

THE IMPORTANCE OF TEACHING PRESCHOOL CHILDREN TO MEASURE MAGNITUDES IN THE FORMATION OF THEIR MATHEMATICAL IMAGINATION

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Annotation. This article describes the importance of teaching preschool children to measure magnitudes in the formation of their mathematical imagination.

Keywords: size, mathematical representations, units of measurement, size, quantity, comparison, relativity.

In the composition of mathematical representations, issues that introduce children to the magnitudes of objects occupy a certain place. The importance of the size of a subject in giving a correct and complete characteristic to any object is no less important than the importance of its other main characteristics. Only on the basis of comparison can the size of the subject be described. Revealing the meaning of the concept of "size", the mathematical Methodist D.Galanini shows that: "size is said to be such a property of objects and actions that we can compare objects on this property with each other, this property can be in different quantities on different objects". According to certain criteria for comparing objects, the relationship of equality or inequality of the magnitudes of objects is established. But not always subject to direct comparison. We often compare a given object in the general perceptions (thoughts) generated in ourselves about the magnitudes of familiar objects. In this place, the magnitude of the perceived object is compared with the generalized image, in which the experience of practically differentiating objects seems to be completed. Size is also characterized by variability. V.V.Davidov writes that "dimensions are such a state of an object that, even if it goes up to certain limits and changes a mentally given individual object, but does not change its type, Initial Quality. A change in the length of a given table changes only its size, but does not change its content and quality, it remains the same as a table".

The third property of magnitude is its relativity. Indeed, an object itself can be defined as large or small, depending on what object it is being compared to in size. It should also be noted that magnitude is such a property of the subject that it cannot be separated from the subject and imagined separately, and magnitude cannot be separated from the subject. By perceiving the size of the object, we get a whole picture (orientation) about the object (and only then we determine it by the words "large, small") or information about the ratio of individual lengths (own width, height). For such a subject, each concrete case serves as the basis for determining magnitude in multiple cases for which it has practical significance. In this case, the "high", "long", "large", etc. of the magnitude. k. they use specific definitions such as ("a child needs a low chair", "cars are going the wide way", "bought a tall arch", etc. k.). There are a number of objects for which the terms "Big-Small" cannot be used. For example: the tape can be long, short, wide, or thin (narrow: while the jumper can be long or short, etc.) k. Together with these 6, observations and Special Investigations show that preschool children prefer to use the words "Big-Small", "more-rare" when determining the size of objects. This is because, firstly, children cannot differentiate objects from their individual lengths (length, width, height, height, size relationships between them, and each of them., that they cannot identify with words, and secondly, they themselves often use the terms large-small, which are very general instead of the exact definition of size.

Large-small is the most common of the spatial signs of things, their distinguishing sign from

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each other. When we talk about every volumetric thing, we talk about something big or small. In addition, the thing will have three dimensions – height, length, width (thickness, height). Only when you know these dimensions can you say something long or short, wide or narrow, high or low. But it should also be mentioned that as the size of the items (height, color, low, width) changes, the name of the table or chair does not change. The table remains on the table, and the chair remains on the table. If we take numbers 6 the number is greater than the number 5, Not only greater than 5, but also greater than 4,3,2,1. And the number 3 is not only smaller than the number 4, but smaller than all of the numbers above it. Introducing the child to the kata-smallness of things is essential in preparing them for school, and is important in the mental, mathematical growth of children, in particular, in the growth of mathematical abilities.

As in the lessons of preliminary writing, mathematics, painting, Labor, it requires children to distinguish between large and small things, compare them and tell them verbally. The study of units of measure in elementary school is associated with the ability to distinguish signs of smallness of things. Having the right idea of big - smallness is of great importance in the study of geography, natural science, geometry, drawing. In connection with the introduction of elements of polytechnic education into the primary school, knowledge about the large or small size of things is of particular importance. Therefore, it is necessary to compose an idea of adulthood in children as early as preschool age. For example, for a large group, The “Wonderful Bag” Game on the amount Go: The Children stand in a circle the tutor comes out by giving each child one pen, the pencils will be Pencils of different lengths. The tutor stands in the middle of a circle in the hand of the tutor, in the “wonderful bag” there will be Pencils of different lengths. The children come one by one and hold one pencil from the bag to tell how it is(long, short).And measure with a pencil in his hand and say that he is longer or shorter than him.

Knowledge of large-small is determined in the process of direct perception of things. The perception of the large-small of things is a complex process, which is carried out on the basis of the activity of the analyzers of vision, perception and movement. The perception of large-small also includes the word about it. That is, the great-smallness of things is two-sided: the real great-smallness that their things perceive, and is assessed by saying the great-smallness that is said in words. Things that vary in size and size can be distinguished by children from an early age. Children of this age acquire the concepts of "senior" and "junior", but cannot yet distinguish other signs of adulthood. Under the generic name "large" or "small", all that belongs to the width, length, height, thickness of objects is understood. Three-year-old children easily determine the size and size of things (height, width, etc.) under the influence of teaching, if this sign of the thing is clearly visible. They find the largest or smallest of them, without errors, from within the same objects. But they find it much more difficult to place a few things in order according to their size and size, to find those of the same size from within a few things. Most three-year-olds cannot build a pyramid by picking in order from the largest of the first time out of various large-sized objects.

Four-year-olds know their new names, such as "largest" (longest), "smaller" (smaller), "very small (shortest), based on a comparison of the size and size of several things. At the same time, the relativity of assessing the magnitude of Things begins to understand: the child realizes that only one thing is sometimes said to be large in relation to other things, and sometimes small. The tutor puts a basket with ribbons on the table. He calls two children next to the table and offers to grab the other end of the ribbons he has caught, making it clear that the ribbons are long and short. Similarly, to cut the ribbons, children are divided into groups of 3 people using ribbons of 7 different colors and measure by taking a ribbon from a basket and comparing it with the ribbons in them. They need to

find long and short ribbons from the ribbon on their hands. If the tutor says lift the longest tape, then each group will lift the longest tape in themselves, the shortest tape, if they say. Educator: "children, take the ribbons in front of you. These are supposedly the road. How to know which path is longer? We lay the ribbons side by side, making their end Equal from the left. Now we can tell which path is longer, which is shorter. With the right hand we take the doll and take a walk on the roads. Which path is shorter? From this, walk the doll. Which path is longer? Let the doll walk through it". The tutor watches how the children are doing the task and asks them: "is this path longer or shorter?"

At this time, in children of this age, it is observed to add a word to something specific, which means its size. For example, in one setting, a child takes one of several boxes as the longest, while in another setting, the box will call it "long", even if this time is higher than in others. The same is observed in much older children. Children 5-6 years old have a much wider understanding of adulthood (imagination). He can compare not only what is seen, but also what is not: "our house is older than our kindergarten, it has a floor". However, children of this age also have a special feature. For example children quickly understand and use the sentence "tall man" in their speeches, but do not use the concepts "tall doll" or "Tall Bear", where they only use the word "big" and "small". Children master the concepts of " deep", "surface" with difficulty. So children have difficulty separating different sizes of things.

Children easily master the concepts of large and small during the comparison of numbers. Older preschoolers can compare specific things and distinguish their sizes, but this does not make it possible to distinguish the size of each thing separately. For example, children often consider the upper plane of a thing to be higher than it, while instead of the length they usually indicate the height of a thing or its width. Older preschoolers cannot even accurately distinguish the size (length, width, height) of the writing table, for example, in what occupies a clear permanent spatial position. The child often shows three sides of the thing instead of these three dimensions. Revealing the possibilities and peculiarities of preschool children to master the concept of the great-smallness of things as a result of scientific examinations makes it possible to determine the required amount of knowledge and qualifications for each age group in kindergarten according to the department provided in the program.

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