods, tools and techniques are used. The set goals and objectives affect the choice of training, the content of the material being studied, the stage of the lessons and the age of the children. At present, new approaches to the formation of cognitive interests in mathematics are used in preschool children. In the mastering of mathematical composition, the age characteristics of children have increased, the requirements for mathematical preparation of preschool children have increased, social conditions have changed, the attitude to the education and upbringing of children has changed. Teachers have great opportunities in choosing mathematical education programs for the use of various technologies and models for teaching preschool children.

Methodological methods applied to the formation of elementary mathematical imagination in children will help: practical and game activities, solving children's problematic - game and search situations. Increased difficulty, non-standard play, the need to solve the problem is of great interest to children of preschool age. In order to accelerate the formation and development of logical structures of thinking in children, teachers model logical and mathematical structures in the game, during which it is necessary to use mathematical knowledge, create favorable conditions for their independent and active use. Thus, interest in mathematical composition is formed in children. In mathematics, teachers use different methods: oral, visual, game. Other methods are also used: conversation, story, narration, explanation, question-answer, viewing pictures and objects, exercises, didactic and open games.

The child compares them when working with objects through gaming activities. With this, the first acquaintance with mathematics begins. By the age of four, children easily reach the age of five and slightly older than ten, but they can be mistaken. By the age of six, children begin to understand when the numbers will increase and when they will decrease. Therefore, in order to increase the intelligence of the child, it is important to start systematic training in the kindergarten. One of the requirements for preschool education in modern society is the acquisition of mathematical knowledge and elementary ideas by children in kindergarten. In the process of development, preschool children receive the first elementary ideas about mathematics. Among preschool children, taking into account the gradual development of skills and skills in this direction, the existing techniques and tools have been developed for special age categories.

Mathematics is independent and is designed to develop skills based on the natural capabilities of preschool children. Its role in the development of primary competencies among preschool children is enormous. In the educational process, the child receives the first ideas about mathematical concepts by means of tools. The task of mathematics is the desire to train highly qualified personnel, having the prospect of the future from preschool children. In order to achieve the goal of upbringing in preschool institutions, when developing targeted programs and methods of upbringing, it is necessary to take into account local and foreign advanced experience, recommendations for parents should be developed. If they share with other kindergartens and preschool institutions the methods and information of raising children, there will be a useful experience of teachers.

Mathematics is one of the few finite Sciences that covers different aspects of children's personality. In the process of formation and study of elementary mathematical imagination, all cognitive processes are actively developed in preschool children: speech, thinking, memory, perception, representation. If the frequency and sequence of development of cognitive processes in a child is taken into account, depending on the psychophysical development of each child in the organization of lessons, it will be effective. If the child has not reached the age at which he can understand mathematical processes, then classes do not play any role for his consciousness. The abilities of the child are determined by his psychology. In the modern world, innovative methods and tools are increasingly being introduced into preschool education programs. Some preschool institutions already use computer science lessons for preschool children in their educational activities. Now the whole world is connected with computer technology, they are gradually entering kindergartens. There are also didactic forms and tools of upbringing, in which visual aids for painting, games are used.

There are many approaches to the formation of elementary knowledge about the teaching of arithmetic and mathematical concepts in children. Children are taught to count, to indicate the different sides of the numbers: more, less, pairs, numbers. To achieve results, a variety of materials are used: counting sticks, natural materials, they are taught to count and recognize money. Children are taught to recognize geometric shapes: a circle, a square, a triangle, etc. Also, children need to absorb measured quantities: meters, centimeters, kilograms, grams, etc. When conducting lessons, children are taught not only exponential arithmetic, but also arithmetic in consciousness. They learn to find and compare things in everyday life, on the street and in nature. For example: three Birch under the window. Children who have graduated from kindergarten should be ready for the first class, and also adapt to an external independent life. After all, they do not always and everywhere walk hand in hand with their mother. Part of the time children spend on themselves and believe in their own skills - this is the process of development. In recent years, the practice introduced the concept of

preparedness before mathematics. Preparation of the child and his cognitive world to the method of Mathematical Thinking. Different methods of formation of the cognitive sphere allow the child to prepare for the study - mathematics. In the organization of classes, the visual and memory of the preschool teacher affects the creative imagination, perception, self-attention. The task of such education is to activate the pre-school teacher's thinking, the desire to cope with difficulties, the need to solve all sorts of mental tasks. The abilities of a person can manifest themselves in different areas, and here, like others, mathematical abilities are manifested in the process of a preschool educator. The most favorable period for the development of abilities is considered preschool age.

**Conclusion.** Children of preschool age observe and imitate adults, they observe every movement and listen carefully to what the teacher says, and this is an important feature. It is necessary to teach children to act independently, to demonstrate their actions and to speak. It is necessary to offer children of preschool age to repeat after the teacher about the properties and qualities of the objects. In games with children, there must be mathematical actions. Through comparative actions, the children themselves must tell the teacher how this or that number differs from the other. If the child is difficult to answer, it means that his speech and perception are sufficiently developed, if the child does not want to answer, then he should not put pressure on him and do not demand much.

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