

MAKTABGACHA TA'LIM MUASSASALARIDA BOLALARGA MIQDOR VA SANOQNI O'RGATISH YO'LLARI

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<https://doi.org/10.5281/zenodo.13998667>

Annotatsiya. Maktabgacha tarbiya yoshidagi bolalarni o'qitish o'ziga xos xususiyatga ega. Maktabgacha tarbiya yoshida echilishi kerak bo'lgan vazifalar hal qilinmasa, maktabgacha o'qitish muvaffaqiyatli bo'lmaydi.

Kalit so'z: son va sanoq, tarbiyachi, bolalar, maktabgacha tarbiya, o'yin, huddi shunday, bitta va ko'p.

WAYS OF TEACHING QUANTITY AND COUNTING TO CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS

Abstract. Education of preschool children has its own characteristics. Preschool education will not be successful if the tasks that need to be solved at the age of preschool education are not solved.

Key word: number and counting, educator, children, preschool education, game, just like that, one and many.

СПОСОБЫ ОБУЧЕНИЯ КОЛИЧЕСТВУ И СЧЕТУ ДЕТЕЙ В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ

Аннотация. Обучение детей дошкольного возраста имеет свои особенности. Дошкольное образование не будет успешным, если не будут решены задачи, которые необходимо решить в дошкольном возрасте.

Ключевые слова: число и счет, воспитатель, дети, дошкольное образование, игра, просто так, один и много.

Miqdor va sanoq. Maktabgacha tarbiya yoshidagi bolalarni o'qitish o'ziga xos xususiyatga ega. Maktabgacha tarbiya yoshida echilishi kerak bo'lgan vazifalar hal qilinmasa, maktabgacha o'qitish muvaffaqiyatli bo'lmaydi. Bu vazifalardan biri konkret bilimlar va tafakkur usullaridan abstrakt bilim va usullarga o'tishdan iborat. Bu xil o'tish saviyasi, ayniqsa, matematika o'qitish uchun zarurdir. Bunday savyaining bo'lmasligi yoki etarli bo'lmaligi ikki tomonlama qiyinchilikka olib keladi. Bir tomondan, maktabgacha tarbiya yoshidagi bolalar ko'pincha

maktabga mavhum matematik usullarni egallagan holda keladilar, bularni bartaraf qilish juda qiyin bo'ladi. Ikkinchi tomondan, bolalar maktabda abstrakt bilimlarni egallar ekanlar, ko'pincha ularni formal, asl mazmunini tushunib etmagan holda o'zlashtiradilar.

Shuning uchun ham konsret shart – sharoitlarda matematik usullarni egallagan holda keladilar, bularni bartaraf qilish juda qiyin bo'ladi. Ikkinchi tomondan, bolalar maktabda asbrakt bilimlarni egallar ekanlar, ko'pincha ularni formal, asl mazmunini tushunib etmagan holda o'zlashtiradilar. Shuning uchun ham konkret shart – sharoitlarda matematik bilimlarni qo'llanish imkoniyati juda cheklangan bo'ladi. Shu sababli maktabgacha tarbiya yoshidagi bolalarni o'qitishning muhim vazifasi matematik asbraktlashlar bilan konkret borliq orasidagi bog'lanishni ta'minlaydigan bilim va harakatlarning oraliq saviyasini shakllantirishdan iborat bo'lishi kerak.

Tekshirishlar shuni ko'rsatmoqdaki, maktabgacha yoshdagi bolalarga matematika o'qitishda o'tish saviyasi mazmuni quyidagilardan iborat: Endi har xil guruhlarda "Miqdor va sanoq" bo'limi ustida ishlash uslubiyati haqida fikr yuritamiz. Kichik guruh. Maktabgacha yoshdagi kichik guruh bolalarini sanoqqa o'rgatishdagi bosh vazifalardan biri bir to'plam elementlarini ikkinchi to'plam elementlari bilan taqqoslash, solishtirish yo'li orqali bolalarni to'plamlarni taqqoslashga o'rgatishdan iborat. Bu dastlabki bosqich kelgusida sanoq faoliyatini rivojlantirishda katta ahamiyatga ega. Bola miqdoriy taqqoslash usullarini egallaydi. Bola sanashni bilmaydi, shu sababli u oldin taqqoslanayotgan to'plamlarning qaysinisi ko'p qaysinisi kam ekanini, yoki ular teng quvvatli ekanini aniqlashni o'rganadi.

Bolalarda kelgusida matematik tasavvurlarni rivojlantirish ko'p jihatdan sanoqqa o'rgatishning boshlang'ich davriga bog'liq. Ikkinchi kichik guruhda tarbiyachi bolalarda to'plam alohida bir jinsli elementlar (buyumlar) majmui haqidagi tasavvurni rivojlantirishi kerak.

O'qitishni buyumlarining sifat, xossalarini ajratishga oid mashqlardan boshlash kerak. Masalan, bir qancha o'yinchoqlar ichidan xuddi tarbiyachi qo'lidagidek o'yinchoqni topish taklif qilinadi. "Xuddi shunday o'yinchoqni topish taklif qilinadi. "Xuddi shunday kubchani (bayroqchani, sharni) ber". Shundan keyin har kubchani (bayroqchani, sharni) ber". Shunday keyin har xid rangli (o'lchamli, shakldagi) 2-3 ta buyum orasidan xuddi shu rangdagi (o'lchamli, shakldagi) buyumni tanlash topshirig'i beriladi. Navbatdagi bosqich berilgan belgi – alomatlari bo'yicha buyumlarni tanlash va guruhlariga ajratishga, oid mashqlardan iborat bo'lishi kerak.

Masalan: "Qizil rangli hamma kubchalarni mana bu qutiga sol, bu qutiga esa hamma kichik matryoshkalarini yig', mana bunisiga esa hamma katta matryoshkalarini yig'". Bunday mashqlar natijasida bolalar har xil buyumlarning umumiy belgilari bo'yicha bir guruhga birlashtirish mumkin ekanini tushuna boshlaydilar:

“Bular qo’g’irchoqlar”, “Bular koptoklar”, “Bular bayroqchalar” kabi. Tarbiyachi bolalarni guruhdagi buyumlarning birov qismi uchungina umumiy bo’lgan belgilarni ko’ra olishga o’rgatadi. Masalan, bayroqchalar ko’pligini, ammo ularning ba’zilari sariq, bu’zilari esa ko’k ekanini ko’rsatadi. (Sariq bayroqchalar ko’p, ko’k bayroqchalar ham ko’p). Miqdor haqidagi tasavvurlarni shakllantirishda bir jinsli (bir xil) buyumlardan guruhlar tuzish va guruhni alohida buyumlarga ajratishga doir har xil o’yin – mashqlar ma’lum o’rinni olishi kerak. Odatda bu o’yin – mashqlar ma’lum o’rinini olish kerak. Odatda bu o’yin mashqlar darsda ma’lum izchillikda o’tkaziladi. Birinchi mashg’ulotda bir xil o’lcham va rangli mutlaq aynan o’yinchoqlarning – sabzilar, archalar, jo’ja qancha bo’lsa, o’yinchoqlar ham shuncha bo’lishi kerak. Tarbiyachi dastlab bolalarga bittadan o’yinchoq ulashadi, o’z harakatlarini ushbu so’zlar bilan tushuntiradi:

“Men archalar juda ko’p. Men bolalarning hammasiga bittadan archa berib chiqaman.

Menda bitta ham ham archa qolmaydi...” shunday keyin bolalarga murojaat qiladi “Har biringizda nechtdan archa bor?” Shundan keyin tarbiyachi hamma o’yinchoqni yig’ib oladi, bunda u bitta ham yo’q (bolada) juda ko’p (tarbiyachida) so’zlariga urug’ beradi. Mashqni boshqa o’yinchoqlar bilan yana bir marta takrorlash mumkin. Har gal tarbiyachi ko’p, bitta, bittadan, bitta ham yo’q, hech narsa yo’q so’zlarini ishlatadi; “Qancha?”, “Qanchadan?” – savollarini qo’yadi.

Kichkintoylar buyumlarni va ular qanchadanligini (ko’p, bitta) aytadilar.

Mashg’ulotning borishida bolalar to’plam alohida yuumlarga ajralishiga va alohida buyumlardan tuzilishi mumkinligiga ishonch hosil qiladilar. Ikkinchi mashg’ulot ham shunga o’xshash o’tkaziladi. Dastlab oldingi mashg’ulotda foydalanilgan o’yinchoq turlarining biri bilan ish tashkil qilinadi, keyin esa o’yinchoq yoki buyumlarning yangi xili olinadi, ular bir xil bo’lishi shart emas: ular turlicha o’lchamli va har xil rangli bo’lishi mumkin. O’yinchoqlar guruhlariga ajratiladi, masalan, bir savatga sariq koptoklar, ikkinchi savatga qizil koptoklar yig’iladi; katta baliqchalar katta idishga, kichik baliqchalar kichik idishga solinadi.

Mashg’ulotning borishida tarbiyachi umumlishtiradi. Masalan: “Savatda (yoki to’r xaltada) koptoklar ko’p”, ammo “katta to’r xaltada katta koptoklar ko’p, kichik to’r xalaja kichik koptoklar ko’p” yoki “Ariqda ko’p baliq suzib yuribdi”, yoki “Qizil yoki sariq qayiqchalar ko’p”.

Bu xil mashqlarni kamida to’rt marta o’tkazishdan iborat ekanini bilib olganlaridan keyin; ular bir xil buyumlar guruhlarini mustaqil ajratishni, tevarak – atrofdan alohida (bitta) buyumlarni va buyumlar majmuini (ko’p) mustaqil topishi o’rganadilar. Xonada qanday buyumlar ko’p, qaysi buyumlar bittaligini ayta olish uchun kichkintoylar murakkab fazoviy –miqdoriy tahlilni amalga oshiradilar, ya’ni qandaydir bir buyumni ajratadilar. So’ngra unga diqqat bilan qarab qanday buyumlar bor – yo’qligini qarab, bir xil buyumlarni yagona to’plamga xayolan birlashtirishlari kerak. A.M.Leushina bolalarda buyumlarning miqdoriy tomonlarini abstraktlashtirish va bir xil

buyumlarni yagona to'lamga hayolan birlashtirish malakasini sekin –asta rivojlantirish imkonini beradigan mashqlar tizimini ishlab chiqdi. Kichkintoylarning “Bitta” va “ko’p” tushunchalarini mustahkamlash uchun ko’rsatilgan miqdordagi buyumlarni har xil rangli ikkita qatorga joylashtirishni taklif qilish mumkin. Tarbiyachi quyidagicha topshiriq beradi: “Chapdagi ko’k qatorga bitta jo’ja, o’ngdagi yashil qatorga ko’p jo’ja qo’ying”.

Qatorlarning o’rnini almashtirib yoki har qaysi qatorga joylashtirish kerak bo’lgan buyumlar soni haqidagi ko’rsatmani o’zgartirib, tarbiyachi bolalarni buyumlar miqdorini oldin qatorlar rangi bilan, keyin esa ularning fazoviy joylashuvlari bilan bog’lashni o’rgatadi.

Maktabgacha tarbiya yoshidagi bolalarni o’qitishda matematik bilimlar tarkibini tekshirish tenglik – tengsizlik, qism – butun munosabatlari, bilvosita tenglashtirish sanoq va arifmetik amallarni to’liq va ongli o’zlashtirish uchun asos bo’ladigan sodda masalalar va munosabatlarning o’zidan iborat ekanini ko’rsatdi. Bu munosabat va masalalarni (ularning eng sodda shakllarini bolalar 3 yoshdan boshlab tushuna boshlaydilar. Ular bunday mashg’ulotlarga katta qiziqish bilan yondashadilar, xuddi shu urning o’zida o’zlashtirganlari (tenglik, qism – butun va h.k. munosabatlari)ni o’yinlarga ko’chiradilar, turmushda seminar ishlar qilishda foydalanadilar, bir – birlariga (katta va tayyorlov guruhi bolalari) shunga o’xshash masalalarni taklif qiladilar.

Maktabgacha tarbiya yoshidagi bolalarning matematik tasavvurlarni o’rganish, tekshirish asosida elementar matematik tasavvurlarni shakllantirish dasturi tuzildi. Bu dastur quyidagi besh bo’limdan iborat: “Miqdor va sanoq”, “Kattalik”, “Geometrik figuralar”, “Fazoda mo’ljol olish”, “Vaqtga nisbatan mo’ljol olish”.

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