THE MAIN CHARACTERISTICS OF THE SIZE

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Annotation
Issues that introduce children to the sizes of objects occupy a certain place in the formation of mathematical ideas. The importance of the size of the object in giving a correct and full characterization of any object is no less important than the importance of its other main characteristics. It is possible to describe the size of the object only on the basis of comparison.

Keywords: Size, comparison, object, mathematics, size.

Explaining the meaning of the concept of "magnitude", mathematician D. Galani shows that: "magnitude" refers to such a feature of objects and actions that we can compare objects with each other according to this feature, this feature is present in different objects. can be in different amounts". According to certain criteria of comparison of subjects, the relationship of equality or inequality of the sizes of subjects is established. But it is not always subjected to direct comparison. We often compare a given object with our general ideas about the sizes of familiar objects. At this point, the size of the perceived object is compared with the generalized image, and in this regard, the experience of distinguishing objects in practice seems to be completed. Size is also characterized by variability. V.V. Davidov writes: "Dimensions are such a state of an object that, changing up to certain limits, even if it changes the given individual object, but does not change its type, initial quality. Changing the length of a given table only changes its size, but does not change its content and quality, the table remains a table. The third property of size is its relativity. Indeed, an object itself can be defined as large or small depending on the size of the object it is compared to. It should also be noted that size is such a property of an object that it cannot be separated from the object and imagined separately, size cannot be separated from the object. By perceiving the size of an object, we get a whole idea (orientation) about the object (and only then we define it with the words "big, small") or we get information about the ratio of individual lengths (its width, height).As it is of practical importance for such a subject in each concrete case, it serves as a basis for determining the size in many cases. In this case, "high", "long", "thick", etc. they use specific definitions such as ("the child needs a low chair", "cars are driving on a wide

road", "they bought a tall Christmas tree", etc.). There are a number of subjects for which the terms "big-small" cannot be used. For example: a ribbon can be long, short, wide or thin (narrow: a jumper can be long or short, etc.) At the same time, observations and special tests show that preschool children are "big-small" when determining the sizes of objects. , they prefer to use the words "more-less". This is because, firstly, children cannot differentiate the individual lengths (length, width, height) of objects, they cannot establish size relationships between them, and each of them., secondly, they often use the very general terms of bigness and smallness instead of a precise definition of bigness. When we talk about something with volume, we are talking about something big or small.Also, something has three dimensions - height, length, width (thickness, height). It is only by knowing these dimensions that a thing can be called long or short, wide or narrow, high or low. But it should also be mentioned that the name of the table or chair does not change when the size (height, color, width, width) of the items changes. A table remains a table, a chair remains a chair. If we take numbers, the number 6 is greater than the number 5, not only greater than 5, but greater than 4,3,2,1. And the number 3 is not only smaller than the number 4, but also smaller than all the numbers above it. Acquainting children with the size and smallness of things is very important in preparing them for school, and it is important for the mental and mathematical growth of children, especially for the growth of mathematical abilities. Children are required to differentiate between the sizes of things, compare them, and tell orally even in elementary writing, mathematics, drawing, and labor classes.Learning units of measurement in elementary school is related to being able to distinguish the signs of smallness of things. Having a correct idea about the big and small is of great importance in studying geography, natural science, geometry, and drawing. In connection with the introduction of elements of polytechnic education to the primary school, the knowledge about the big or small things is of particular importance. That's why it is necessary to form the idea of bigness and smallness in children from preschool age. For example, the "Amazing bag" game about quantity for a large group. Proceedings: Children stand in a circle, the teacher gives one pencil to each child, the pencils are pencils of different lengths. The teacher stands in the middle of the circle. In the teacher's hand, there are pencils of different lengths in the "wonderful bag". Children come one by one and take one pencil from the bag and say how long it is (long, short). Also, measure it with the pencil in their hand and say whether it is longer or shorter. Perception of large and small things is a complex process, which is carried out on the basis of the activity of the analyzers of vision, sensation and movement. The perception of bigness and smallness includes the word about it. That is, the bigness of

things is evaluated in two ways: the perceived real bigness and smallness of things and the bigness and smallness that is said by words. Children can learn things of different sizes from an early age. Children of this age master the concepts of "big" and "small", but they cannot yet distinguish other signs of bigness and smallness. Under the general name "big" or "small" is understood everything related to the width, length, height, thickness of things. Three-year-old children, under the influence of education, easily determine the size of objects (height, width, etc.) if this sign of the object is clearly visible. They find the largest or smallest of the same objects without error. But they find it very difficult to arrange several things according to their size and to find the same size among several things. Most three-year-old children can't build a pyramid by picking things of various sizes first, starting with the largest. Four-year-old children learn new names such as "biggest" (longest), "smaller" (smaller), "very small (shortest)" based on comparing the size and smallness of several objects. At the same time, they begin to understand the relativity of evaluating the size of things: the child understands that one thing is sometimes said to be big and sometimes small compared to other things. The teacher puts a basket with ribbons on the table. He calls two children to the table and invites them to hold the other end of the ribbons he is holding, and they measure the length of the ribbons. Similarly, for measuring tapes, children are divided into groups of 3 using tapes of 7 different colors, and they take tapes from the basket and compare them with their own tapes. They should find long and short ribbons from the ribbon in their hands. When the teacher says to raise the longest ribbon, each group raises the longest ribbon and the shortest ribbon, then they raise the shortest ribbons. Educator: "Children, take the tapes in front of you. These are supposed to be roads. How do you know which way is longer? We put the tapes next to each other, we make their ends from the left equal. Now we can tell which way is longer and which is shorter. We take the doll with the right hand and walk on the roads. Which way is shorter? Then make the doll walk. Which way is longer? Let the doll walk through it." The teacher observes how the children are doing the task and asks them: "Is this way longer or shorter?" At this time, children of this age are observed adding a word that means its size to a certain object.For example, in one condition, a child considers one of several boxes as the tallest, and in another condition, the box is taller than the others, but he calls it "tall". The same is observed in much older children. 5-6-year-old children have a very broad concept of bigness and smallness. They can compare not only visible things, but also invisible things: "Our house is bigger than our kindergarten, it has two floors." However, children of this age also have their own characteristics. For example, children quickly understand the word "tall man" and use it in their speech, but they do not use the concepts "tall

doll" or "short bear", where they only use "big" and "small". they use the word Children learn the concepts of "deep" and "surface" with difficulty. Thus, children have difficulty distinguishing different sizes of objects. Children easily learn the concepts of big and small while comparing numbers. Older preschoolers can compare specific objects and tell their sizes, but they cannot tell the size of each object individually. For example, children often think of the top plane of an object as its height, and instead of its length, they usually indicate its height or its width. Children of older preschool age cannot clearly distinguish the size (length, width, height) even of objects that occupy a definite constant spatial position, for example. A child often shows three sides of an object instead of these three dimensions.

Conclusion:

The ability of preschool children to master the concept of large and small objects and to reveal their characteristics as a result of scientific investigations. allows to determine the size.

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