

The article is devoted to the problems of organizing the cognitive activity of preschool age children in IPE (Institution of Preschool Education) with the aim of forming basic mathematical concepts. The theoretical and methodological aspects of using ethnology in the forming of basic mathematical concepts of children in groups with an inclusive form of education are revealed. The importance of oral folk art as an effective didactic mean for developing mathematical skills of preschoolers with normotypical development and their peers with special educational needs in an inclusive educational space is substantiated.

It is emphasized that when working with children of preschool educational institutions in groups with an inclusive form of education, in order to form basic mathematical concepts, it is advisable to use such small folklore forms as: counters, proverbs, fairy tales. Their usage during special classes on the forming of basic mathematical concepts and the organizing of children's play activities significantly activates cognitive activity and allows to create optimally favorable conditions for the personal development of preschoolers. In the context of an inclusive educational space of institutions of preschool education, counters have a wide range of applications both during special classes on the forming of basic mathematical concepts and in organizing the game activities of all pupils without exception. However, for children with special educational needs, counters can be useful in conducting finger gymnastics, during which two corrective tasks are synthesized: the development of fine motor skills and the activation of the development of all mental processes (thinking, speech, attention, imagination, memory). A special place in the educational process of groups with an inclusive form of education in IPE is given to Ukrainian folk tales. Thanks to their usage, children's assimilation of number words is activated, and concepts about shape, size, space, and time are consolidated. Using a fairy tale helps children to understand the meaning of the simplest mathematical concepts, learn to establish temporal relationships, do ordinal and quantitative calculations, and determine the spatial location of objects. Familiarization with fairy-tale characters and their adventures educates curiosity, develops memory in children with typical development, and helps children with special educational needs to focus their attention, awakening interest in the learning process. The presence of a fairy-tale

character in a lesson on the forming of basic mathematical concepts or a fairy-tale lesson gives the learning process a positive emotional coloring. The fairy tale combines humor, fantasy, and creativity, which significantly activates the mastery of mathematical concepts and has a positive effect on the development of thinking.

As a conclusion, it is noted that the using of ethnology in the educational process of IPE with the aim of forming basic mathematical concepts of children in groups with an inclusive form of education allows solving a complex of didactic, educational and correctional tasks.

Key words: forming, basic mathematical concepts, ethnology, inclusive educational space, preschool age, children with special educational needs.