



Improving the Skill of Logical Thinking of Primary School Pupils through the Technology of Problem Learning in the Process of Literary Education

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Abstract: This article is devoted to methodological recommendations for the formation of logical thinking skills in younger schoolchildren in the process of literary education. With the development of the skills of independent and logical thinking of younger schoolchildren on the basis of problematic questions-tasks, it is possible to form the ability of students to reason logically. The article presents the importance of the use of problematic educational technologies, which are one of the modern technologies for replenishing the vocabulary of students, the development of speech culture, their formation as versatile spiritually developed personalities, the successful formation of logical thinking skills in younger pupils.

Key words: problem education, logical thinking, questions and assignments, teacher, text, information, spiritually Competent Person, technology, pupils.

Introduction.

The fate of any society is determined by the people who live in it. It is in the hands of a person to lead society to a bright future, and pull into the depths of the abyss. That is why the spiritual improvement of members of society, especially the younger generation, has become an extremely topical issue today. Today, in the education system, the mental and spiritual improvement of the student's personality is coming to the fore. The concept of education, standard, program, textbook, teaching aids were laid down in the humanistic direction. They began to serve not so much the training of a specialist as the formation of a healthy spiritual person. The National Pedagogical Science also explores the ways of educating a spiritually perfect generation. In ensuring the mental and spiritual improvement of the younger generation, their independent and logical thinking becomes important.

Consequently, the Message of the President of the Republic of Uzbekistan Mirziyoyev to the Oliy Majlis (parliament) and the People of Uzbekistan dated December 20, 2022 states: "it is necessary to form students' free, critical and creative thinking, teamwork and communication skills" [1], which was identified as an important task for the public education system, which means that the problem of behavior formation is one of the priority issues of the country's policy.

Literature analysis.

The problem of improving the effectiveness of teaching and the organization of independent activity of students has been studied by several researchers. Several research works have been carried out on the development of students' thinking and the development of their ability to think independently. In

particular, such scientists as M. Khakberdiev [2], T. Ziyodova [3], S. Yaminova [4], Sh. Nurullayeva. [5], Khusanbayeva G. [6], Musaev J. [7] in their research investigated various aspects of the problems of the intellectual development of students. In Yuldashev's study [8], ways of organizing literature lessons based on pedagogical cooperation were developed.

In doctoral dissertation on the topic "Psychological foundations of the development of independent creative thinking" [9] Z.T.Nishanova evaluates independent thinking as the basis for the development of human creative abilities. It explains that independent thinking is a personality trait associated with socio-psychological factors.

At the same time, the analysis of scientific sources has shown that the issue of forming logical thinking skills in primary school students in the process of literary education has not been fully studied in a market economy and has not found a sufficient solution based on the requirements of today.

Research methodology.

In national pedagogy, the educational process is being approached today with completely new requirements. In modern education, educational activities are faced with qualitatively new requirements that go beyond providing the pupil with the necessary set of knowledge, such as the formation of the pupil's spirituality, the formation of his inner need (motivation) for independent cognition, the formation of skills of independent, logical, creative thinking. At school, a student is required to independently form book reading skills to ensure their own spiritual maturity, to determine creative skills, using all available opportunities on the way to acquiring knowledge. This approach to learning, in turn, saves the student from imitation, silent execution, copying and activity based on ready-made templates, established templates.

In this sense, problem education is the key to independent, logical, scientific, creative thinking, the key to overcoming obstacles encountered on this path, independently, with a creative approach to it. This training quickly demonstrates the assimilation of educational material, strengthens, consolidates knowledge. Causes the pupil to have a positive, emotional attitude to study, causes the need for knowledge. When using the technology of problem-based learning in educational practice, the main goal of education is more easily achieved - the formation and development of personality qualities in the student.

And in Husanbayeva's research [6], the issues of using problem-based learning in the process of teaching literature in order to form personality qualities in a student, spiritual improvement, and teaching independent thinking along the way were leading. While Rakhimova [10] investigated the ways of using problem education in the organization of native language lessons and reading literacy in elementary grades, Jamoldinova [11] conducted research on the problem study of samples of oral folk art in school literary education.

Analyses and results.

Primary classes problematic literary education can be called an educational process carried out by setting tasks for children in order to ensure that they assimilate by their own efforts, thinking, knowledge and work the knowledge necessary for pupils-primary school students in the lessons of their native language and reading literacy.

An educational question is considered a problem, which can be put as the basis of problem-based learning, used as a problem question, which can serve as a basis for the formation of a problem situation in the learning process, argumentation and argumentation of opinions among students, creating a variety of points of view. A question or task posed to a pupil in the form of a problem, prompting him to think about the text of the work, to search, forcing him to turn again and again to his life experience in order to understand the underlying meanings, can be called a problematic question-task.

In the lessons of the native language and literacy of primary classes, questions and tasks can be used in accordance with the chosen topic, based on the age and intellectual capabilities of students. It is

not necessary to emphasize that the influence of literature on the formation of a person's personality is invaluable. The fact is that the content of works of art is directly related to mutual social relations, which are the essence of human life, achievements and defeats of activity, ups and downs.

After all, every pupil, unconsciously looking for his place in life, gets the spiritual lesson he needs in the lessons of his native language and reading literacy. The lessons of the native language and reading literacy, which serve to satisfy this natural need, consider problematic education, which is effectively used in this way. The peculiarity of this is that in the conditions of renewed pedagogical thinking, it leads to the upbringing of a healthy spiritualized personality and the development of logical thinking of our students. At the lessons of the native language and reading literacy in elementary grades, on the basis of solving the task, artistic works are analyzed, personalities and actions of literary heroes are discussed, the reader learns the secrets of man and the Universe, discovers a person in the image of the author of the work and literary heroes, thereby the child turns to self-consciousness. The beautiful and unique creation of Allah studies his personality, his world.

Based on the above points, we can say that we can create a problematic situation with the help of task questions that are asked over the text during its analysis. Striving for the spiritual recovery of his students and the formation of logical thinking skills, the teacher formulates questions in accordance with the text. The teacher encourages the student to avoid ready-made templates, not just to retell the material, but to generalize his vision around a certain basic idea, extract from it what is necessary for an answer, express his opinion in his own words, and not in ink phrases on the template. Such activity requires students to explain the causes of a phenomenon, build their thoughts on strict scientific, logical, artistic and life grounds, an objective assessment of events, generalization of the observed.

In domestic education, the issue has not yet been studied in the form of a manifestation of mental activity. The awakening power and effectiveness of the questions have not been established. The question concerns the logical form of thinking or is it a simple speech phenomenon?

How relevant are the questions in the process of acquiring knowledge? What are his responsibilities for acquiring knowledge? S.In Matchonov's study, the questions-tasks from textbooks were divided into certain groups, which talked about their role and importance in the organization of independent activity of a student, the development of his creative thinking [12].

As you know, helping a student is an important task of a teacher in any kind of training. This task requires from the teacher great observation, insight and knowledge of the level of thinking of the student. At the same time, questions that guide students to logical thinking and independent activity, encouraging them to strain both mentally and mentally, can sometimes take the form of tasks. For example, additional tasks such as "think", "imagine", "justify your opinion", "justify why", "prove your point of view with examples", i.e. they serve to ensure the validity and perfection of the answer to the question posed.

Grade 2 textbook "native language and reader literacy" "I won't get the flu anymore?" [13] as an example of directing students to logical reasoning through conversation and asking questions. The text consists of two parts: the first part tells about the penetration of the flu into the house, and the second part - about its recommendations by agreement. The teacher reads the text expressively and clearly, relying on diction:

In a test with several test tasks for the first part, questions are asked about the plot of the text to consolidate the text:



① “Alisher devorda o‘rmalab yurgan g‘aroyib maxluqchani ko‘rib qoldi”. Ushbu maxluqcha nima edi?

A. Hasharot

B. Gripp

D. Chang

Based on the test, students get acquainted with the plot of the text, the sequence of events in the work. Now you will need to “digest” the whole work, analyze it for understanding. The analysis of the work can be carried out by addressing questions that make readers think:

1. Tell me what Alisher saw on the wall?
2. Why do you think Alisher got the flu?
3. Why do you think the flu appeared?
4. Dear guys tell me; does the flu have anything good for us?
5. Think about what you mean by good?
6. Why do you think the flu is offering a deal to Alisher?
7. Tell me, in what way did Alisher try to eradicate the flu? What would you do if you were in Alisher's place?
8. On what terms did the flu agree to the deal?
9. Children, how is the flu mainly transmitted?
10. Tell me, how did the flu teach Alisher how to avoid the disease? What other methods do you know?
11. Have you ever wondered what the flu dreams about, flying from flower to flower like a bee when she was little?

As soon as the students' response is heard, the Teacher can also respond to partial answers. For example, an important place is occupied by the fact that speaking, movement of the patient, as a person, is an image in literature and the teacher's attitude to these concepts.

After the questions and answers on the text of the work, they move on to the tasks. Working on assignments helps to understand the content of the text more deeply:

Task 1.

To fight the flu, let's move on to its study.

1. How many sounds are there in this word?
2. How many consonant sounds?
3. It turns out how many vowel sounds?
4. How many syllables is a word divided into?

Readers cope with the flu by finding the right answers.

Task 2. Let's, guys, write on the branches of the virus, from which the flu virus is transmitted, and then write ways to prevent and get rid of the disease:

Readers will learn all the information about the flu. Having not only information about the plot of the text, now they get the necessary idea about the disease, as well as about its prevention.

Consequently, the content of the literary text, the teacher's questions and tasks that encourage students to logical reasoning, requiring justification of their thoughts and views, and at the same time, the questions and tasks that students ask each other based on the content of works are also among the main didactic subjects in literary education aimed at deepening the analysis of the text.

Conclusion.

In short, the development of logical thinking among young people in the education system allows them to raise a harmonious generation capable of thinking independently, quickly finding rational solutions to any problem at the level of their mental abilities, relying on their own knowledge and life experience, and having their own personal opinion. Logical thinking is a mental activity that gives a person the power to perceive a person and the universe, bringing the mechanism of his thinking into a certain order.

One of the facts that teachers-educators should know is that the degree of independence of thinking at the initial stages of learning increases or decreases due to the conditions created for it. The mental development of students is realized in different ways in different conditions and at different stages. Therefore, age-related psychological features in the development of a student, the limit and the level of independence of thinking should be strictly taken into account in each training session and lesson, so that each student has his own individual approach. This is one of the conditions for the formation of a harmonious generation.

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