EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND MANAGEMENT STUDIES

VOLUME03 ISSUE04
DOI: https://doi.org/10.55640/eijmrms-03-04-25 Pages: 144-147

CRITICAL THINKING IS ESSENTIAL IN THE CLASSROOM

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ABOUT ARTICLE

Key words: Information, transition, objects, pedagogical, skills, development.

Received: 20.04.2023
Accepted: 25.04.2023
Published: 30.04.2023

Abstract: Critical thinking Activities can be easily strengthened with daily practice. When you teach pupils how to apply these exercises regularly, you will start to witness how they naturally approach everyday decisions with a more logical perspective. When pupils grow up and face real-world problems, they will be better equipped to solve them if they have strong critical thinking and problem-solving skills. They will be ready to think outside the box.

INTRODUCTION

When a kid is young, he or she cannot comprehend what is happening around them. They are unable to understand and assess the motivation for completing a task. They do as their parents teach them, which is generally correct, but as they grow older, they begin to comprehend the world around them and seek answers and explanations for why certain things are done the way they are. You may have encountered children aged three and above constantly on the go, asking questions and seeking explanations for everything they observe. This is due to the fact that kids begin to develop logical reasoning skills. They want to know how things function and why they work the way they do.

Children's logical reasoning skills play an important role because they enable them to distinguish between right and wrong. Children with well-developed logical reasoning skills have better thinking, reasoning, math, problem-solving, and communication abilities. One of the most important life skills that children should be taught is logical reasoning. With the changing world and new technologies, children should be able to do much more than just be bookworms; they should be critical thinkers who can independently analyze, compare and contrast, make inferences, and draw conclusions. Children that have these logical reasoning skills are better able to deal with real-life issues, think critically, and use ways to solve them.

Early integration of logical thinking abilities helps children become more quick and analytical thinkers. They are more prepared to deal with and face the realities of life. It will aid in the correlation of items and occurrences. They are more likely to make better, more informed decisions, reducing the likelihood of making mistakes. Before learning how to help a child develop logical reasoning, it's crucial to understand why it should be taught in the first place.

METHODS

The modern world is oversaturated with information. Uzbek knowns to himself, any person, and especially a child, receives a large amount of data every day, which is stored in his memory and affects behavior, psyche and character. Systematization of the information received is a difficult task and children deal with this in different ways and not always correctly. As a rule, information is analyzed and conclusions are drawn on a hunch, based on their own, internal, logic, which each person has his own.

The thinking of the child in the last classes of primary school is at a critical stage of development. During this period, a transition is made from figurative, childlike thinking to logical, conceptual, inherent in adult people. The formation of the logical thinking of elementary schoolchildren is an important component of the educational process. The development of logical thinking only through the study of academic subjects at school is ineffective, this approach does not provide a complete assimilation of the methods of logical thinking, and therefore special training courses on the development of logic are necessary.

To develop logical thinking is to learn:

- compare observed objects, find common properties and differences in them;
- highlight the essential properties of objects and abstract them from secondary, nonessential;
- find components in an object in order to know each component and combine these parts into a single whole, while learning the object as a whole;
- draw the correct conclusions from observations or facts, verify these conclusions; summarize the facts;
- convincingly prove the truth of their judgments and refute false conclusions;
- thoughts were stated in a definite, consistent and justified manner.

Logical thinking - the pupil's ability and ability to independently perform simple logical actions (Analysis, synthesis, comparison, generalization, etc.), as well as composite logical operations (construction of negation, statement and refutation as the construction of reasoning using various logical schemes - inductive or deductive).

Currently, the problem of the development of logical thinking of younger students is sufficiently covered in the pedagogical and methodological literature. The development of this problem involved such scientists and practitioners as L.S. Vygotsky, D. B. Elkonin et al.

An analysis of the methodological literature, explanatory notes to the curriculum indicates that each teacher needs to develop the logical thinking of children. However, teachers do not always know how to do this in practice. Often this leads to the fact that the development of logical thinking is largely spontaneous, so most pupil do not master the initial methods of logical thinking.

Logical training is a necessary and important element in the training of schoolchildren and is closely related to psychological, pedagogical, methodological, and special training. The results of many pedagogical studies testify to the expediency of the formation of general logical skills in the process of education in primary school and high school, and the ways and necessity of equipping schoolchildren with methods of scientific knowledge, methods of logical thinking are considered (Zorina 1978; Ikramov 1981; Lerner 1981; Rakhymbek, 1998; Kurmanova 2004; Zhapbarov 2015). The content of the general logical training of schoolchildren is determined by the list of skills that make up the so-called logical literacy.

All mathematical concepts are precisely abstract objects. So, for example, the concept of a geometric figure is formed by highlighting in the observed objects their shape, length or relative position in space and distraction from all other properties (the material from which they are made, colors, masses, etc.). But at the same time, there is not only abstraction (the allocation of some property and discarding all other properties), but also the idealization of these properties by a mental transition to limit forms that really, of course, do not exist (ideal straight line, point, plane, etc.). It is necessary, at least in grades 3-4, to draw students' attention to the abstract and ideal nature of the studied mathematical concepts, to explain why and why this is done, to teach them to see real prototypes of abstract mathematical concepts around them.

CONCLUSION

Practice shows that for mastering the general provisions, rules, conclusions, students require a considerable number of specific exercises. Only as a result of focused long-term work in this direction is there an opportunity for the effective development of the logical thinking of primary school students. In order to interest students in mathematical logic, it is necessary to include interesting and fascinating tasks in the educational process. It is also recommended to use tasks to continue the discussion.

For the effective development of the logical thinking of younger schoolchildren, it is necessary to use a special task system that can be included in the educational process when studying various educational subjects in addition to textbooks. Moreover, the task system itself should take into account the specifics of perception and thinking of primary school children.

Thus, it can be noted that it is in elementary school that it is necessary to carry out focused work on the formation and development of logical thinking in children.

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