

DEVELOPING STUDENTS' LOGICAL THINKING IN MOTHER TONGUE CLASSES

Omonillayeva Makhfuza,

Teacher of the Department of "Theory of Primary Education" of
Uzbekistan-Finland Pedagogical Institute

Turdimurodova Shodiya,

A student of the faculty of Primary education

Abstract

In this article, instructions and opinions on developing students' logical thinking, correct reasoning, ability to converse on any topic and fluent speaking skills are expressed in mother tongue classes.

Keywords: Mother tongue, thinking, riddle, puzzle, work of art.

Logical thinking is the act of analyzing a problem situation and finding a reasonable solution. The importance of logical thinking skills is that it helps to make important decisions, develop creative ideas and set high goals. There are several basic ways to develop logical thinking in mother tongue classes. For example, questions, riddles, stories, fairy tales, texts. Developing logical thinking among primary school students is an important issue for the teacher. In elementary school mother tongue textbooks, there are a number of exercises listed above that develop logical thinking.

Developing students' logical thinking through questions. In the introduction to the topic "Creativity hour" in the textbook "Mother language" of the 4th grade, you can see several exercises that develop logical thinking. Ask the students, "What were the names of the new planets you discovered?" When asked the question, most of them wander into the world of fantasy and discover their own planet. When discovering their planets, they think logically and tell why they created this planet. In addition, they can draw pictures of their planets and describe them to answer this question. Choosing logical questions among students, searching for solutions to them, and being able to think also helps to develop thinking.

Riddles and riddles in the 3rd grade Mother Tongue textbook also help students a lot. If the teacher's creativity is strong, he can create several situations to develop logical thinking, if he does not rely on riddles and puzzles in the textbook. Games can be organized during the lesson. The topic "There is a difference between words and words" is given in the 3rd grade Mother tongue textbook. In the process of mastering this topic, it is possible to organize the game "Proverbs that fell on the ship". The teacher draws a picture of the ship on the blackboard and pastes some of the proverbs given in the textbook on the paper inside the drawn ship. Examples of proverbs given in the topic (in uzbek):

“Ariqni suv bezar, odamni - so‘z”.

“Sevdigan ham til, bezdirgan ham til”.

Tilingda bo‘lsa boring, kulib boqar iqboling”.

These proverbs are put on the ship. Children take and comment on them. They will have to put the proverbs on the same topic together. Through this game, students' speech is developed, speech is clear, understandable, pure, consistent, and logical, without speech, there is no thinking. The more students talk, talk, and exchange ideas in their mother tongue classes, the

more logical their thinking will be. Students' logical thinking can be developed while doing exercise 9 (page 52) of the 3rd grade textbook:

Words	Question	Synonym	Antonym
Hight			
Intelligent			
Old			

To complete the exercise, students are required to think, think logically, and find words. In addition to questions, riddles and riddles, the exercises focus on the skills of creating a text, telling stories, using the right words in text stories, and paying attention to the meaning of phrases. In addition, he assigns students to analyze works of art, small stories as homework, work with words they don't understand, conduct negotiations, conduct conversations, and discuss with friends. Nowadays, due to the development of modern technologies, many young people's interest in reading books and their passion for teaching have weakened. In order to save students from this problem, it is necessary to work in cooperation with parents and give them fairy tales, riddles, puzzles, tasks that encourage thinking.

New editions of native language books encourage the child to increase his thinking, logical thinking, and observation. As a proof of our point, we can show the pictorial dictation in exercise 3 on page 42 of the 1st grade "Native language and reading literacy" textbook (2021 edition). In exercise 5 on page 47, riddles are given, and through these riddles, the level of resourcefulness of students is also developed (in uzbek):

Qo'lsiz oyoqsiz eshik ochar. (shamol)
Oppoqqina dasturxon, yer yuzini qoplagan (qor)
Otda yonmaydi,
Suvga botmaydi. (soya)

In addition to the stories, riddles, and riddles given in the textbook, poems also increase students' logical thinking. As an example, we can take these words of Dilshad Rajab (in uzbek).

Yurmas achchiq izg'irin
Dalalarda izzillab.
Yelar yoqimtoy, shirin
Shabadalar g'izillab.
Oq varaqday osmonda
Turna rasmi chizilar
Simlarda qaldirg'ochlar
Askarlardek tizilar
Viz-viz uchgan o'q kabi
Bolarilar vizillar
Miq etmay uxlab yotgan
Borliq tinchi buzilar.

First of all, the readers who read the poem will think about which season is covered. They pay attention to the meanings of the words "izyirin", "izzillab", "gizyllab" in the verses. We can see that the poet skillfully used the art of similes by comparing the sky to a white sheet and the cranes drawn on it, the swallows standing in a line like soldiers, and the flight of the birds as if they were shot from a rifle. Such definitions encourage students to deepen their understanding of the meaning of words while increasing their vocabulary.



Effective use of the exercises given in the textbook in developing the logical thinking of elementary school students, acquiring the skills to work on the context, and developing the logical thinking skills of students without deviating from the topic is a process that depends on the teacher. A teacher should be able to choose age-appropriate tasks and organize games that develop logical thinking in order to develop students' logical thinking. When organizing games, it is necessary to take into account the subject materials and the environment.

REFERENCES:

1. I.K.Qosimova,S.Matchonov,X.G'ulomova,Sh.Yo'ldosheva,Sh.Sariyev "Ona tili o'qitish metodikasi" - Toshkent "Nosir" nashriyoti 2009
2. 3 -sinf "Ona tili va o'qish savodxonligi" darsligi 2021-yil
3. 4- sinf "Ona tili va o'qish savodxonligi" darsligi
4. "MANTIQUIY TAFAKKURNI RIVOJLANTIRISH USULLARI" maqola. Anvarjon Rahimjon o'g'li Asqarov Farg'ona davlat universiteti, o'qituvchi. Vol. 2 No. 5 SPECIAL (2023): Educational Research in Universal Sciences (ERUS)
5. Omonillayeva Maxfuza. (2023). METHODS OF USING INTERACTIVE METHODS IN TEACHING INDEPENDENT VOCABULARY TO ELEMENTARY SCHOOL STUDENTS. *International Journal of Pedagogics*, 3(12), 190–194. <https://doi.org/10.37547/ijp/Volume03Issue12-35>
6. Hilola, N., & Umida, O. (2024). PEOPLE WALKING IN THE MOONLIGHT OR THE SAD SONG OF PATIENCE AND LOYALTY. *Web of Humanities: Journal of Social Science and Humanitarian Research*, 2(3), 104-106.
7. Sevinch, A., & Umida, O. (2024). RAUF JILASUNNING "HALOL LUQMA" ASARI HAQIDA MULOHAZALAR. *Science and Society*, 1(5), 106-110.
8. Shodiya, T., & Umida, O. (2024). BOSHLANG 'ICH TA'LIMDA TARIXIY SHAXLAR HAYOTINI O 'QITISH (4-SINF "O 'QISH SAVODXONLIGI" DARSLIGI MISOLIDA). *Science and Society*, 1(5), 26-29.
9. Shahzoda, V., & Umida, O. (2024). PUANKARE YOXUD MODDIYAT IZIDAN SAROBGA AYLANGAN ORZULAR. *Science and Society*, 1(5), 30-33.
10. Тошалиев, И. Оммавий ахборотнинг тили ва услуги. Ўқув қўлланма. / И. Тошалиев, Р. Абдусатторов – Т.: Университет, 2006.