

ENSURING THE INTEGRITY OF MATHEMATICS IN PRESCHOOL AND PRIMARY EDUCATION

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Annotation. Mastering mathematical concepts will only be effective and efficient when children do not see that they are being taught something. In the article, the need to ensure consistency between preschool and primary education mathematics, the main goal of preparing a child for the stage of primary mathematical education, priority tasks in ensuring the continuity of preschool and primary education and their solution opinions about.

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Developing elementary mathematical concepts in preschool children through various forms of work.

"Mathematics is the queen of sciences" - everyone knows this expression. We go hand in hand with mathematics all our lives. When we are born, our weight and height are immediately measured. Without even knowing what mathematics is, we study its rules and patterns. How many poems and songs we learned in childhood, again with mathematical content.

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Preschool childhood is a favorable period for the formation and development of basic skills and abilities. The leading activity of a preschool child is the game. The development of basic mental processes - memory, attention, thinking, imagination - also actively occurs during preschool age. When moving from kindergarten to school, a restructuring occurs in the child's body and psychology. The transition from play to play is associated with the emergence of some difficulties in the child's perception of the educational process itself. Continuity in kindergarten and school work implies the creation of a special, holistic educational environment between these links of continuous education in a single system. The main goal pursued by educational institutions in the organization of such a single educational environment is the rational development of a single approach to education and training.

Before starting to solve the problem of ensuring the continuity of kindergarten and school, the administration of both educational institutions should conclude a cooperation agreement, on the basis of which the process itself will be carried out. Taking into account the differences in the specifics of the activities of educational institutions, it is advisable to develop a joint project to create favorable conditions for the transition from one educational system to another. The first large-scale joint event that ensures the continuity of kindergarten with school should be monitoring the adaptation of children to different conditions educational environment. Monitoring research begins with the child's stay in a preschool educational institution and continues in the school community. Taking into account the primary data of the monitoring research, a set of joint events is planned by specialists from both institutions.

The first and main task facing the pedagogical team is to create favorable conditions for the child's transition from kindergarten to school. Recently, there have been many disagreements about the components of a child's intellectual readiness for the educational process, so joint work on improving the preparation of six-year-old children for school is also a very urgent task.

When we talk about the methodological and mathematical training of a primary school teacher, we understand his preparation in the methodology of teaching mathematics based on a scientific worldview in an integral connection with general pedagogical-psychological and mathematical training. The task of such training includes the acquisition of certain knowledge and skills in the field of primary education in mathematics and the mastery of educating children through teaching.

The setting of completely new goals for school education is leading to a fundamental change in the content of mathematics teaching. It requires development both in the content of the elementary mathematics course and in the methodology for using textbooks and manuals.

In our country, mathematics has been identified as one of the priority areas for the development of science since 2020. Over the past period, a number of systematic works have been carried out aimed at bringing mathematical science and education to a new qualitative level.

In order to form the knowledge and skills of schoolchildren, educate them in the spirit of loyalty to national and universal values, increase the prestige of the teaching profession and the quality of teachers, improve textbooks and educational methodological complexes in line with the requirements of the time, and create modern models of public education institutions that meet international standards, as well as implement the Development Strategy of New Uzbekistan for 2022-2026 in the "Year of Honoring Human Dignity and Active Neighborhood" a state program was adopted.

In order to ensure continuity in mathematics lessons in primary education, it is necessary to ensure that the lessons are grounded and systematic, based on the content and essence of mathematics lessons. In particular, it is necessary to determine the competence of knowledge, skills and qualifications that primary school students should acquire in each mathematical subject, to evaluate the results of teaching mathematics in primary schools, to appropriately and purposefully incorporate modern and pedagogical technologies into primary school mathematics education, to increase students' ability to independently use textbooks and educational and

methodological literature, and to educate students to express their thoughts independently.

The problem of continuity in primary mathematics education and its aspects related to continuous education have been generally and partially studied in Uzbek pedagogy by I. Qodirov, Sh. S. Sharipov, N. Gaybullayev, J. Ikromov, M. Raemov, N. Saidahmedov, E. Bozorova, Sh. Levenberg, N. U. Bekboyeva, M. Akhmedov, M. Jumayev, N. Shodiev, E. Kh. Nazarov. However, the problem of continuity has not found its complete solution.

Continuity in education is used in two ways. First, continuity between types (links) of education. In this case, the content of the next type of education partially repeats the previous one and continues in its subsequent types of education, being coherently connected in terms of content. Second, continuity between academic disciplines. This is usually achieved through interdisciplinary or intersubject connections. The concept of continuity characterizes the requirements for students' knowledge, skills and qualifications in each type of continuous education system.

The main task of primary school students is to develop elementary mathematical ideas and to consolidate the basics of arithmetic in the first grade, to develop ideas about quantity, space and time.

In each lesson, the teacher reveals the main issues of the content of the topic and the methodology for working on it in the lesson. It should be noted that the recommendations given are typical examples of tasks, exercises, and questions that should usually be given to children. The number of such exercises should be determined by the teacher himself, taking into account the specific conditions of working with the class.

Initially, in order to form elementary mathematical concepts in the minds of children, mathematical concepts and expressions are formed in the process of teaching them the daily routine. In the preparatory group for school, the widespread use of didactic instructional materials is characteristic. Practical work, tasks related to organizing an exhibition can also be considered as examples.

When distributing the program material into lessons, it is necessary to pay attention to the knowledge and skills of children, their readiness. A journey into the world of fairy tales, the names of objects, counting are studied.

In preschool educational organizations, the formation of mathematical imagination is carried out in the center "Construction, Manufacturing, Design and Mathematics". It is very important that children's knowledge is taken into account in the process of activity in this center.

It is very important to be able to use special terms correctly. For example, one should not confuse the concepts of number and digit.

"Which number is bigger, which is smaller?" (It is impossible to say which number is bigger.)

In order to achieve active participation of all children in the lesson, it is recommended to have signal cards in front of each child, along with handouts.

Introducing numbers from 0 to 9.

A number is a conditional symbol of a number. A number is an additional, auxiliary stage in explaining numbers to children.

Children are not taught to write numbers, but only to familiarize themselves with their printed form. Children should be able to distinguish which number each number represents.

There are 10 numbers in total:

0,1,2,3,4,5,6,7,8,9. There is 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, when introducing the number "1", the teacher puts one toy on a counting card, and puts a card with a circle in front of them. He calls 2 children and invites one to jump once, and the other to knock on the table once. The children count and conclude that they are all "ones".

Children aged 6-7 are very playful. Therefore, it is necessary to play games and conduct exercises with them at home or in kindergarten. Because the game develops their visual, auditory and perceptual skills, and also develops the ability to distinguish the shape, size and color of objects. Games help not only to distinguish the shape or color of objects, but also, as we mentioned above, to develop the child's speech and

thinking. It will also be useful to gradually teach counting numbers to students who have entered the first grade. Many mothers or educators teach children to count from the age of 3-4, and when children reach school age, they can easily count up to ten. But now you can make numbers up to ten out of cardboard and spread them out on the table. The child must place it in the correct order from 1 to 10, or vice versa, from 10 to 1.

A modern teacher should embody a high professional pedagogical culture, the ability to see a democratic future; be well-versed in the latest achievements of the subject he teaches, pedagogical and methodological theory; be based on psychological data; and seek methods for the intellectual and moral development of students. The effectiveness of a lesson depends on the level of connection between the content of the educational material, the methods of teaching it, and the activities of students, as well as on how the lesson is implemented, the interconnection of individual parts, and the theoretical and methodological preparation of students.

In conclusion, it is worth saying that the great power of mathematics lies in the abstraction and generality of concepts, in the many connections with other academic disciplines, in the fact that in teaching, general arguments, namely, concepts of geometric figures, quantities, shapes, and elementary concepts about arithmetic operations on numbers, can be taken as the basis for the forms and methods of teaching various types of skills and abilities.

It is important to emphasize that one of the important tasks is to ensure continuity in mathematics education, to prevent gaps in students' knowledge, and to correctly form their initial elementary concepts.

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