

Theoretical foundations of teaching preschool children to perceive the shape of objects through games

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Annotation Children explain all the differences in the size of objects with the words big and small, that is, with words used to determine the mutual ratio of objects according to their overall size. Children do not use words that allow us to accurately categorize the difference between things based on a single sign. Therefore, babies have only one character (length, width or height) that is the same (equal); it is necessary to teach the use of words such as thicker, thinner, the same (equal) in thickness. When separating one or another symbol for the first time, only things that differ from each other with this symbol are compared.

Keys words: Game, figure, triangle, rectangle, communicative, education, training, skill, skill,

To teach children about the concept of "longer - shorter", objects of the same color, width and thickness, differing only in length, are selected. First, different objects of large and small sizes are used for comparison. The difference between the size and the size of the material should not be less than 0-5 cm, and that of the handout should not be less than 5 cm. It is easy to distinguish different sizes with hand movements. The teacher (educator) while asking children which object is longer (shorter) runs their hand across the object (from left to right) When comparing width they run their hand across the object (width) and when comparing height moves his hand from the bottom to the top of the object, mostly to the upper edge. Creating a game situation helps to identify these signs. The success of this or that action depends on how vividly this sign is expressed, and it is necessary to take it into account will be done. Masalan, tarbiyachi bolaga mashinani keng va tor orders him to drive over the bridge and asks him the following question: "Why was the car able to pass through one bridge and not the other? Which gate can the car pass through and which one cannot? Why?" First of all, children are taught to use the juxtaposition method, because objects of the same color are compared, and when they are placed on top of each other, they merge. shows. When comparing the length, the objects are placed side by side and their ends are folded on one side (preferably the left side); using overlap, their top and bottom edges are also joined. If the end of the object sticks out, then this object can be said to be longer. If neither end protrudes, then the objects can be said to be of equal length. When comparing the width of an object, its top and bottom edges are compared (aligned); when comparing its height, the objects are placed side by side on the same plane. The separated symbol is called by the exact word. The teacher reminds the children how to use the methods of placing objects of different sizes next to each other and on top of each other. Children check the accuracy of their guesses by looking at the size of objects and placing them side by side. In their speech, not only the relations of object sizes ("longer-shorter", etc.), but also the methods of determining these relations should be reflected. It is useful to ask children the following questions: "How do you know which ribbon is wider? How do you put them next to each other? How do you know that the blue scarf is wider than the white scarf?" and so on. Children use the corresponding presumptive actions somewhat consciously. For the first time, children begin to learn to compare and analyze the size of objects by looking at 2 dimensions at once - length and width. In the middle group, the length and width of the flat objects are limited. Length or width is determined by comparing things of different sizes that differ from each other in length or width. In the implementation of this work, the means of action are wide foydal.inish, masalan, narsalarning uzunligini taqqoslashda qo'lini ularning bo'yi bo'ylab yurgizish, kengligini taqqoslashda -

ko'ndalangiga, balandligini taqqoslashda esa narsa ostidan to yuqori chekkasigacha, ya'ni qo'lni pastdan yuqoriga yurgazishni taklif qilish zarur. Bolalar diqqati qaysi narsa bo'ylab-uzun narsa bo'yichami yoki qisqa narsa bo'yicha "uzoqroq yuguradi", ana shunga jalb etiladi. Bolalar qo'llarini ikki tomonga yozib or show the length (width, etc.) of an object by crossing their fingers. The teacher draws their attention to the degree of opening between the hands or fingers: large opening, slight opening, slight opening. The teacher tells the children the sizes of objects according to their "arrangement", as if they determine the exact direction of the row in their mind (each item in the row is bigger or smaller than the previous one, "stepping up and down the stairs" suggests that when children pick up boards and other objects of different lengths, they align their left edges, and when picking up objects of different widths, they align (place) the top or bottom edges to fit them on a single straight line.

Some children have difficulty aligning the edges of an object on one side.

It is desirable to give them, for example, sheets of paper with a vertical line drawn along the left edge (when comparing boards lengthwise); they level the boards with these sheets. Great importance is attached to the development of children's ability to see with their eyes. For example, they are asked to visually find the thing that is bigger (smaller) than the sample, the thing that is equal to the sample, out of 4-5 things. Children learn to find objects equal to O'Ichov. Children not only identify the dimensional relationships between the objects shown, but also create similar relationships in their imaginations. Educators also create similar relationships with them. The game is not only a means of learning about things and events in the external environment, but also a powerful means of education. All the psychological characteristics of preschool children are formed in creative and plot games. From this point of view, the game has a central place in the development of educational work in kindergarten.

During the game, all the mental processes of the preschool child can be developed. Because game activity shows children's attention and memory, speech, imagination, temperament, skills and abilities related to cocktails.

Role play is the leading activity of preschool children. Role-playing is the most important activity of children of this age, and in such a game, they perform all the tasks and tasks of adults. Therefore, in the conditions specially created for game activities, they try to summarize the events of the social environment, family life, interpersonal relationships. Children learn the characteristics of adult lifestyles, feelings, interactions and communication, their relationships to themselves and others, to the environment in a unique way, from various toys, as well as their tasks. they also use things that are stolen. However, it is worth noting that the role-playing game, which encompasses all aspects of social and domestic reality, does not appear suddenly, but as a result of the increase in life experience, the expansion of the images of imagination, and improves from simple to complex in terms of essence and content.

One of the most necessary factors that creates the activity of role-playing is the presence of a child's feeling of comparing his behavior with the behavior of adults, copying it, and imitating it. For the same reason, adults and their behavior are both external and internal role models for the child, and the behavior and behavior of adults are both the object and the subject.

References.

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