

**ANALYSIS AND METHODS OF THE PECULIARITIES OF PERCEPTION,
MEMORIZATION AND COMPARISON OF THE AMOUNT OF OBJECTS IN PRESCHOOL
CHILDREN**

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Annotation. This article describes the analysis and methods of the peculiarities of the perception, memorization and comparison of the amount of objects in preschool children.

Keywords: game exercises, passive speech, set elements, comparison.

Introduction

One of the main tasks in teaching a small group of preschool children to count consists in teaching children to compare sets through a comparison path, comparing the elements of one set with the elements of the second set. This initial stage is of great importance in the development of future counting activities. The child occupies quantitative comparison methods. The child does not know how to count, so he learns to determine which of the sets being compared before are many, which are few, or that they are equally powerful. The development of future mathematical representations in children largely depends on the initial period of teaching the number. In the second subgroup, the educator should develop in children the idea that the set is a set of separate same-sex elements (items). Training should be started with exercises on the separation of quality and properties of items. For example, within a number of toys, one is offered to find the same toy as in the hand of an educator, "give the same cube (flag, balloon)". This is followed by a task to select an item of the same color (size, shape) from 2-3 items of different colors (size, shape).

The next stage should consist of exercises related to the selection and grouping of items by character-symptoms given. For example: "put all the cubes of red in this box, and in this box wash all the little bears, and in this one wash all the big bears." As a result of such exercises, children begin to understand that there are common signs of various items, on which it is possible to combine into one group: "These are dolls", "these are balls", "these are flags".

The educator teaches children to be able to see signs that are common only to some part of the items in the group. For example, flags indicate a large number of flags, but some of them are yellow and some are blue (there are many yellow flags, and there are many blue flags").

In the formation of ideas about quantity, a certain place should be taken by various game exercises on the formation of groups from same-sex (identical) items and the division of the group into separate items. Usually, these play-exercises are held in a certain sequence in the lesson.

Discussion and results

In the first educational activity, the same size and color are absolute; it is the complexes of toys that are made: carrots, arches, chicks, in which the more children in the group, the more toys should be. The educator initially connects one toy to the children, explaining his actions with these words: "I have a lot of arches. I give all the children one FIR. I don't have a single spruce left..." After that, he turns to the children: "how many FIRs do you have in each of you?" From then on, the educator will collect all the toy, in which he will emphasize the words of not one (in the child), too much (in the educator).

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The exercise can be repeated once more with other toys. Every time the tutor uses the words many, one, one, not one, nothing; "how much?" , "How much?" questions. The little ones say the items and how much they are (many, one). In the course of educational activities, children make sure that the collection can be separated into separate items and made from separate items. A second session is held similarly. Initially, work is organized with one of the types of toys used in previous educational activities, and then a new kind of toy or items is obtained, which do not have to be the same: they can be of different sizes and different colors. Toys are arranged in groups, such as yellow balls in one basket, red balls are collected in the second; large fish are placed in a large bowl, small fish in a small bowl.

The educational process of educational activities is summarized by the educator. For example: "there are a lot of balls in the basket (or net bag)", but "there are a lot of big balls in the big net bag, there are a lot of small balls in the small net bag "or" a lot of fish is talking in the Bee", or "there are a lot of red or yellow boats". It is recommended to perform this type of exercise at least four times. After the children learn that the collection consists of separate elements, they learn to independently distinguish groups of the same items, find separate (single) items from tevarak-surroundings and a set of items (multiple) independently.

What items are many in the room, in order to be able to tell which items are bittalig, the little ones perform a complex spatial-quantitative analysis, that is, allocate some kind of item. Then, looking closely at it, you need to fantastically combine the same items into a single set, depending on what items are missing.

To reinforce the "one" and "many" concepts of the little ones, it is possible to propose to place the indicated number of items in two rows of different colors.

The tutor gives the following assignment: "put one chick in the Blue row on the left, and many chicks in the green row on the right." By replacing the rows or changing the instruction on the number of items to be placed in each row, the educator teaches children to associate the amount of items first with the color of the rows, and then with their spatial positions.

The little ones also learn to determine how the items are positioned relative to each other on the left, right, top, bottom.

After completing the assignment, the caregiver asks the children how many toys (one or more) are in each row. At least two to three sessions are allocated to this kind of operation.

The educator can organize the game "assignment", in which children learn to identify the collection, independently select items. For this game, items must be given in units and multiples, for example, you can put one duck on the first table, and many ducks on the second plot. Children bring a lot before, and then one duckling, according to the teacher's assignment. It is also possible to complicate the task: one spruce and a lot of mushrooms can be placed on one table itself. In this gala, children do not bring toys. maybe they come close to the table and talk about what they see in it.

Toy groups can be placed in more and more different places, namely: tables, window sills, carpet. Before completing the task, the children's attention should be paid to individual areas of the room (window sill, corner on the right side of the carpet, etc.) it is necessary to focus, after which they themselves also begin to aim well.

Children first use simple sentences such as " many flowers", " One Tree". They then learn to combine two simple sentences into a single compound sentence: "there are many flowers, and the trees are one".

To strengthen the concepts of " one "and" many", it is recommended to use different methods. Children can be offered to play the bat many times, jump high once, knock many times with a hammer, and then knock so many times if the educator knocks with a hammer (no more than 2-3 times). Rhythmic, one sound must be knocked apart from the other. If children find it difficult to distinguish between 2-3 sounds, then after any beat it is necessary to say: "one, another, another." It is desirable to perform didactic games with toys and items, in the process of these games, children learn to distinguish between the concepts of "one" and "many".

Conclusion: At the end of the school year, children should be taught to compare (with placing on top or next to) the amount of items of different sizes. Comparing groups of small and large cubes (placing one small cube on each large cube), the little ones find that one small cube is left without pairs, which means that there are many small cubes, and there are few large cubes. In similar exercises, it is necessary to train different variants of relations, such as relations, i.e. large objects are many, small ones; large ones are few, small ones are many; and the amount of large and small objects is equal. In the process of this kind of exercise, children learn to compare in pairs the elements of two groups, which are perceived using different analyzers. The equality of large and small objects is also seen as such, as is the equality of objects arranged in the form of a row or some geometric shape (for example, a circle, a square, a triangle). To verify the Equalities, children can be offered to place a group of items opposite (in pairs) the second group of items, count them, and compare the numbers found. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals. It is also necessary to carry out exercises to compare inequalities. In this, it is necessary to show that children can have a lot, despite the fact that some kind of item takes up less space than the items in the group in which the iknnchi is being compared (depending on their location, size). This kind of exercise leads the child to understand that the number of items will not depend on their size and location.

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