

FORMATION OF A SCIENTIFIC WORLDVIEW IN CHILDREN OF PRESCHOOL AGE (ON THE EXAMPLE OF EXACT SCIENCES)

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Abstract: this article provides a methodology for organizing various activities for the formation of mathematical representations in children of preschool age, as well as modern use for each type of activity

Keywords: educator-educator, preschool education, mathematics, education, mathematical imagination, method, methodology, knowledge, activity, thinking, understanding, game, teaching process, result.

Our President Shavkat Miromonovich Mirziyoyev, having analyzed this system in depth, drew attention to the smallest aspects that have been overlooked so far. Today it has been established that improving the state requirements for educational programs and educational plans of preschool educational institutions remains an urgent issue. The material and technical base of most preschool institutions does not meet the requirements of the time. The indicator of coverage of children to preschool education still remains low. In order to practical elimination of existing problems, the decision "on measures to further improve the system of preschool education in 2017-2021" was adopted. In order to further develop science in our country, to educate our youth as the owner of deep knowledge, high spirituality and culture, to intensively continue the work we started on the formation of a competitive economy and to bring it to a new, modern level, dear President Sh. Mirziyoyev declared 2020 in our country as "the year of Science, enlightenment and development of the digital economy." In addition, in his speeches, the president said: "We must carry out large-scale work on the development and reform of the established areas at a priority level during 2020. In particular, it is necessary to increase the level of coverage of kindergarten-age children with preschool education by 60% this year..."¹, and in order to further increase the responsibility of personnel working in the field of preschool education, they gave several tasks and proposals. The main place in the methodology of teaching mathematics to children of preschool age is occupied by questions asked as methodological methods. They can be reproductive-mnemonic, reproductive-cognitive, reproductive-cognitive. In this case, the questions should be clear and concise. In the process of teaching, children must have a unit of reproductive and inductive questions, depending on age and the material to be studied. Questions provide for the development of children's thinking. Questions asked to children can often be questions that are used in a group with the aim of gaining control. The questions that are often used are the so-called closed questions. There will be only one correct answer to them, and they will be applied to the verification of knowledge. Open-ended questions that are asked during discussions are important to encourage group activity and analyze the problems under consideration.

Consider open-ended questions. Hypothetical questions. If ... if it were, what would you do, would you think? They help children imagine these or those situations, strengthen the thinking process. Questions that encourage thinking. How can we help solve this problem? Encouraging, supportive questions. It's very interesting, then what happened? They allow children to share their personal experiences and views. Feedback questions. You ... what do you think about?" Such questions are used to let children know that their thoughts are important and interesting. Interrogative questions. Why do you think so? This question, given in a literal sense, helps them to think more deeply about their thoughts and analyze their explanation. Explanatory, generalizing questions. You ... will I be right if I say you think? Summarizing what the child said and checking if he understood it correctly encourages others to think about how they react to that thought. Questions expressing consent. Many ... are you satisfied with the fact that? Such questions can be asked to encourage discussion. Or at the end of the discussion, did we finish this part? questions such as are asked to be allowed to move on to the next topic. Try to remember not to use ambivalent questions, such as " X

- right, is that? Such questions slow down the activity of the child. Don't ask too many questions in an instant and don't apply questions that mean two things. With the question, children should not be forced to be protected, they should have the opportunity to choose, and this creates the opportunity themselves. They can be as follows: - reproductive-mnemonic (for example: what is it? What color is the flag? What is this figure called?); - reproductive-cognition (for example: how many cubes will I have if I put one more on the polka? Which number is large inductive-knowing (for example: what needs to be done so that the bowls are equal? How do we solve this task? How to determine what the red flag is on the account?). It is important not to ask too many questions in an instant and not to apply questions that mean two. Questions activate perception, memory, thinking, speech in children. In the formation of elementary mathematical representations, many more complex questions are used, starting mainly from simple, aimed at illuminating specific signs, properties, results of practical action of subjects, requiring the use of links, relationships, connections, their explanation and justification, simple proof. More such questions are asked by the educator after demonstrating the sample or after the child has completed the assignment. For example, when the children cut a piece of paper into two equal parts, they are asked: "What did you do? What is this part called? Why can each of these two parts be called half? What shape was formed from the part? How to prove that a square is formed? What needs to be done to divide the corrector into four equal parts?" As a methodological method, we will highlight some basic requirements for the questions of the educator: accuracy, accuracy, logical sequence, variety of formulirovka, the optimal ratio of the material to be studied in accordance with the age of children's reproductive and inductive questions, the awakening, development of the child's thinking of questions, the need to think, analyse, compare, compare, generalize, the number of questions should not be so large, but sufficient to achieve the set didactic goal, the need to Questions should be considered as an effective means of activating cognitive activity in the development of elementary mathematical representations of children, as well as allowing them to think over the answer. Children should be taught to independently formulate questions. With the use of didactic material in a specific situation, the educator gives them a proposal to put questions about the number, size, shape, measurement methods of subjects. Let us indicate the methodological requirements for the answer of children: - to have short or complete questions, depending on the question character; - independent and understood; correct, clear, grammatically correct. When compiling assignments in the form of using the base word and Phrase option, attention should also be paid to the amount of tasks that will be solved in support of interactive methods. The use of these methods develops children's thinking skills, ensures the assimilation of material at a high level of intellectuality. The educator should choose the appropriate of these methods based on the topic of training. When using interactive methods in training, it is recommended to adhere to the following methodological recommendations: - prepare a place to work, create physically comfortable conditions for children, prepare materials for creative work in advance; - take the process and regulation seriously, respect the freedom of speech of children; - pay serious attention to the division of children into groups, involve them all in; - to achieve that when using interactive methods, the group does not have a large number of children, the composition consists of 4-6 people, effective work in small groups, listening to everyone, allowing each group to come up with a statement of the problem. Interactive methods provide for constant interaction between the educator and the child. Their incorrect application leads to a decrease in the effectiveness of these methods or the appearance of a misconception about this. In pedagogy, the system of questions and answers of children is called Conversation. The method of conversation, with the help of thoroughly thought out questions, brings up the conversation between the educator and the children in sight, bringing their independent thinking to the acquisition of new concepts. When applying it, methods are used to put questions, discuss answers and feedback from children, formulate conclusions, correct answers. During the conversation, the educator pays special attention to the correct use of mathematical terms by children, speech literacy. This is done with

various explanations and their acceptance is clarified. For example, if the educator teaches children to check geometric figures, take the figure in your left hand and indicate the sides of the square (for example: Right Triangle, Triangle), he explains. Or another example, when the educator teaches children to measure, puts the measure, then shows and tells how to calculate the measurement. As children grow up, the problematic questions and situations that are asked to them also increase in size. The occurrence of a problem situation: the connection between the argument and the result does not open at once, but gradually. This raises the question: What is it? (for example, we lower various objects into the water: one sinks, the other does not sink); after outlining certain parts of the material, the child must guess (for example, melting ice, experimenting with hot water, solving the issue); the use of such words as “sometimes”, “some”, “only in some cases ” serves as signs of specific cognition; to understand an argument, it is necessary to compare it with other arguments, create a discussion system, that is, perform certain mental operations (for example, make various measurements, count with a group). In the method of problem assignment, the effect can be achieved with the help of problem tasks, based on the specific situation and the essence of the issue posed. The development of materials, tasks and the solution of exercises and issues involves the creation of a problem situation. In this case, small groups are formed, educational materials are given to groups separately. Once the final conclusions and solutions are found, the topics are exchanged between groups. Any pedagogical technology applied to the educational process, regardless of whether its components are passed through the content of the training, curriculum, textbook or pedagogical activity, is required to be aimed at developing the free and creative activity of the child. Teaching methods are the main part of the training process, without which pedagogical activity cannot be carried out. Expression by word, depending on the movement of transfer and acceptance of knowledge, is divided into visual and practical methods. When mastering the content of the topics of the training session, explanatory-illustrative, reproductive, problem statement, private search or heuristic and semi-research methods are used. In practical methods, work is carried out to put the task (goal), plan the method of its implementation, control the execution process, analyze, identify the cause of the shortcomings, correct and make changes to the training process in order to fully achieve the goal. When performing practical exercises, children actively observe their future behavior, speak and interpret the upcoming event on their own. The method of free thinking is devoted to illustrative pictures, photo albums and their discussions. The intended purpose of this activity is to expand the circle of knowledge, worldview of children, to achieve their acquisition of new knowledge by introducing them to pictures, Photo Books, Books, gaining their knowledge and interests, applying previously mastered knowledge, skills and abilities in new situations. The task should be as follows: not to be large in size, but to be meaningful, focused on assimilation, coherence, repetition, thinking, practical aspect; to be simple and understandable in relation to what is done in the group; especially when drawing up an issue, an example and a sentence, conducting practical work should depend on the observations and opinions of children; specific instructions should be given for the correct execution of homework; individualization should be carried out taking into account the preparation and capabilities of children: the educator must check homework in time to ensure the discipline and responsibility of children. In conclusion, it should be noted that in our country the attention is paid to the educational system at the level of Public Policy mathematical activity of Educators was grown in various conditions: in theatrical activities, in construction and making games, in activity centers. Knowledge of the manifested strengths of children is important not only for analysis, but also makes it possible to determine in them the prospects for further professional selection, stimulation of mathematical abilities. Taking into account the manifested abilities of the child is necessary not only for their development, but also to direct his talent to the corresponding stream. experiments have shown that games and interactive methods contribute to the development of children's mathematical abilities, obtaining a wide range of points in mathematics and mathematics

Contracts, which are considered a specific type of legal facts, occupy an important place in the emergence, change and termination of civil legal relations.

As a result of the analysis carried out, the article will develop proposals for improving the legislation on the legal regulation of the activities of microloan organizations.

The article reveals the prospects for the development of civil society in Uzbekistan and analyzes the problems of the development of legal consciousness and legal values in modern society, identifies important structural and material differences between law and law, which is one of the main components of law.

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