

PSYCHOLOGICAL APPROACH IN FORMING THE LOGICAL THINKING OF PRIMARY CLASS STUDENTS

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***Annotation:** This article gives a brief overview of thinking and forms of thinking, as well as the views of several psychologists. There is also a 1-hour math lesson from Grade 1 Math to help children develop logical thinking by using logical problems to develop their logical thinking skills in elementary school.*

***Keywords:** Contemplation, contemplation, concept, judgment, conclusion, analysis, generalization, comparison, abstraction, clarification, reasoning, logical problem, numerical connection.*

As the Honorable President Sh.M. Mirziyoyev noted: "Mathematics is the basis of all sciences. A child who knows this subject well will grow up to be smart, broad-minded, and work successfully in any field."

Teaching students to develop their thinking ability will make fundamental changes in the life of the society. Because in our country there is a great need for high-confident, independent-minded, enterprising, highly qualified specialists.

The role of educational subjects in forming the personal qualities of students is incomparable. In this regard, especially mathematics education has a great responsibility. The textbook is mainly aimed at developing students' mathematical knowledge, imagination, thinking, logical and independent thinking, taking into account their capabilities, age, individual characteristics, and acquiring 21st century skills. Tasks spiral from simple to complex.

Cognitive processes, such as a person's understanding of the world, conscious attitude to it, can be called contemplation, the process of thinking. Psychologist V. Karimova analyzed the psychological basis of thinking processes. He shows that thinking is the activity of the human brain and analyzes mental operations as follows. From planning the most basic actions to solving complex problems, everything happens in the brain. Brain activity and thinking activity are inextricably linked.

A normal person cannot be imagined without thoughts. Every moment, every minute, the human brain is busy with some thoughts. Organizing them, focusing on them, solving them with the help of internal or external speech is a process of thinking.

There are the following forms or products of thinking or thinking:

A concept is such a form or product of thinking that it reflects the most general and characteristic features of things and events. They can be general, partial, concrete or abstract.

Judgment reflects the connection between surrounding things and events. Sentences are used a lot in our speech every day, and they tend to affirm, deny, be true, or be false in nature.

Inferences are another form of logical thinking that involves generating new ideas from connections between ideas, judgments, and concepts.

Operations such as analysis, abstraction, clarification, comparison, generalization constitute the process of thinking. We will dwell on each of them below.

Analysis is the mental breakdown of a problem.

Generalization is learning by combining separate parts or elements into a whole.

As the stages of education become more complicated, students' level of analysis and generalization increases. The analysis gradually progresses from the visual-practical to the visual and logical conclusion.

Comparison means comparing objects of knowledge by finding similarities and differences. This operation underlies all other mental operations.

Abstraction is a mental operation that consists in extracting one feature of the object of knowledge and excluding another. These features make it possible to get "inside" the studied objects and events.

Students' ability to abstract appears from primary grades. In the course of education, under the guidance of the teacher, this ability develops, and the form of abstraction becomes more complicated - it goes from emotional demonstration to thinking and becomes a concept.

Clarification is a mental operation close to abstraction, which manifests itself by moving from the general to the particular, as a result of finding its various properties and signs.

The unit of abstraction and specification is established during the study of the problem. This unit has a physiological basis for interaction - a second signal system. Real acquisition of knowledge is achieved only when abstract concepts and arguments are clarified.

In the process of primary school education, clarification of thinking ability is carried out in two ways:

- 1) on the basis of emotional - visual means (texts, pictures, tables);
- 2) verbally - in an abstract form (telling a story, explaining, solving special tasks).

If we give a concrete definition of thinking activity.

Thought is the result of the unity of human senses and mental activity on the other hand, it is a mental activity that is carried out using mental operations such as independent analysis, generalization, inductive and deductive conclusions, comparison, clarification, abstraction.

Below is an example of a 1-hour lesson in 1st grade mathematics.

LESSON 5: LOGICAL CONCEPTS

Purpose: the given objects belong to the set according to their properties or determines that it is not relevant. Compares given items by number, sorts.

Integration: mother tongue and reading literacy, visual arts, education, natural

sciences.

Basic concepts: logical concepts, "the same form", "different form various", "all", "some", "all except...", "any", "optional", "one of...", "one of all".

1. What color are the shapes? Students find the omitted words in the given sentence and write them in their notebooks.

2. There are 5 brothers in the family. They all have a sister. In the family how many children do you have in total?

So, the number of brothers and sisters is 5. His sister's number is not given. Theirs when we say sister, we are talking about a girl. And he is all his brothers will be a sister for. There are 6 children in the family.

3. Repeating the topic of the difference between ordinal numbers and countable numbers in the task is taken.

What is the ninth picture? We count the given pictures in sequence.

In what order are they arranged? (4 toys (plane, teddy bear, steam train, teddy bear) are first placed one by one. Then these toys are placed two by one in this sequence.) What is depicted in the ninth picture? (bear) The third artist from the left of him? (plane) Which toy is on the right?

4. Which flower is superfluous? Why? We pay attention to the picture. 3 flowers open, 1 flower unopened. We draw 6 remaining flowers in this sequence.

In conclusion, we can say that the above-mentioned materials are close to children with their interestingness and structure. Puzzles, mathematical logical problems put students in such conditions that they are forced to think. The positive feelings created by students during the lesson are one of the main conditions for the formation of mental abilities. A positive result of systematic work aimed at forming the mathematical thinking of elementary school students leads to the formation of logical thinking.

We recommend this article to primary school teachers and graduate students of higher education.

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