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METHODS OF USING THE CONTINUITY OF EDUCATION IN PRESCHOOL AND PRIMARY SCHOOL FOR TEACHING LOGICAL THINKING

Abdiyeva Zilola

Lecturer at Asia International University

Annotation: This article examines methods of using the continuity of preschool and primary education in the development of logical thinking skills. The necessity of ensuring a smooth transition between playful exploratory activities in preschool and structured academic tasks in primary school is emphasized. It is argued that logical thinking begins with simple classification, comparison, and sequencing in preschool, and then develops into abstract reasoning, problem-solving, and critical thinking in primary education. The article highlights the importance of teacher collaboration, curriculum alignment, reflective methods, didactic games, project-based learning, and information technologies in ensuring educational continuity. The findings suggest that such continuity not only enhances children's academic success but also fosters independent thinking, intellectual curiosity, and lifelong problem-solving skills.

Keywords: logical thinking, continuity of education, preschool education, primary school, pedagogy, reflection, problem-solving.

The development of logical thinking is one of the most important objectives of modern education, as it lays the foundation for intellectual growth, problem-solving ability, and the capacity to think independently. In the context of preschool and primary school education, ensuring continuity is a key pedagogical principle that creates a smooth transition from early childhood experiences to systematic learning in the classroom. Preschool education introduces children to the basic elements of logical reasoning through play, observation, and inquiry, while primary school consolidates and deepens these abilities in a more structured academic environment. The effective integration of these two stages ensures that children's natural curiosity and cognitive potential are not interrupted but rather gradually advanced.

In preschool settings, children are introduced to logical operations through playful and sensory activities such as sorting objects by color, shape, and size, identifying patterns, and engaging in puzzles. These activities form the foundation of classification, comparison, and sequencing, which are essential elements of logical thinking. Teachers at this stage focus on creating situations where children can ask questions, make predictions, and test their assumptions, thereby developing the first steps of analytical reasoning. The continuity principle ensures that these early experiences are not isolated but are directly connected to the primary school curriculum.

When children enter primary school, their thinking processes become more abstract, and they begin to operate with symbols, numbers, and linguistic categories. To strengthen continuity, teachers must build upon the familiar methods of preschool education, gradually moving from concrete manipulative activities to abstract reasoning tasks. For instance, a preschool activity

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involving the sorting of objects can be extended in primary school to tasks requiring the classification of numbers, words, or geometric figures. Likewise, storytelling and role-play, common in preschool, can evolve into logical problem-solving exercises and mathematical word problems in primary education. In this way, the bridge between playful exploration and systematic study is established without disrupting the child's developmental trajectory.

The effective use of educational continuity requires collaboration between preschool and primary school teachers. This involves aligning curricula, sharing pedagogical strategies, and exchanging information about students' prior achievements. Teachers in both stages must have a clear understanding of the developmental features of children aged 5 to 10, ensuring that instructional methods are appropriate to their cognitive readiness. Such alignment avoids duplication of tasks and prevents learning gaps, while also fostering confidence in children as they perceive their learning as a continuous and meaningful process.

Innovative teaching methods play a crucial role in promoting logical thinking through continuity. Project-based learning allows children to engage in tasks that begin in preschool with simple observations and are later expanded in primary school into more complex investigations. Information and communication technologies also provide opportunities for continuity, as digital games, interactive exercises, and online platforms can be adapted to different age groups with increasing levels of difficulty. Another effective approach is the use of didactic games, which in preschool are primarily based on concrete manipulation and imagination, and in primary school are adapted to reinforce arithmetic operations, grammar rules, and scientific classifications.

Logical thinking cannot be separated from language development. Preschool activities that emphasize the correct use of speech, narration, and reasoning through dialogue should be continued in primary school with exercises in constructing arguments, identifying cause-and-effect relationships, and formulating conclusions. Teachers who recognize the role of language in logical reasoning can design tasks where children explain their thought processes, defend their answers, and compare different problem-solving strategies. Such practices cultivate both intellectual discipline and communication skills.

Research in cognitive psychology and pedagogy supports the idea that continuity between preschool and primary education significantly enhances learning outcomes. Studies by J. Piaget emphasize the importance of developmental stages, highlighting that learning should build upon the structures already formed in earlier periods. Vygotsky's concept of the zone of proximal development also underlines the necessity of scaffolding, where each new stage of learning grows directly out of previous experiences with the help of adult guidance. These theoretical foundations affirm that logical thinking develops best in an environment of progressive continuity.

In conclusion, the use of educational continuity between preschool and primary school in teaching logical thinking ensures that children acquire cognitive skills in a natural and progressive manner. It allows them to transition smoothly from playful discovery to systematic learning, maintaining motivation and intellectual curiosity. Effective methods include integrating

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preschool play-based activities into primary school tasks, aligning curricula, fostering teacher collaboration, and applying innovative pedagogical technologies. Such approaches prepare children not only for academic success but also for lifelong problem-solving and critical thinking, which are essential in the modern world.

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