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IMPROVING THE LOGICAL THINKING SYSTEM OF PRIMARY SCHOOL PUPILS

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Abstract
The article makes sense to students of education methods and ways of thinking development are discussed.
Key words
logical thinking, critical thinking, tasks, mathematics physical growth, diagrams.

Since logic is an integral part of mathematics, school logic that exists in the school mathematics course for pupils if we single out concepts and actions, their methodological processing that if we use giving, they can form logical skills can be guessed. Attention in any activity, the ability to think logically. It is necessary for people, because they solve problems, difficult situations helps to find a way out. Mathematics is special as creativity develop the general rules that should be applied in cases set a goal for himself.

He who makes these rules makes them. Anyone who uses ready-made mathematical rules is new to other areas of knowledge can create values. There is an opinion that mathematics requires special abilities. But this is the analysis of the practice of teaching mathematicsshows that simple average abilities are enough for a pupils to meaningfully learn mathematical knowledge. Sometimes it is thought that success in mathematics is based on simple memorization. A good memory is needed, but the ability to find the most successful ways to solve different types of tasks and use visual images is more important.

Logical, rational and consistent thinking development of the ability is especially valuable. All these abilities solving non-standard problems in the process of creative learning of mathematics or different entertainment, heuristic, creative, research, as it is called in literary sources, is called problematic, logical. It is possible to improve students' mathematical literacy by completing the following test tasks in the subject of mathematics in primary school.

Logical thinking includes any kind of thinking, including mathematics. To solve our problem, it is necessary to develop the pupils mathematical thinking in three main directions: arithmetic, spatial-geometric and logical. In order to teach pupils to successfully solve non-traditional tasks and exercises, it is necessary to direct pupils to success and "self-confidence" from the very beginning. For this, it is important that pupils participate in all competitions and competitions within their competence. Attention to strengthening and expanding the potential of pupils during the training being directed.

This is expressed in constant stimulation of their activity and mood; taking mathematical knowledge to the highest level exit; in "infecting" all students with various types of cognitive interests and directing them to transfer these interests to their classmates. There is no clear way to solve creative tasks, because they are partly original. When learning to solve such tasks, it is necessary to observe the same pedagogical conditions as when working with typical tasks. First, you need to arouse interest in pupils.

For this, you need to carefully choose interesting tasks and exercises. They should not be too easy or difficult, because without solving the problem, pupils may lose confidence. Training on solving atypical tasks should be carried out regularly, choosing tasks that match the topics of the school curriculum. There are no general ways to solve creative problems. Again, L.M. Friedman, E.N. Balayan Mathematicians and

teachers such as S.A. Yanovskaya identified a number of recommendations for solving logical problems.

These recommendations are usually called heuristic rules. The word "heuristics" is translated from Greek as "the art of finding the truth". Unlike mathematical rules, heuristics are arbitrary guidelines that may or may not lead to a solution to a problem. The operation of solving any atypical task usually corresponds to two consecutive actions - converting the atypical task into a typical task and dividing the atypical task into several subtasks. To facilitate separation and modeling, it is recommended to teach children to immediately create additional models - diagrams, drawings, graphs, tables - when solving creative tasks. It helps to develop abstract and concrete thinking in a related way, because the problem model allows you to clearly show the relationship between quantities, and at the same time, from the details of the plot and theme described in the text helps to abstract.

The school's experience shows that the use of interesting materials is of great help in the development of pupils ' mathematical knowledge and their ability to think logically.

The use of interesting materials for the following purposes gives good results: in the formation of mathematical knowledge, skills and abilities;

strengthening of mathematical knowledge and skills;

arousing enthusiasm in children in learning mathematics;

in the formation of mathematical creativity skills and competence, imagination and thinking;

mathematical relationship and understanding of the laws and the development of geometric imagination.

Enthusiasm for acquiring enlightenment among teenagers it is appropriate to make education dependent on didactic games. To the child The teaching material is interesting and easy to learn better stored in memory. Theory and practice of teaching mathematics after analyzing from the point of view of using creative assignments, we we can distinguish their characteristic meaning: they are children teaches to find original solutions independently; ingenuity has a great impact on development. The main purpose of conducting this methodology is to help children think, focus and be attentive, logical, is to teach critical thinking.

Forming logical thinking from working with students in a group the expected effect can be achieved. Their communication, thinking, independent opinion increases the ability to communicate and support each other. As a result, they are more active and will be positive. They are and it is necessary to establish a joint, lively and working dialogue between teachers.To develop pupils' logical thinking skills, they need to think creatively should develop.

The process of logical thinking in elementary school pupils' independent. It starts from the stage where the tendency to think is born. In the process of studying pupils are interested in the presented knowledge and imagine the situation they are asked specific questions. Pupils participated in the second stage they begin to understand the essence of their knowledge. In this process, the pupils were successful are rewarded for their achievements. As a result, their search qualities are resolved begins In the third stage, students summarize events, compare, assessment, application of acquired knowledge in new situations, acquired information they learn to observe, participate in discussions and defend their opinions. Skills begin to form. The first stage is for elementary school pupils important for creative observation. During this period, pupils are new the desire to gain knowledge and achieve one's goal will be strong.

In conclusion: development of logical thinking and this improvement and formation of the process is considered an important factor for today. If this ability develops and forms in every pupils, our students it will be proven that they are more talented and knowledgeable.

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