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DEVELOPING LOGICAL THINKING OF PRIMARY SCHOOL STUDENTS IN NATIVE LANGUAGE LESSONS

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Abstract

This article analyzes the issue of preparing future primary school teachers to develop students' logical thinking using native language lessons as an example. It covers the pedagogical and psychological content of the concept of logical thinking, the didactic potential of native language exercises, and the ways to develop students' professional competencies in higher education from both theoretical and practical perspectives.

Keywords

logical thinking, primary education, native language lessons, future teacher, pedagogical competence, teaching methods

Introduction. In the context of globalization and an information-rich society, one of the most important tasks of the education system is to nurture individuals capable of independent, critical, and logical thinking. In particular, primary education lays the foundation for the development of students' cognitive activity. Therefore, the professional preparation of primary school teachers, especially their competence in developing students' logical thinking, is of crucial importance.

Native language lessons occupy a special place in this process, since language is closely connected with thought, and the processes of expressing ideas, analyzing, generalizing, and drawing conclusions are carried out directly through language. Thus, preparing future primary school teachers to develop logical thinking through native language lessons is one of the key tasks of higher education.

Pedagogical and Psychological Content of Logical Thinking. Logical thinking is the ability of an individual to understand, analyze, compare, generalize, and draw reasoned conclusions about the cause-and-effect relationships between phenomena and events. Psychologists consider logical thinking as a higher form of cognition and define it as a problem-solving-oriented intellectual activity.

From a pedagogical perspective, logical thinking involves:

Conscious acquisition of knowledge – This means that students do not merely memorize material but understand its essence and identify cause-and-effect relationships. Through logical thinking, students connect new knowledge with their prior experience, analyze it, and generalize. As a result, knowledge becomes firmly established and can be applied effectively in practice. This process also increases students' interest in learning at the primary education stage.

Coherent expression of ideas – Coherence is an important indicator of logical thinking. It refers to a student's ability to express thoughts sequentially, clearly, and understandably. Native language lessons develop these skills through text composition, storytelling, and providing reasoned answers to questions. This process not only enhances speech culture but also contributes to the formation of structured thinking.

Independent decision-making – Independent decision-making is a student's ability to analyze a situation, compare different solutions, and choose the most optimal option. A person with developed logical thinking does not rely solely on ready-made patterns but can justify their

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own ideas. In native language lessons, problem-based questions, open-ended tasks, and creative exercises gradually develop students' independent decision-making skills.

Formation of a critical approach – A critical approach is the ability to analyze, evaluate information, and form a reasoned attitude toward it. Through logical thinking, students do not accept information uncritically but compare it and draw conclusions based on evidence. Activities such as analyzing text content and expressing opinions on the author's ideas help develop critical thinking. This increases intellectual activity and nurtures students as independent thinkers.

At the primary school level, logical thinking develops gradually through targeted exercises and didactic tasks. Therefore, the teacher's methodological skill is a decisive factor in this process.

The Role of Native Language Lessons in Developing Logical Thinking. Native language lessons are not only aimed at literacy development but also at enhancing students' cognitive activity. The lessons offer the following opportunities:

Developing analytical thinking through working with texts – Working with texts is a crucial tool for developing analytical thinking. Reading, understanding content, and distinguishing between primary and secondary ideas require students to analyze, compare, and evaluate. Activities such as Q&A sessions, creating outlines, and dividing texts into parts activate thinking and teach conscious reading.

Identifying logical connections between words and sentences – Understanding the relationships between words and sentences helps students grasp the connections among linguistic units. In this process, students learn the function of words in sentences and the position of sentences in the text. Exercises such as forming word combinations, sequencing sentences, and using linking words develop logical thinking and coherent speech.

Generalizing grammatical rules – Generalizing grammatical rules is an important process for developing logical thinking. Students analyze examples and attempt to formulate rules themselves. This promotes inductive reasoning and conscious knowledge acquisition rather than rote learning. Consequently, grammatical knowledge is strengthened and applied correctly in practical speech.

Drawing conclusions based on content – Drawing content-based conclusions enables students to summarize studied material and identify the main idea. In native language lessons, tasks such as summarizing texts, identifying the author's opinion, and evaluating events develop logical and critical thinking. This process fosters independent thinking, reasoned conclusions, and the ability to express personal viewpoints.

Examples include retelling texts, creating outlines, and finding titles for passages, which all stimulate logical thinking. Working with synonyms, antonyms, and polysemantic words enhances cognitive flexibility.

Didactic Potential of Native Language Exercises. Native language exercises can be grouped as follows:

a) Analytical exercises (dividing texts into parts, identifying main ideas)
b) Comparative exercises (comparing words, sentences, or texts)
c) Generalizing exercises (formulating rules)
d) Creative exercises (writing texts, continuing stories)

These exercises gradually develop students' logical thinking operations. Teachers should consider students' age and individual characteristics when selecting exercises.

The Role of Higher Education in Preparing Future Primary School Teachers. The following tasks are crucial in the preparation of future primary school teachers:

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Teaching the theory of developing logical thinking in depth – This theory covers the psychological foundations of thinking, logical operations (analysis, synthesis, comparison, generalization), and their application in teaching. It prepares students to design lessons that effectively foster logical thinking in young learners.

Developing skills in planning native language lessons – Lesson planning is a key component of professional training. In this process, educational goals are clearly defined, exercises and methods that promote logical thinking are selected, and lesson stages are sequenced. This skill enables teachers to implement effective, goal-oriented lessons.

Teaching the application of innovative pedagogical technologies – Modern education requires teachers to use high-level pedagogical skills. Training future teachers to apply technologies such as clusters, brainstorming, problem-based learning, and interactive methods in native language lessons activates students' logical and critical thinking. These technologies enhance engagement and foster independent thinking.

Developing methodological experience through practical exercises – Practical exercises allow students to consolidate theoretical knowledge and apply it in real classroom settings. During these exercises, students design exercise systems, develop lesson plans, and analyze them, gaining methodological experience and professional confidence.

Designing exercises and lesson plans focused on developing logical thinking – Through native language methodology courses, students learn to create exercises and lesson plans aimed at fostering logical thinking in primary school students.

Importance of Practical Exercises and Pedagogical Practice. During pedagogical practice, students test theoretical knowledge in real classroom situations. In native language lessons, activities such as:

Asking problem-based questions – These questions encourage students to think independently, analyze situations, identify cause-and-effect relationships, and consider various solutions. They help students justify ideas and develop cognitive skills, which is crucial for logical thinking.

Using logical tasks – Logical tasks activate analysis, comparison, generalization, and conclusion-drawing. Examples include identifying cause-effect relationships in texts, classifying words, or sequencing sentences. These exercises systematically develop students' cognitive skills and prepare them for independent decision-making.

Analyzing students' thinking – Evaluating students' responses and identifying logical connections in their ideas provides feedback for further developing logical thinking skills. Text analysis, comparison, and evaluation activities serve this purpose.

Such activities contribute to shaping the professional competence of future teachers.

Conclusion

In conclusion, native language lessons provide significant pedagogical opportunities for preparing future primary school teachers to develop students' logical thinking. A systematic approach in higher education, combining theoretical knowledge and practical exercises, ensures the training of qualified, creative, and modern teachers.

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