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THE CONTENT OF DEVELOPING THE ABILITY OF LOGICAL THINKING IN PRIMARY SCHOOL STUDENTS

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Abstract:
The problem of integration processes in education is considered the most interesting and effective compared to other pedagogical issues. An important factor in implementing integration is identifying methods for establishing connections between elements of wholeness, which should include dialectical categories such as part and whole, content and form, phenomenon and essence, quantity and quality, element and system when forming the curriculum. Within the framework of the informational-content aspect, a comprehensive curriculum should provide conditions for students to develop a scientific-philosophical understanding of the world and form the ability to make worldview generalizations at a high level of thinking activity. Such conditions involve replacing the linear method of creating a comprehensive curriculum with a systematic approach.

Keywords: Part and integrity, content and form, event and essence, quantity and quality, element and system of dialectical characteristics, reflection, thought, cognitive activity of the individual, independent reflection, creative reflection.

Introduction

It is known that the weak connection between academic subjects and each other creates serious difficulties in developing a holistic worldview among students. The implementation of the topic is one of the motives for the development of a school graduate's worldview, the priority of economic, political, cultural, and informational integration in the modern world.

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An integrated educational resource has been developed to enhance students' interest in mathematics, native language and reading literacy, natural sciences, and other subjects "in the face of adversity" as well as the need for re-education.

The implementation of this task requires a new approach to teaching and educating students.

The concept of "integrated education" is considered by us as a system of lessons combined with a common theme and goals. By integrating knowledge acquired on each topic, the student forms a holistic idea about the object or phenomenon being studied. To construct an integrated lesson, the topics of selected general education subjects require a careful selection of interdisciplinary knowledge to address new questions and problems. However, these selections should not be artificial, but rather contribute to understanding the essence of the concepts and phenomena being studied.

The effectiveness of integrated education is clear. The integrative educational process develops students' independence, cognitive activity, and interests. The content of integrated lessons, the orientation of the teacher's teaching activities towards the student's personality, and for this purpose, the development of students' skills in all aspects, the development of a comprehensive approach to the development of the educational process, the development of a comprehensive approach to the development of the educational process, the development of a comprehensive approach to the development of the educational process. The regular use of integrated knowledge creates opportunities for the widespread use of various visual aids. Integration should be the ultimate outcome of integrated learning, not for itself, but as a specific system in the teacher's activity.

The results of integrated education are manifested in the following:

- Increasing the level of knowledge of elementary school students on the subject through multifaceted interpretation using information from combined subjects;
- Changing the level of identified intellectual activity, reviewing educational material from the position of leading ideas, establishing natural relationships between the studied problems;
- Emotional development of students based on the integration of music, art, mathematics, mother tongue, and other subjects;
- Development of students' cognitive interests, which is manifested in their striving for active and independent work during and after lessons. The identified features

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correspond to the educational, developmental, and upbringing functions of teaching. This will help elementary school students learn the essence, develop all aspects, and deeply study the topics of the lesson.

As the goals of primary education have changed, new curricula have been developed, not based on disciplines with different content, but based on new approaches to reflecting the directions of comprehensive education.

The effectiveness of applying an integrative approach is determined by comparing and comparing the elements of integration. The development of comparative skills in elementary school students is characterized by specific features. At the same time, it highlights the following characteristics:

a) They modify comparison by simple sequencing of objects: first, the student talks about what they know about one subject (phenomenon), and then about another;

b) They find it particularly difficult to compare objects and phenomena that cannot be directly manipulated, as well as those with numerous characteristics or when these features are not obvious;

c) It is easier for them to identify various and complex similarities;

d) Some students only find differences when comparing;

e) Comparisons are made based on various characteristics (some are bright and eye-catching, while others have less prominent features);

f) The number of identified features varies;

g) They cannot independently create a comparison plan.

The process of comparison plays a significant role in the process of mastering educational materials in elementary school. This is the basis for classifying and systematizing the phenomena of activity. If we are talking about mathematics, then the process of comparison can be used as a basis for describing the concepts of equality and non-uniformity, geometric shapes, mass, volume, measurement units, and other factors.

To learn comparative activity, the student must learn to see similar things. To do this, it is necessary to analyze the specific direction of movement of comparable objects, without any part, and to constantly compare the characteristics determined for the selection of the same and different types.

It is necessary to develop the process of comparison, as well as to guide every kind of intellectual movement. Errors in conducting comparative research activities demonstrate the ability of students to implement necessary intellectual activity.

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An important logical activity at the next level is generalizing activity. Abstract activity is a component of students' intellectual activity, and based on it, students' generalizations and concepts are formed.

According to the research results, it can be concluded that the abstract process is shared by both parties:

1) a number of important features are distinguished from others and are preserved as a subordinate object (basic generalization);

2) Invalidation of unimportant information (second-level generalization).

At the same time, if both parties are separated from each other, one or more of them can go to the other party. The main generalization is related to the generalization that leads to the development of the new concept (law). The second level of generalization can be used in the process of applying acquired knowledge to solve new problems.

In the first case, if a new concept (or a new law) is adopted, it is necessary to ensure the proper training of students, but it is necessary to ensure a very broad visual and effective experience. Because a necessary condition for the development of any concept is a change in the characteristics of the object (event) without importance, as a result of which it is possible to determine and implement its important characteristics.

In the second case, when students use previously acquired knowledge, they should be given opportunities (tools) that help them free their minds from insignificant features and conditions that distract from the general principle of action already known to them.

It should be noted that often students synthesize instead of generalizing, that is, they combine objects not based on common reasons, but rather on some cause-effect relationships and mutual influences between objects.

Thus, well-structured teaching practices and special studies have demonstrated an organic connection between methods of action and assimilated content. Actions that serve as a means of assimilating these concepts are characterized by conceptual features. If a student applies a concept in familiar and completely new conditions, it clearly indicates that the student has mastered this concept. Therefore, the quality of concept assimilation is determined by the student's ability to work with this concept.

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