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# Teaching Mathematics in Kindergarten and Primary Schools

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**ABSTRACT:** This article describes one of the methods of teaching mathematics in preschool and primary education.

**KEYWORDS:** math, numbers, elementary education, preschool, kindergarten

## ПРЕПОДАВАНИЕ МАТЕМАТИКИ В ДЕТСКИХ САДАХ И НАЧАЛЬНЫХ ШКОЛАХ

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**Абстракт.** В данной статье описывается одна из методик обучения математике в дошкольном и начальном образовании.

**Ключевые слова:** математика, числа, начальное образование, дошкольное учреждение, детский сад.

Tasks for the development of elementary mathematical concepts in children and the formation of the basics of arithmetic in kindergarten, the development of concepts of quantity, space and time are the main conditions of teaching [1-5]. In each lesson, the facilitator explains the main points of the topic and how to work in the classroom. It should be borne in mind that the recommendations given are usually the types and examples of assignments, exercises, and questions that should be given to children. The number of such exercises should be determined independently by the teacher, taking into account the specific conditions of working with the class.

Didactic instructional materials are widely used in teaching large groups of children. Practical work, assignments related to the organization of the exhibition should also be widely covered as examples.

Methodological and mathematical training is an integral part of the training of primary school teachers and can not be considered in isolation from his educational activities. On the other hand, teaching mathematics in the primary grades is the first stage, i.e. the stage of preparing children to master the next mathematics course. These two aspects of primary education in mathematics (component of primary education and mathematical preparation) have found their appropriate reflection in the methodology.

Primary educational tasks in mathematics can be solved only on the basis of a system of theoretical knowledge. This includes the scientific worldview, psychology, didactics, the theory of teaching mathematics (mathematical didactics). However, theoretical knowledge alone is not enough. To be able to apply the most effective methods for a particular area of study, which is affected by the specific content of teaching and the level of mental activity of teachers. necessary. It is important for the primary school teacher to know and take into account the level and capabilities of the students 'mental activities as it lays the foundation for the mental development of the children in the primary grades. Various methodological issues arising in the process of practical application of theoretical knowledge should be addressed. Methodological issues arise in every lesson, however, they usually do not have a single valuable solution. The teacher needs to be sufficiently prepared in this area in order to be able to quickly find the most appropriate solution to the methodological problem that arises in the lesson for this learning situation. We will try to explain with examples below.

**Introduction to numbers from 0 to 9.** A number is a symbol of a number. Numbers are an additional, helpful step in explaining numbers to children.

Children are not taught to write numbers, they are only introduced to print. Children should be able to



distinguish which number is the sign of each number. There are 10 numbers in total: 0,1,2,3,4,5,6,7,8,9. No number 10. The number 10 is denoted by two numbers: 1 and 0. One or two numbers can be introduced in one session.

For example, in the introduction to the number "1", the educator puts one toy on the number card, in front of which he puts 1 circle card.

Calling 2 kids, one offers to jump once, the other to knock on the table once. The children count and conclude that they are all one.

Then point to the number "1" and it is a conditional sign indicating that the number means that each number has its own sign. The connection between kindergarten and elementary school is that they complement each other.

Children find out if the sets are equal or unequal by stacking them on top of each other. Equality - Symbols are used to define inequality relationships.

Which row has more and which has less? The number 5 is less than 6  $5 < 6$ , the inequality is asked what to do to create an equation. Adding one equals one and understands how to write one by subtracting one.

**Geometric material** serves the purpose of acquainting children with the simplest geometric figures, developing their spatial imagination, as well as the demonstration of arithmetic laws, connections (for example, from a descriptive image of a rectangle divided into equal squares). 'is used to reveal the substitution property of the distribution ...).

From Grade 1, straight and curved lines, intersections, polygons and their elements, right angles, etc. are included.

Students should be able to imagine geometric shapes, their names, and make them simple on checkered paper. In addition, they must be able to find the length of a cross-section and a broken line, the perimeter of a polygon, a rectangle, a square, and the face of any figure (using a palette).

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