

FORMATION OF MATHEMATICAL IDEAS FOR ELEMENTARY SCHOOL STUDENTS

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Annotation: *In this article, the methodology of in-depth teaching of mathematics for elementary school students and the processes of forming mathematical imaginations were studied. The process of teaching children through mathematical knowledge was looked at. The level of knowledge was studied when using mathematical and intellectual education for the comprehensive development of elementary school students.*

Key words: *Mathematical concepts, geometric shapes and objects, educational games, mathematical methods, mental training, educational process, didactic games, induction and deduction methods.*

Introduction

The main tasks of educating primary school students are to prepare them for regular education based on national and universal values, taking into account their innate abilities, interests, needs and opportunities for mental and spiritual development. One of the main tasks of improving the process of teaching primary school students is to increase the scientific and methodological provision of the future teacher and his professional training. In order to form the concepts of quantity and shape of objects and geometrical figures, showing the same movement methods many times in different situations and with different visual materials allows children to master them.

Mathematical knowledge is given to children in a clear system and sequence, taking into account what they can do. It is directly related to the students' successful mastery of mathematical concepts, their perception, that is, the development of their sensory feelings.

Various methods are used to form mathematical ideas in elementary school students, mathematical ideas in children continue from preschool age to elementary school and beyond. The time when we use methods to form mathematical ideas is suitable for the purpose of teaching

students based on demonstrations. Mathematical imagination is continuously formed in a child from the age of 3. At a young age, a child can imagine mathematical forms with sensory perception through objects in nature.

As a result of the formation of the first simple mathematical ideas, children:

- perceptions of geometric shapes and shapes of objects are formed;
- the ability to understand spatial relations and find a destination in space is formed;
- perceptions of time are formed;
- perceptions of quantity are created;
- knowledge about numbers and counting is given, concepts about quantitative relationships are formed in the first and second senses.

In conclusion, we can say that it is appropriate to use different methods and games to teach mathematics to elementary school students. Through mathematical examples, children's brains develop and their mental thinking ability increases. Nowadays, mental arithmetic is also developing along with mathematics. Changes are being made and updated in the system of teaching mathematics in primary school.

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