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FORMING THE CALCULATING AND COMPUTING COMPETENCE IN SENIOR PRESCHOOL CHILDREN

Relevance of research. The basic component of preschool education is a leading act in context-based learning in HLL enabling the development of elementary mathematical concepts in preschool children [6]. Therefore, the primary task of any preschool institution is to develop knowledge of mathematical concepts and mathematical operation (addition and subtraction) in preschool children. But the mentioned problem concerning development of elementary mathematical ideas in preschool children has not been all-rounded researched that reveals the need in further analysis of this problem. The search for effective methods of forming calculating and computing competence in older preschool children has been the object of study of many prominent domestic (L. Vygotsky, N. Havrysh, Z. Lebedeva, S. Rubinstein, I. Fedorov, K. Shcherbakova.) and foreign (P. Erdiniyev, U. Kristen, A. Leontiev, John Amos Comenius, M. Montessori) scholars.

The **purpose** of the article is to analyze the pedagogical conditions of forming calculating and computing competence in older preschool children.

The concept "calculating and computing competence" has many interpretations, it represents the mastery of child's knowledge of the number, the discrete and non-discrete sets, the ability to operate with them thus performing mathematical calculation etc.

K. Ushinsky believed it was necessary to teach a child to count performing operations with numbers thus using subtraction and addition. Z. Lebedev points out that starting teaching children presupposes teaching not numbers but comparison, thus help them to form quantitative relationships. And only after this it is preferable to teach children the elementary mathematical concepts and calculating and computing operations since premature learning of numbers leads to a formal perception of numbers by the children.

Senior preschool age is the most sensitive and favourable period for the mathematical development and the formation of elementary mathematical concepts as well as calculating and computing competence, because at this age the child is more focused on perceiving different kind of information, it is able to analyze and reflect different events in the course of solving problems. The high level of development of mental processes such as attention, thinking and memorizing allow to develop the logical thinking and ability for receiving a wide range of outer information.

As the analysis of scientific literature and our educational experience show, the formation of calculating and computing competence in preschoolers is effectively realized when using such forms of educational process as:

- specially organized classes;
- games;
- mathematical entertainment and holidays;
- training in everyday activities (different assignments);
- walking in natural environment;
- independent activity of preschoolers [2].

During the formation of children's skills in counting operations, the child constantly compares the number of objects while the teachers can constantly change options by moving objects thus motivating the child to analyze and to constantly ask questions.

So, continuous interaction of adults with children is one of the basic prerequisites for forming the calculating and computing competence in senior preschool children that leads to developing skills if memorizing different pieces of information in a correct way with further reproducing it within different activities directed at performing the problematic tasks.

Conclusion. Developing the calculating and computing competence in senior preschool children presupposes their mastering the knowledge of number, discrete and non-discrete values as well as the development of the ability to operate and perform different mathematical operations, to perform pragmatic analysis while solving problems, to perform tasks of various kinds. The the calculating and computing competence is effectively formed while using the following forms: specially organized training; games; mathematical entertainment and holidays; training during domestic activities (assignments), during walks and independent activity of the preschoolers. The main conditions for achieving such objectives are the interest of children, certain material equipment, as well as taking into account children’s individual characteristics, the cooperation with adults, constantly changing activities, the use of problematic questions with providing didactic materials for preschoolers’ practical activities.

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