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**THE DEVELOPMENT OF LOGICAL THINKING OF YOUNGER SCHOOLCHILDREN IN THE  
LESSONS OF THE SURROUNDING WORLD**

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**ABOUT ARTICLE**

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**Abstract:** The article highlights the psychological and pedagogical aspect of the problems of the development of logical thinking of primary school students. The influence of the lessons of the surrounding world on the development of logical thinking of younger schoolchildren. The essence of using tasks from the course "The surrounding world" as a means of developing logical operations is revealed.

**INTRODUCTION**

At the present stage of society's development, much attention should be paid to the upbringing of the younger generation, which in a few years will replace the present. The school of the first stage provides the initial stage of personality formation, the development of all cognitive processes, forms the ability and desire to learn. Perception and sensations provide knowledge of the world only from the sensory, superficial side, while thinking allows you to become more aware of and study the world around you. It makes it possible to operate with images, words, judgments, to make decisions, to predict events, to be creatively realized. Due to the complexity of this psychological phenomenon, there is no single definition of thinking in modern psychology. Human cognition of the surrounding world is carried out in two main forms: in the form of sensory cognition and in the form of abstract thinking. Sensory cognition manifests itself in the form of sensations, perceptions and representations. Using the data of sensations, perceptions, representations, a person with the help and in the process of thinking goes beyond the limits of sensory cognition, i.e. begins to know such phenomena of the external world, their properties and relationships that are not directly given in perceptions and therefore are direct in general and are not observable. Thus, thanks to thinking, a person finds himself. It follows that one of the main tasks of modern school education is the development of students' thinking. The main feature of logical thinking is its indirect, indirect nature. What a child cannot learn directly, he learns in a roundabout way, i.e. the unknown through the known, some properties through others. Thinking relies on perception, sensations, representations. Due to the fact that all the properties of perception,

sensations, representations are interconnected, there is another feature of thinking – generalization. It manifests itself only in a specific, individual case. The condition for the development of thinking is objective activity and communication, purposeful adult influences. It is possible to form and develop logical thinking with children of any level of development and any age. G.I. Aquileva believes that mental operations include such processes as: classification, concretization, generalization, abstraction. Depending on the nature of the information, it will be clear what types of mental operations the child will use. M.V. Gamezo points out: "Visual-imaginative thinking arises as a result of the transformation of thinking from objective to figurative. Due to this, it becomes possible to mentally perform some mental actions separately from reality. Verbal thinking appears and begins to work and develop during the period of the child's admission to primary school. The child, receiving new information, begins to use concepts and certain logical chains. This thinking is formed in a child throughout primary school age. It helps the student to find a solution to the tasks set, a way out of the problematic situation created by the teacher. Thanks to verbal and logical thinking, the child has the right logical solutions: as a result of reasoning, he analyzes, synthesizes, compares, classifies and summarizes the information received".

Along with the forms, M.V. Gomezo also highlights the qualities of logical thinking, such as:

- the depth of thinking is manifested in the degree of penetration into the essence of any thinking;
- independence of thinking is manifested in the ability to see a problem, raise a new question to this problem and only then solve this problem on their own;
- flexibility of thinking is expressed in the ability to change the planned action plan if this plan does not meet the set conditions that are found in the course of solving the task;
- critical thinking the ability of a person to correctly assess both objective conditions and their own activity and, if necessary, change the mode of action to the most appropriate conditions;
- quick thinking – the ability to find reasonably correct solutions and implement them in a limited period of time.

E.F. Kozina identifies the main requirements for models used in the lessons of the surrounding world in elementary school: - visibility of the model construction;

- visibility of the main properties;
- accessibility of the model for its study or reproduction;
- simplicity of research, reproduction;
- preservation of the information contained in the original (with the accuracy of hypotheses considered when constructing the model) and obtaining new information.

Z.A. Klepinina defines the following properties of models:

- finiteness – the model displays the original only in a finite number of its relations;
- simplification – the model displays only the essential aspects of the object;
- approximation – reality is displayed by the model approximately or roughly;
- adequacy – the model successfully describes the system being modeled;
- informativeness – the model must contain sufficient information about the system-within the hypotheses adopted during the construction models.

For a successful study in primary school, a child must have a fairly developed logical thinking. In order to develop it, it is necessary to show the child certain signs of the object without which this object cannot exist. The modeling method helps him in this. That is, the child creates a model of this object, and then, using the principle of substitution, begins to study this object, analyze its properties, and find its different signs from others. In the lessons of the surrounding world, you can model schemes, algorithms, smart maps, graphic notes. Also, children perceive various operating models very positively, with which they can work by turning and looking at them from all sides. For example: a volcano model, a barometer model, a universal model that allows you to demonstrate several proofs of the earth's spherical shape at once, etc. In the 3rd grade, when studying the topic "Plant protection", children are invited to make and arrange a baby book for preschoolers "Take care of nature!" at home with the help of adults from cardboard or album sheets. In which, on the first page, you need to write what plants would say to people if they could talk. In the 4th grade, when studying the topic "Planets of the Solar System", children are invited to collectively build a living model of the Solar System. To do this, they need to choose the name of one of the planets for themselves, and for someone to call themselves the sun. Having distributed the names of the planets and the sun, they should prepare tablets with these names. The essence of the task is as follows: picking up the selected tablets, the children must stand around the sun in the correct sequence of planets. Then they need to move around the sun so that the movement of the planets in orbit is not disrupted. The one who strays from the "orbit" is out of the game. The winner is the one who stays in the "orbit" the longest. Having participated in this task, the children repeat and fix both the names of the planets and their location and movement in the Solar System. Thus, the essence of the modeling method is that the models used in elementary school lessons contribute to the systematization and generalization of the acquired knowledge, and also play an important role in the development of all mental operations, including logical thinking.

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