



## COMPOSITION OF THE SYSTEM OF NATURAL NUMBER SERIES IN THE MINDS OF PRESCHOOL CHILDREN

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**Annotation.** This article analyzes the composition of the system of natural numbers in the minds of preschool children, as well as the phenomena of the formation of mathematical representations in the minds of preschool children.

**Keywords:** number, number, natural numbers, decimal number system, dujina, equality, inequality.

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### Introduction

It is not known when the number and number originally appeared. But a few tens of thousands of years ago people from the nose worked, making various items to meet their needs. As a result of this, those who faced the count. At the same time, the occurrence of trade also assumes. People knew how many horns a deer had, how many wings a bird had, how many hands a person had. They learned to count up to two. For example, in New Guinea, Australia, the numbers are: "one" (uratun) and 2 (okoza). They counted so (okoza — uratun-3) (okoza-okoza - 4 (okoza - okoza - uratun - 5). Those who knew how to count up to 7 in the same style. Those who were older were called "many". Therefore, proverbs such as "seven measures a kes", "one works, seven eats" and others have been preserved. Other issues followed. To make it easier to count items, they began to be divided into five, ten, and duzhinalab items.

The dujina (a heap made of 12 items) was easy to divide into two, three, four, and six equal pieces. But it was easier to count 5 and 10 demands than in duzhina. This was done through the fingers. People on the Gorssova Islands count up to 33 objects using the order through other parts of the body, not just their fingers. Later special words appeared. The Floridas were "na-kua" "10 eggs," "na-banara" "10 korzinka.

"Na" means 10. When money appeared, a decimal system arose. In this, there were ten hundred, ten hundred thousand. In this case, several people counted. The first person counted the unit by rolling his fingers in his hands one after the other. After all 10 fingers were closed in the sanovchi, he had his fingers open. The second

Psalter had six fingers closed. His fingers indicated how many full tens were counted, etc.k. It is such a decimal system that the actual counting of the Indians is also visible. In this, they put 10 objects in one row, 2 of them start with a new row. For this method, an illustration method representing the Mexican number was adopted in the 11th and 16th centuries. Those represented by one point, two with 2 points, and three with such, etc.k.

The ancient dates are new and are preserved in pyramids (they are negro-grifs representing birds, people and animals). Such records were also in Central America and Peru. These were the early stages of writing. These remain unknown until the 1930s. Because for this it was necessary to learn the language of Ancient Egypt and the Vavilonians. A fossil from Pasxi island in the 30s served to identify it. Two mathematical papyri have been preserved. One is in the British Museum in London, and one, the Pushkin Museum in Moscow. Such a stick signaled 1, a frog 100,000, and a man holding his hand up to the sky 1,000,000.

Children begin to master the sequence relationship of numbers in conscious clarity by the age of 5-6, after studying the counting operation. For children, it begins to be clear that each number is one larger than the number that preceded it and one smaller than the number that followed ITDP. This helps children to understand the relationship between numbers, to assume that the series of natural numbers is a strict system. How much is a Natural number string? Answers the question: He called the fact that numbers consist of structural compounds, the relationship between numbers. The series of Natural numbers has the following properties. 1. A number does not follow any number. From 2, each number is followed by only one. For example: the number 4 after the number 3. 3. Each number is one more or one less than each other: the number 3 is 1 less than the number 4, and the number 4 is 3 is 1 more. As a result, children's process of thinking, their mental progress is perfected, moving from knowing specific materials to abstract concepts, that is, the number itself is able to be able to follow the know.

### **Discussion and result**

As a result of the scientific study, it is possible to summarize some of the theoretical situations that exist and reach the following conclusion:

1. During the period of practical activity of young children in training with different sets, one imagines sets made up of certain elements in the form of a whole object. This happens at the age of 3 children, during which the task of composing the concept of sets in the minds of children is transverse. Children during this period should acquire the skills of putting the elements of one set in a one-value match from the elements of the second set, get acquainted with the quantitative equality or

inequality between the elements of the sets and master the concept of "equality".

2. Based on their practical skills in learning how to put elements in a harmonious relationship, the concepts of plurals formed in children begin to represent numbers when teaching numbers in a group of children of 4 years of age.

During this period, children acquire the skill of comparing two sets and begin to understand the importance of the finalizing (consequential) number in the counting process.

3. Given that the formation of the imagination of sets in children takes place in the presence of various analyzers, it is necessary to have conditions that educate the qualification of quantitative perception of a set of sounds by hearing, a set of objects and phenomena by sight, and a set of objects invisible with the help of small muscles. In the group of children 4-5 years old, with the help of various analyzers, even more increasing the number skills of children, they are explained the correct and inverse relationship between the number of numbers. This should be achieved by comparing different sets.

4. In a group of 6-year-old children, the explanation of the relationship between adjacent numbers is further deepened, and children are introduced to the number, the function, that is, the quantity and the order it indicates. With this, the concept of the number series being in a strict system is formed in the minds of children, and it is also taught that the composition of each number consists of two numbers smaller than itself. In this way give birth information prepares children to understand and master arithmetic operations.

Such a consistency pattern in the children's education program makes it possible for children to work from a number of counting activities related to concrete things, that is, to move to accounting activities.

Games to strengthen children's knowledge. We use games to strengthen children's knowledge.

The game "confusing" allows you to follow the order of the natural row of numbers, develop proper counting exercises, observability, memory, attention. The game uses numbers from 1 to 15 placed in order on the board.

Children hide their eyes, the tutor takes one of the numbers. Children should open their eyes and tell which number was taken away. After children have mastered the game rule, the traban can take one number and push the remaining numbers, not following the counting procedure, replacing the numbers, leaving the numbers that are not at the beginning of the game. It is also possible to linger in the snow without changing the number row, but in this children are asked "what is confused". Children should say that this time All numbers are in order.

The game takes place at a pace of speed and is returned so many times to allow

children to participate in it the most. During the game, up to 15 correct counting skills of children are strengthened.

With the help of the hours we made in our previous training, we play the game "I know how many hours were". I will give you a task, saying "it's 2 o'clock", you will correct the clock indicators to 2. In this case, the short indicator should indicate 2, and the long indicator 12. The game continues in this way, the educator says how many, the children correct the clock readings.

### **The runaway numbers game.**

Content of the game: The Educator puts ready-made tables in turn to put the numbers left in the cell on the board. In tables, numbers range from 1 to 20. Children should put the required number according to the number order.

Educator: children, where each number lives in its nest. Some nests are empty if you have noticed. The numbers in them escaped. What numbers are these? Think and return the escaped numbers to their homes.

Children come out by finding the thighs and placing them in the correct order. A game to strengthen children's knowledge.

#### **1. "Reverse count"**

Children stand in circles. They must alternately say the numbers in reverse. When the first player says, For example, the number 5, the second 4, the third 3 and other children continue as such. All children participate in this game. Together with the educator, children learn to count from 5 to 1 in a simple way at the same time.

#### **2. "Find the next issue"**

Go: the children stand in a circle the tutor throws a saying Ball at a child. The child then hooks the ball," two", and shoots at the next child. This is how the game lasts up to 6 issues. Children learn the sequence of Issue 6 through this game, strengthening their knowledge about it.

### **Conclusion**

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