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MOTHER LANGUAGE OF PRIMARY CLASS STUDENTS THEORETICAL AND METHODOLOGICAL BASIS OF DEVELOPING LOGICAL THINKING IN CLASSES

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Abstract: In this article, the didactic foundations of students' work with texts, the development of logical thinking, which is an important component of the educational process, and its specific aspects, the need to create conditions for the development of a well-rounded personality, spiritual, self- opinions are presented on the issue of creating a socially active person who develops self. Also, methods such as solving problem situations, using games and didactic materials were considered, and the role of graphic organizers and other interactive methods in improving students' thinking ability was analyzed.

Key words: digital technologies, competence, reflexive thinking, virtual laboratories.

Development of logical thinking of elementary school students is one of the main directions of the educational process. Today, the main goal of the educational process is to educate a comprehensively developed person who can think independently and meet the requirements of the modern world. In particular, the development of logical thinking skills of elementary school students directly affects the level of mastery of any subject in the future. The elementary school mother tongue curriculum serves not only to improve literacy, but also to develop analytical and logical thinking of elementary school students. The main goal of the article is to analyze effective methodologies and approaches aimed at developing logical thinking skills in primary school students' native language classes.

As mentioned above, one of the important pedagogical tasks is to develop the logical thinking of primary school students in their native language classes. The theoretical and methodological foundations of this process include the following aspects: 1. Theoretical foundations. The following theories are used to develop logical thinking:

• Theory of cognitive development (J. Piaget) - the child's thinking ability develops step by step, and native language training plays a key role in this process. • Vygotsky's sociocultural theory - the child's logical thinking is formed through the environment and communication, so interactive methods are important in the course of the lesson.

• Dewey's theory of learning based on experience - a child should learn not only theoretical knowledge, but also through practical experiences.

2. Methodological foundations. The following methodological approaches are used in the development of logical thinking:

Active and interactive methods: brainstorming, problem-based learning, role-playing games, question-and-answer technologies.

• Integrative approach: the teaching of mother tongue lessons in connection with other subjects contributes to the multifaceted development of children's thinking.

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Differential approach: assigning tasks taking into account the individual characteristics of each child.

•Problematic education: developing critical and creative thinking in children by creating problem situations and solving them.

•Dialogic education: teaching to make logical conclusions by asking questions, arguing and exchanging ideas.

3. Methods of practical application

Text analysis: identifying the main idea and important ideas in the text.

• The art of asking questions: "Why?", "How?", "If…?" stimulate logical thinking through questions such as

• Logical chains: connecting concepts, analyzing causal relationships.

•Creative exercises: rewriting fairy tales, pretending to be the characters, continuing the story.

• Working with graphic schemes and tables: grouping concepts, determining logical relationships.

Thus, psychological and pedagogical views are used as a theoretical basis for the development of logical thinking of elementary school students in their native language classes, and modern educational technologies and active teaching methods are used as a methodological basis. This process serves to develop students' critical and creative thinking. A number of studies on the development of logical thinking in education show that this process is carried out from an early age through the formation of thinking processes such as understanding, analysis and synthesis. In this process, it is important to develop logical thinking in mother tongue classes for primary school students, taking into account the age group.

The development of students' logical thinking during primary education is based on several basic principles:

1. Consistency and systematicity. In order to form logical thinking, the knowledge acquired by students during the lesson should be continuous and gradually complex. For example, at the first stage, it is necessary to work with simple sentences, determine the arrangement of words, and then move on to complex analytical work on the text.

2. Formation of activity and independence; students should learn to think independently, not only to repeat the answers given by the teacher, but to learn to think independently. This process can be provided by challenging situations, creative tasks and game modes.

3. Work with different types of thinking; in order to develop logical thinking, it is necessary to organize activities based on students' thinking processes such as analysis, synthesis, comparison and generalization.

In the development of logical thinking, we can consider the following methods:

1. Analytical work is text-based; Working with texts in primary language classes is one of the most effective ways to develop logical thinking. For example:

• Briefly tell the content of the text;

• Analysis of actions of text characters (why did the character do this? Can it be done differently?);

• Continue or write the end of the text based on the imagination of the students.

Using the method described above, students not only analyze the studied text, but also acquire the ability to think independently.

2.Enter problematic situations;

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Think of challenging questions that would be interesting to students, such as:
•"Does this word fit the sentence? Why?"
•"How would the story unfold if this character made a different decision?"
Such methods teach children to think independently and defend their point of view.
3. Didactic materials;
Elementary school students are engaged in more logical thinking through game elements. For example:
• Proper arrangement of the sequence between sentences;
•"Which word is redundant?" games;
• Continuation of a poem or proverb.
This method is useful for finding out the physiological and psychological condition of elementary school students.
4. Venn diagrams, clusters, tables, and other graphic techniques help students organize their ideas in a logical way. For example, draw a Venn diagram to compare two things, categorize groups of words.
The role of the teacher in the development of logical thinking in primary grades is very important. Teacher:
•Choosing lesson topics in a simple and understandable manner, suitable for the age of the students;
• In the process of explanation, through interesting questions, students' thinking is actively captured;
• It is necessary to observe the process of students' thinking, not the correctness of the answers.
Development of logical thinking in mother tongue classes is one of the main goals of primary education. This process not only increases the level of knowledge of students, but also forms their ability to think independently and systematically. If the methods of formation of logical thinking are properly organized, the foundation will be created for children to be successful in various fields in the future.

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