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DEVELOPMENT OF LOGICAL THINKING SKILLS IN PRIMARY GRADE STUDENTS

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Annotatsiya: Ushbu maqolada boshlanǵich sinf óquvchilarining mantiqiy fikrlashini rivojlantirish hamda ijtimoiy faolligini oshirish, shuningdek boshlang'ich sinf o'quvchilarida kreativ fikrlashni shakllantirishning didaktik imkoniyatlari va pedagogik shart-sharoitlariga doir ma'lumotlar bayon qilingan.

Abstract: This article describes the didactic possibilities and pedagogical conditions for developing logical thinking and increasing social activity of primary school students, as well as for forming creative thinking in primary school students.

Kalit so'zlar: mantiqiy fikrlash, rivojlantirish, metodika, faoliyat, natija, o'quv dasturlari

Key words: logical thinking, development, methodology, activity, result, curriculum

Introduction. Today, the comprehensive development of society is directly dependent on the intellectual potential of a person and the ability to think creatively. One of the main tasks facing the education system is to educate the younger generation as independent, logical and critical thinkers. Especially at the primary education stage, the formation of logical thinking skills in students is of great importance. Because it is at this stage that the child's thinking actively develops, his need to understand the world around him, to understand cause and effect relationships increases.

The development of logical thinking in primary school students is an important factor not only in mastering mathematics or natural sciences, but also in mastering any field of knowledge. A student who can think logically analyzes, compares, summarizes and draws independent conclusions. Therefore, the use of methods and tools that develop logical thinking in each lesson and activity in the primary education process is one of the main tasks of the teacher.

Analysis and results. In order to effectively solve the problem of developing logical thinking in students in the process of primary education, it is necessary to solve a number of tasks: Learning activity - the ability to set the right goal, evaluate the results of actions to achieve it, and on this basis, correctly organize one's activities. The formation of personal qualities - the formation of positive qualities based on the assimilation of knowledge, concepts and information.

Inclusion of topics that allow studying the environment, objective existence in the content of educational programs. With the help of oral exercises, students' mental processes develop. This is explained by the following: fluency of speech; accelerated formation of oral calculation skills; formation of a culture of mathematical communication; formation of the

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experience of an emotional-value attitude towards the assimilation of knowledge; formation of the ability to perform mathematical thinking operations; formation of creative activity.

The following methods are used to develop logical thinking in primary school students: oral methods: story, lecture, conversation; visual: working with pictures, images and drawings, explaining with the help of symbols, demonstrating; working with books; practical: observation, didactic games, statistical research, working on exercises, modeling, designing; interactive: discussion, project method, “brainstorming” Oral exercises serve to accelerate the educational process and develop communicative competencies. This, in turn, affects the mental development of students. Because oral exercises do not require full written formalization. This, in turn, allows them to pay more attention to the language, and therefore becomes a means of developing the personality of students and creates conditions for it. Ultimately, students' logical thinking develops.

In his study, L.V. Zankov [2], without clearly indicating the role and importance of the student in the educational process, called the development of educational activity “general development”. On the contrary, V. V. Davidov believes that the essence of developmental education is to create conditions for the development of each student. In each student, he sees a constantly developing subject of education. For this, students must have a need for self-change and be able to satisfy it through education, that is, they must want to study, love it and achieve success [3].

There is always an interaction between human education and its mental development. Therefore, when improving or enriching the content of the development of primary education, it is necessary, first of all, to carefully analyze the content and structure of educational activity. The mental development of young students is directly related to this situation. Accordingly, we considered it appropriate to use a system of verbal exercises in the development of students' logical thinking. Verbal exercises are a type of exercise, which is opposed to written exercises, and represent a type of activity aimed at developing speech. When performing verbal exercises, auditory analyzers become the leading tool and create opportunities for memorizing material and responding quickly. It does not require formalization, therefore it is the main factor that develops the thinking of a primary school student. We considered it appropriate to study this issue within the framework of the concept of “activity”. Because the concept of development has an important methodological significance in activating the cognitive activity of primary school students.

In conclusion, it can be said that in the theory of Person-Centered Education, knowledge should never be given to students in a ready-made form. Knowledge is always mastered in the context of a specific activity. Thus, in the third type of choice of the direction of action, the cognitive activity of students is combined with cognitive activity. One of the important features of educational activity is the creative nature of the learning process. It is advisable to rely on the principle of an active approach to education based on mental actions and the gradual formation of knowledge. Because the theory of developmental education requires solving three main problems in the process of teaching mathematics: correctly setting goals, clearly selecting content, and systematizing didactic tools. The idea of \u200b\u200bdeveloping logical thinking in students allows you to effectively solve these problems.

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