

BOSHLANG'ICH SINIF “O’QISH SAVODXONLIGI” DARSLARIDA MANTIQUIY FIKRLASHNING AHAMIYATI

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Annotatsiya.: Ushbu maqolada kichik yoshdagi o’quvchilarning mantiqiy mulohaza yuritish qobiliyatlarini shakllantirish bo’yicha va shu bilan birgalikda “O’qish savodxonligi” darsligida berilgan badiiy asarlarni muammoli ta’lim texnologiyasi asosida ochib berish bo’yicha fikr va mulohazalar keltirilgan. O’quvchilarda mantiqiy mulohaza yuritish qobiliyatini shakllantirishda o’quvchi-yoshlarning o’rganilgan ma’lumotlardan to’g’ri va aniq qaror hamda xulosalarga kela olishlari o’ta muhimdir.

Kalit so’zlar: mantiqiy fikrlash, boshlang’ich ta’lim, o’quvchilarning fikrlari, ta’lim jarayoni, savol-javoblar, qobiliyat, ma’lumot.

THE IMPORTANCE OF LOGICAL THINKING IN ELEMENTARY SCHOOL “READING LITERACY” LESSONS

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Abstract: This article provides feedback and reflections on the formation of logical reasoning abilities of younger students, and thus on the disclosure of works of art given in the textbook “Reading literacy” on the basis of problematic educational technology. In the formation of the ability to reason logically in students, it is extremely important for pupils to be able to come from the data studied to a correct and clear decision and conclusions.

Keywords: logical thinking, elementary education, pupils’ thoughts, educational process, questions and answers, ability, information.

ВАЖНОСТЬ ЛОГИЧЕСКОГО МЫШЛЕНИЯ НА УРОКАХ “ГРАМОТНОСТИ ЧТЕНИЯ” В НАЧАЛЬНОЙ ШКОЛЕ

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Аннотация: В данной статье приводятся отзывы и размышления о формировании способностей к логическому мышлению у младших школьников, а значит, и о раскрытии художественных произведений, приведенных в учебнике “Грамотность чтения” на основе проблемной образовательной технологии. При формировании у учащихся способности логически рассуждать чрезвычайно важно, чтобы учащиеся могли на основе изученных данных прийти к правильному и ясному решению и выводам.

Ключевые слова: логическое мышление, начальное образование, мысли учащихся, образовательный процесс, вопросы и ответы, способности, информация.

Introduction. In recent years, certain work has been carried out in the country’s education system to improve the quality and effectiveness of education, the formation of modern knowledge and skills among pupils of preschool educational organizations, primary and high school pupils, as well as students of higher educational institutions, ensuring the continuity and continuity of education.

Reading literacy occupies a special place in elementary school education in its essence, goals and objectives. On the basis of reading, not only literacy or moral education begin to form, but also the first signs of acquiring knowledge, expanding horizons, enriching imagination,

and striving for independent activity. Achieving effectiveness in mastering other academic subjects in primary grades is inextricably linked to how correctly, competently, rationally and expediently reading literacy lessons are organized.

In reading lessons, students were limited to memorizing the text and repeating verses. The fact that lessons organized on the basis of memorization and repetition do not give pupils anything is also evident from the example of our mistakes and shortcomings today. With a proper understanding of the role of primary education, the pupil, guided by the teacher to the correct perception of the works in the textbook, begins to learn to work independently, read, promote other people's thoughts, observe the world of his own and others' feelings, and feel different. He discovers the universe, he himself takes a direct part in the formation of his own inner self.

Today requires our teachers and parents not only to pay special attention to the education and upbringing of young people, but also to communicate more with them, as well as encourage young people to think logically. In this regard, a number of reforms in the field of education are being carried out in our country. A striking example of this is the Decree of the President of the Republic of Uzbekistan dated November 6, 2020 No. PD-6108 [9] "On measures for the development of educational and scientific spheres in the new period of development of Uzbekistan", Decree of the President of the Republic of Uzbekistan dated January 28, 2022 No. PD-60 [10] "We see that the decrees" on the new development strategy of Uzbekistan for 2022-2026 « serve to further develop and improve the education system.

Literature analysis

In the world of science, teaching a person to think has always been relevant. The American inventor and entrepreneur Thomas Alva Edison gives the following arguments: "The great task of civilization is to teach man to think» [1.95]. French philosopher and writer B. Pascal: «Our whole virtue lies in the fact that we have the ability to think. So, let's strive for correct thinking" [2.172].

As you know, freedom of thought is one of the most important factors determining individual freedom. French philosopher Joseph Ernest Renan: "Freedom of thought is the inviolable right of every human being", Scottish philosopher David Hume: "Nothing can be as free as human thinking" [1.115.], Dagan's views confirm our point of view above. Through thinking, a person comprehends the universe, Man, self, perceives the essence of national values, customs, traditions, feels a sense of honor, understands that it needs to be protected. After all, the future of every nation depends on a perfect generation that thinks independently, based on logic.

Psychologist S. L. Rubinstein: «Thinking usually begins with a problem, question, surprise, misunderstanding or contradiction. This problematic situation involves a person in a thought process; a person is focused on mentally solving a question in such situations. Thinking manifests itself in consciously controlled mental operations. Thinking is an act of thought in which the connection of the particular with the general and from the general to the particular is revealed. Thinking is closely related to action. Thinking is accompanied by action, and action is accompanied by thinking. Movement is the primary life form of thinking. The primary type of thinking is Thinking in motion. Thinking is not only an object of study of psychological science, but also an object of study of dialectical logic. According to him, each of these disciplines studies thinking within the framework of its own problem and research" [3.383.]

It seems that all types of mental activity – thinking inherent in a person are interconnected and require and complement each other. The orientation of younger schoolchildren to logical thinking in the practice of primary school reading lessons is carried out by creating problematic situations based on the content of works of art, relying in this process on the inherent skills of independent, creative and analytical (analytical) thinking and their joint development.

Searching a person's mind for problematic situations related to its solution requires a variety of forms of thinking. This, in turn, will be the basis for disagreements of opinions, conflicts of decisions, and disputes. On this basis, people of thought are gradually being formed.

Research methodology

Thinking is an integral part of a healthy human brain. Therefore, all healthy people have the ability to think. A person can only stop thinking when his brain is asleep. L. Vygotsky argues that the mechanism of human thinking grows with his intellectual development. At first, the child, reasoning independently, begins to express his desires, after which, when he masters his thinking and is able to control it, he develops logical thinking. [4.42.]. According to the scientist, logical thinking is conscious, self-controlled thinking based on scientific and theoretical foundations. The lack of awareness, freedom, and independence in the process of thinking leads to a lack of logic in thinking.

As you know, any person thinks, searches, checks what they know, strains, worries in order to solve a vital or scientific problem facing them. This is a natural trait inherent in a mentally healthy person. Even a student who finds himself in such a situation in the learning process forgives such feelings on the way to gaining knowledge by solving an educational task.

In modern education, qualitatively new requirements are set before educational activities that go beyond providing the pupil with the necessary set of knowledge, forming the pupil's spirituality, forming his inner need for knowledge, skills of independent, logical, creative thinking. The school requires the pupil to independently develop the skills of reading books to ensure his spiritual perfection, to determine the skills of creativity, using all available opportunities on the way to gaining knowledge. This approach to learning, in turn, saves the student from activities based on imitation, copying, 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 and consolidates knowledge. It causes the pupil to have a positive emotional attitude to learning; there is a need to acquire knowledge. When using problem-based learning technology in educational practice, it becomes easier to achieve the main goal of education - the formation and development of personal qualities in a pupil.

In problem-based learning, an important place is occupied by both posing questions to the pupil aimed at transferring knowledge, as well as a problematic question or task on the way to forming his spirituality. They are the main condition for the formation of a problematic situation. When asking a problematic question or tasks aimed at giving the student knowledge or improving his morale, it is advisable to observe the following standards:

- a) the knowledge that students must master on their own should be in a complexity corresponding to their capabilities;
- b) the solution of the material to be transferred must be implemented at intervals specified in the program;
- c) the strength and level of knowledge acquired creatively is higher than that of knowledge acquired reproductively[5.130].

Problem-based education turns the process of solving a problem into an active mental work of the whole class team. This requires maximum consideration of the individual personality characteristics of each child in the classroom. Only then does the entire member of the team in the classroom literally turn into a person of creativity, a person of thought throughout the entire educational process.

Analyses and results

In the last century, in world pedagogy, the question arose of presenting the acquired knowledge to the pupil in a problematic form in order to raise pupils in the educational process

from participating in what the teacher says to the level of performers of an educational evening. V.Okon, M.Makhmutov, V.Kudryavtsev, V.Maransman, N.Mochalova, A.Matyushkin, I.Ilnitskaya dealt with this direction of education in world pedagogy, and in Uzbek pedagogy A.Abdurazzokov, K.Husanbayeva studied separately and justified that the inner need that motivates the reader to intellectual activity arises in problematic situations, this need It is born out of an interest in knowing the essence of the difficult question posed to him. Scientists have proved by scientific and practical methods that in the current problematic situation, a fluid person functions with the full mobilization of all his capabilities, available opportunities and life experience. In the research conducted by many of them, the goal was to increase the effectiveness of learning by increasing student engagement.

The use of this method to orient pupils to logical thinking can be seen on the example of the didactic analysis of the text «The benefits of craft» of the textbook grade 2 «reading literacy» [6.38]. It will be advisable to work on this text, linking it with life, with the interests of readers, based on the purpose of literary education. However, not all teachers are able to approach the lesson process based on the main goal of literary education – the formation of a spiritually harmonious personality, which can negatively affect the effectiveness of the lesson.

In text analysis, it is effective to first take an introductory conversation on a topic related to the text. This topic is given at the beginning of the section “Hunar – hunardan unar”.

The teacher shows pupils pictures related to crafts and organizes a conversation about their types and ways of using them. The interview uses questions from the textbook: «What other types of crafts do you know? Are there any artisans in the area or on the street where you live? Do you know the name of the products that the craftsmen make? Do you have any crafts at home?»

When the pupils are ready to learn the text, the teacher will expressively read the artwork. Pupils feel the tone of reading, the charm of words and images. The tone of the teacher’s expression should be able to lead the students out of the classroom into another world where events will take place.

Then a retelling is carried out. First, the teacher retells, then the retelling is performed with the help of several pupils. Retelling helps to find out only the plot of the work, the events. This is not a text analysis et. Now the teacher begins to analyze the literary text. Samples from the surface of the object, life examples related to the subject, from works are used for analysis.

The questions suggested for understanding the text given in the textbook, although appropriate, mostly serve only for the plot content. For a narrative to be perfectly analyzed, it must be connected with life, based on real facts, and also encourage readers to think, reflect:

1. What crafts do you know? Have you ever had a desire to become a jack of all trades?
2. What kind of craftsman do you want to become? Why did you choose this particular craft?
3. What famous people do you know who are famous for their craft? Use online materials about this.
4. What do you think a person needs a craft for?
5. Do you need a craft just to make money, or do you know other aspects?
6. What proverbs about the craft do you know? Can you comment on the proverb?
7. Can you explain by the example of a person in your area, in your village, that a craft benefits a person?
8. How would you comment on the proverb” the artisan does not despise»?
9. How would you imagine life if it were not for the artisans?
10. How do you interpret the phrase” craft can save a person»?

Pupils are not required to answer all the questions asked by the teacher. What they know from readers’ answers. The teacher should value the opinion of the responding pupil, not to blame him if he gets lost, but to recognize him. Only then will the number of respondents’

increase.

Even if pupils cannot answer all the questions, it is important that they hear them. In the inner tier of the heart, without borders, they are stored; someday they will find their answer. The more accurately and correctly readers answer the questions, the more they will understand the content of the narrative.

Conclusion

It should be especially noted that it is desirable for a teacher to remember that the effectiveness of the educational and cognitive process organized by him largely depends on the unique creation of each pupil, his educational and family environment, the position in the classroom and the teacher's attitude, his mental experiences and mood. It is necessary that each teacher, with his knowledge and skills, can take a deep place in the hearts of younger schoolchildren, earn the love and respect of pupils, become one of the people closest to them, share their joy and anxiety, be able to behave correctly in problematic situations.

The analysis by elementary school pupils together with their comrades of the read work of art, the reaction to life problems in the text of the work form their logical reasoning. This case teaches pupils not to approach the matter superficially, not to study thoroughly, not to express opinions without finding grounds. In fact, logic is the final conclusion, making a decision based on the studied information. Teaching a pupil to search for such signs and analyze them makes him prone to logical thinking, attentive reasoning.

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