METHODS OF TEACHING IN PRIMARY GRADES

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Abstract: This article discusses methods for developing the thinking of oral and written logic in primary school students. The compatibility of the processes of development of analysis and synthesis and the influence of the development of these forms on the improvement of the level of thinking of primary school students are discussed.

Keywords: primary school, analysis, synthesis, information, abstract, thinking.

Аннотация: В данной статье обсуждаются методы развития мышления устной и письменной логики учащихся начальных классов. Обсуждается совместимость процессов развития анализа и синтеза и влияние развития этих форм на повышение уровня мышления учащихся начальных классов.

Ключевые слова: начальная школа, анализ, синтез, информация, абстрактное мышление.

Annotatsiya: Ushbu maqolada boshlang‘ich sinflarda o‘quvchilarning og‘zaki va yozma mantig‘ini, fikrlashini rivojlantirish usullari muhokama qilinadi. Tahlil va sintez rivojlanish jarayonlarining mosligi va ushbu shakllarni rivojlantirishning boshlang‘ich sinf o‘quvchilarining fikrlash darajasini takomillashtirishga ta’siri muhokama qilinadi.

Tayanch so‘zlar: boshlang‘ich sinf, tahlil, sintez, axborot, abstrakt tafakkur.

Today, there are various approaches to organizing the pedagogical process. The following recommendations have been clearly defined by renowned scholars and practitioners: Students learn generalized methods of mental activity and

abstract concepts before they are predetermined. In today's rapidly developing society, there is an opportunity to improve general education by realizing untapped opportunities for children's learning and intellectual development in primary school. Age limits for the acquisition of knowledge and skills by primary school children have not been established. The development of education based on modern requirements requires fundamental changes and new approaches. Therefore, finding ways and opportunities for the effective use of information is one of the important tasks of education. Teaching students to assimilate and process information, as well as to develop information based on new ideas and integrate the assimilated information, should serve to enhance students' competence in using information in their educational and life activities. At the same time, clear-figurative thinking develops among elementary school. With the beginning of their school activities, the content of the child's acquired knowledge and the methods of working with it change significantly. During lessons and as a result of learning, the characteristics of primary school students' mental activity are broader in terms of their primary thinking scope and provide more detailed information about the content. Thus, one of the important results of teaching in primary grades is the creation of certain conditions for the formation of students' oral and written logical development - the highest form of thinking. This type of thinking allows a person to perform the following logical actions: - analysis; - synthesis; - comparison; - generalization; - selection of important properties of objects or phenomena.

There are certain differences between visual-figurative and verbal-logical thinking, and the situations in which these types of thinking are used differ significantly from each other. Often, the qualities that are important for solving a problem turn out to be hidden, that is, they cannot be visualized, but in the process of thinking, they can be expressed by words or other signs that a person should be active in. Symbolic thinking is abstract thinking. Abstract reasoning adheres to the rules of logic studied by science and is therefore called logical reasoning. The

logical thinking of elementary school students has its own characteristics, which are very clearly manifested in the thinking process. The thinking characteristics of elementary school students can be highlighted as follows.

1. Between the ages of 5-7, a child distinguishes some properties of an object and loses others. Such thinking is characteristic of preschool children.

2. Often, in the process of thinking, synthesis is immediately secondary, and analysis is neglected. Such thinking is also characteristic of preschool children. If the thinking process of elementary school students is carried out in the manner described above, it leads to such logically defined decisions and answers. Scientists describe these characteristics of primary school students' thinking as follows: Young students retain, to a certain extent, the way preschool teachers think. In the assigned task, the child grasps a sign, condition, or side and immediately comes to a conclusion. In essence, the resulting answer is not a synthesis, as it was not prepared with proper analysis. The classification of analytical-synthetic thinking activity disrupts the integrity of the thinking process. The development of analysis is characterized by: effectiveness, emotionality, and intelligence. For elementary school students, a relatively effective analysis is paramount. Thus, elementary school students have a real opportunity to work with objects of the material world or their analogues, rotate them (separate, combine, etc.), that is, perform appropriate work on them.

At the same time, for children of this age, noting some features of the object, they often do not associate them with each other, but only indicate their existence. After a certain time, the developing analysis of this element turns into complex and subsequently systematic analysis.

Complex analysis is characterized by the fact that elementary school students begin to fully see the object in the learning process, but without the teacher's help, they cannot see all connections and interrelationships.

System analysis is characteristic of a high level of mental development in primary school students.

Activities such as analysis and synthesis do not differ from each other. Elementary school students leave a noticeable mark on the flow of all mental processes, including synthesis, and acquire their thinking skills. That is, for children of this age, a general synthesis characterized, for example, by a simple list of things seen and heard, for example, "this is a cow, it gives milk, we drink it." True synthesis always leads to new results, to new knowledge. For young students, the type of synthetic activity has always faced great difficulties. Based on a special study of elementary school students' analytical and synthetic abilities, a certain level of their development is demonstrated.

The basis for determining the level of development is based on two criteria:

1. Level of development of analysis and synthesis;

2. The degree of connection or the correspondence of these processes. Studying the characteristics of analysis and synthesis in primary school students reveals their level of development.

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