



THE USE OF GAME METHODS AND TECHNIQUES IN TEACHING ELEMENTARY MATHEMATICS TO PRESCHOOL CHILDREN

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ABSTRACT

The article gives a definition of the concept of “plot-didactic game”, characterizes such games, taking into account their use in the process of forming elementary mathematical representations, provides a brief description of games aimed at mastering the program material in the section “Formation of elementary mathematical representations”. In addition, the role of such games in the acquisition of mathematical concepts by preschool children is revealed.

KEYWORDS

Preschool children, didactic game, plot-role-playing game, plot-didactic games with mathematical content, formation of elementary mathematical concepts.

INTRODUCTION

Acquaintance and “communication” with mathematics begins at preschool age and continues throughout a person’s life. At an early age, the child has the first mathematical concepts, which he spontaneously learns in his subject-practical activity. Such knowledge is of a generalized nature and is based on a specific perception. Under the conditions of a

preschool educational organization, under the influence of systematic learning, the child begins to master more stable and differentiated mathematical concepts (size, color, quantity) and concepts. At all stages of his life, a person uses mathematical knowledge to the extent that he needs them. Why is such knowledge important? First of all, it is determined



by the fact that in everyday life a person quite often has to operate with mathematical concepts, carry out counting and various operations with numerical expressions.

MATERIALS AND METHODS

Mastering mathematical concepts is one of the effective means of mental and cognitive development of the child as a whole. At the same time, preschoolers may experience difficulties in mastering mathematical concepts; they do not always transfer them into everyday activities.

The study of quantitative relations is a rather complex and difficult process, especially for preschoolers. The number as a basic mathematical concept in its content is an abstraction of a high degree of generality and abstraction from the sensually perceived basis of its construction [1]. However, the mastering of the initial mathematical concepts by preschoolers is based on object-sensory activity, the basis of which is visual-effective and visual-figurative thinking. Therefore, at the initial stage of mastering mathematical knowledge, it is necessary to choose such teaching methods that will ensure a gradual transition from concrete to abstract knowledge.

RESULTS AND DISCUSSION

One of the principles of pre-mathematical preparation of preschool children is the principle of connection with life. It determines the importance of using the mathematical knowledge acquired by children in various types of activities (game, constructive, visual, in everyday life). So they become more significant and durable.

D. B. Elkonin defines the role-playing, or so-called creative, play of preschool children as “an activity in which children take on the roles (functions) of adults and, in a generalized form, in specially created playing

conditions, reproduce the activities of adults and the relationship between them” [2]. The game, being the most attractive activity for children, has a positive effect on the formation of all basic mental processes.

The specificity of the didactic game is that it combines two principles - play and cognitive, and provides ample opportunities for consolidating, generalizing and clarifying knowledge. Didactic games allow you to provide the required number of repetitions on a variety of material [3].

When plot-role-playing and didactic games are combined, a new type of game arises - a plot-didactic game, which can be actively used by teachers in various classes, including the formation of mathematical concepts.

A feature of plot-didactic games with mathematical content is that the child assumes the role of an adult and therefore acts in accordance with the rules determined by the chosen role. At the same time, he reproduces the professional actions of adults or stories from the life of the family, the immediate environment, taking into account the number that needs to be operated on, duration and time.

We list the characteristic features of games, the content of which includes the quantitative relations of objects in the real world [4]:

1. Such games assume the presence of various plots and roles filled with a new component - mathematical content.
2. Assimilated in the classroom, mathematical knowledge is included directly in the games as the rules for the children to perform a particular role. The teacher takes on a certain playing role and helps children use counting and measurement, controls the correctness of their implementation.



3. In plot-didactic games, the ability to apply the mathematical knowledge gained in the classroom in new conditions, as well as with different subjects, develops.

4. These games are collective.

With the help of games of this kind, the following problems are solved [1]:

– formation and consolidation of ideas about quantity, size, geometric, temporal, spatial characteristics;

- expanding the range of ideas about the world around;

- formation of the ability to focus on the proposed situation, apply the acquired knowledge in new conditions;

- learning the ability to plan and regulate their activities in time, taking into account the actions of a partner in the game (the ability to wait, listen);

- development of the emotional and personal sphere.

Due to the inclusion of a mathematical component in the plot-didactic games, the content of preschool children's games becomes more complex and enriched.

CONCLUSION

Thus, a story-didactic game is a combination of story-based and didactic games in which children learn social relations and simulate situations from everyday life, as well as learn how to accurately follow the rules and mathematical operations in everyday life. The inclusion of plot-didactic games in the process of mastering elementary mathematical knowledge has a positive effect on the assimilation of mathematical concepts and concepts by preschool children. In combination with math classes, such games are an effective tool that contributes to the formation of elementary mathematical concepts, mental development in general, and also prepares children for schooling.

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