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# EFFECTIVE DEVELOPMENT OF LOGIC THINKING OF PRIMARY SCHOOL STUDENTS ON THE BASIS OF INTEGRATIVE APPROACH

Toshpulatova Durdona Komiljon qizi,
Teacher of the Department of "Primary Education" of
Tashkent State Pedagogical University named after Nizami

## ANNOTATION

The introduction of an integrative model of the development of logical thinking in primary school students into the practice of primary education is carried out using the methodology. Based on the theoretical and practical experience of solving the problem of developing logical thinking in primary school students, we have worked on the development of logical thinking skills in primary school students in an integrative approach.

**Keywords:** preparation stage, operational stage, generalization stage.

## INTRODUCTION

Primary school students were selected as the main component of the primary education learning process to conduct the experimental work. In the formative phase of the experiment in 2019-2021, experimental groups of students in grades 3-4 introduced work to develop logical thinking skills in primary school students in an integrated approach to the learning process.

In the control groups (CG), the sessions were conducted within the framework of traditional teaching and were not aimed at developing logical thinking in primary school students. Certain pedagogical conditions were implemented in each experimental group.

There are the following preparatory, generalizing stages in the development of logical thinking in primary school students.

The first - the preparation stage - was consistent with the education in the first year of primary education. This stage was aimed at preparing primary school students for the activities to be carried out. At this stage, two directions were implemented: motivational and directional. The direction of motivational work is related to the activities carried out in primary school students on the basis of an integrative approach and the development of a positive attitude to its content. The direction of work was carried out by creating a system of orientation and instructions, the consideration of which was necessary for the performance of the actions to be taken (personal, regulatory, cognitive, communicative). The following served as a reference basis: a sample of the final product of the behavior, a comparison, the objects of the action, the weapons, the thinking.

This stage was characterized by the predominance of individual integrative interaction of primary school students with teachers and classmates in solving problems. During the first phase, the initial experience of regulating, cognitive and communicative learning activities in the study of various integrative subjects, as well as the construction of their own behavior and activities of primary school students in accordance with the proposed patterns and rules, planning, monitoring and correcting logical thinking skills are formed.

The second, operational stage, coincided with the next year and a half in primary education and

involved an elementary approach in which primary school students constructed and correctly performed new ways of behaving, relying on material means in collaborative coordination with the teacher or classmates. At this stage, there was a gradual complication of the proposed subject-regulatory, subject-cognitive, subject-communicative issues, as well as a gradual exchange of forms of work of primary school students with teachers and classmates.

Based on an integrative approach to homework assignments, there was a need for primary school students to address each other, which testified to a change in the nature of the learning situation. Elementary students act independently and begin to improve the subjective (problem-solving actions) and mental (changing shape, compactness, timing of movement) aspects of learning behaviors by asking questions to the teacher and exchanging ideas. At the end of the second stage, on the basis of an integrative approach, primary school students were ready to solve subject-regulatory, subject-cognitive, subject-communicative problems in a consistent collaboration.

The third generalization phase involved the improvement of subject-regulatory, subject-cognitive, subject-communicative issues in the process of collaborative resolution of regulatory, cognitive and communicative learning behaviors and lasted one year. At this stage, on the basis of an integrative approach, there was an increase in the degree of independence of educational cooperation in the implementation of functional links of educational activities of primary school students.

Based on an integrative approach, primary school students easily shared the initial actions and operations identified by the subject conditions of the collaborative work, exchanged behavioral patterns, and planned common activities, which defined collaboration-interrelationships in the tasks. This means that elementary school students have begun to tell the whole process of problem solving without external manifestations. On the basis of an integrative approach, all pedagogical conditions were realized at each stage of the methodology of developing logical thinking in primary school students.

The first pedagogical conditions are the development of common traditions in the classroom, the creation of conditions for collective experience of important events, the desire of each student to enter the classroom emotionally, as well as the participation of primary school students in innovative activities: contests, competitions, festivals, creative projects, etc. was carried out.

The implementation of the second pedagogical condition implied that the purposeful selection of subject-regulatory, subject-cognitive, subject-communicative issues is associated with a certain sequence and specific areas of education. The solution of the problems proposed to the primary school students was carried out in three successive stages: familiarization with the conditions, solution and control. In the context of learning collaboration, all stages of collaborative problem solving had some specificity to individual solutions, but timely and effective control of individual solutions was of particular importance.

It should be noted that the proposed subject-regulatory, subject-cognitive, subject-communicative issues, as well as the level of formation of basic competencies in primary school students were also used as a diagnostic tool. The teacher selects assignments independently or in collaboration with elementary school students. At the same time, on the basis of an

integrative approach (mathematics: reading, mother tongue, natural sciences), the requirements of practical and creative tasks and exercises aimed at developing logical thinking in primary school students were observed.

Tasks used in the lessons:

1) should be interesting (in terms of form, content, plot, etc .; in terms of solution or unexpectedness of the result);

2) should differ in the level of complexity, have several methods of execution (and answers);

3) it is necessary to choose interesting, educational, practical and interdisciplinary content;

4) their implementation should be expressed in a way that is not possible without the acquisition of certain cognitive knowledge;

5) should be simple, understandable, and easily implemented by most elementary school students.

The introduction of pedagogical conditions for the development of logical thinking in primary school students took place in the classroom and outside the classroom in the framework of mastering certain disciplines, which opened up certain opportunities for the development of regulatory, cognitive and communicative competencies.

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