

ANALYSIS OF METHODOLOGICAL APPROACHES TO FORMING ANALYTICAL THINKING SKILLS IN PRIMARY CLASS STUDENTS

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Abstract

This article provides information on pedagogical, methodological approaches to the formation of analytical thinking skills in primary school students. Studies on the problem of the formation of analytical thinking skills in primary school pupils have been analysed. Scientifically substantiated effectiveness of pedagogical teaching methods in the formation of analytical thinking skills in primary school students, such as working on problem problems, conducting small research, solving heuristic problems. Educational areas that contribute to the development of analytical thinking of students are also indicated, such as constructive adaptation to situations, reproductive representation, systemic self-development, project-oriented, synergetic development, creativity.

Key words

students, analytical thinking, methodological approach, development, problem solving, intellectual activity, the need to think.

The scope of the research problem. A person needs analytical thinking to solve his daily problems. In order for students to analyze the information presented during primary education, they should have developed analytical thinking skills at a certain level. For example, students feel the need for analytical thinking while searching for solutions to problems when performing a certain exercise.

Existing pedagogical approaches analytically show that various directions of the problem of formation of analytical thinking skills in elementary school students have been researched by experts. Nevertheless, the formation of analytical thinking skills of elementary school students has not been researched, taking into account the requirements of their socialization and intellectual, spiritual and moral education. This is done on the basis of taking into account the requirements for the development of students based on a competency approach, taking into account the requirements related to the education of personal qualities such as punctuality, speed, and mobility. Accordingly, it is required to apply a unique approach to the

development of methodical support for the process of forming analytical thinking skills in primary school students. It is of particular methodological importance to create favorable didactic situations so that analytical thinking skills, which encourage students to develop themselves, acquire a dynamic character. This requires improvement of the methodical content and structure of formation of analytical thinking skills in elementary school students based on cognitive approach.

In order to form analytical thinking skills in primary school students, it is necessary to take into account their intellectual development levels. In order for elementary school students to acquire analytical thinking skills, it is advisable to use work methods such as dividing whole texts into logically completed parts, collecting clear evidence, evaluating situations, finding clear solutions to complex tasks, and finding alternative options for certain objects.

The studied state of the research problem. The well-known philosopher Yu. Kurnosov analyzed the philosophical aspects of analytical thinking in his work "Filosofia analytici" [149] ("Philosophy of analytics"). He showed models of information processing, mechanisms of its control. He described his scientific approach to how to collect, systematize, and evaluate materials to predict a specific event. The American expert D. Spiegelhalter developed his own recommendations on the development of analytical research. K. Eremenko recommended the methodology of working on information in his work entitled "Working with information in various fields".

The issues of ensuring the effectiveness of the primary education process, improving its content based on the requirements of the time, creating conceptual foundations of primary education, teaching students to think logically, critically, and independently were researched by R.Safarova, J.Musaev, G.Akramova, O.Korakhanova, F.Khojjeva.

The above-mentioned studies describe the approaches to the development of thinking activity of primary school students. However, there is a strong need for methodological support for the formation of analytical thinking skills in elementary school students, and the development of pedagogical technologies used in this process.

Methodology of the research problem. Analytical thinking skills of elementary school students are effectively formed as a result of working on problem assignments, conducting small-scale research, and solving heuristic problems. Students should acquire the skills of analytical thinking in order to acquire socially important qualities for themselves, to make responsible decisions in non-standard situations, to manage themselves, to develop themselves, to feel

responsibility for their actions, and to use speech communication strategies. In order to form analytical thinking skills in primary school students, it is necessary to take into account their individual needs and knowledge levels.

Pedagogical psychological interpretation of the formation of analytical thinking skills in primary school students allows to ensure the following:

1. Expanding the possibilities of students' intellectual activity.
2. Rapid development of students' skills of critical thinking and finding alternative solutions to tasks.
3. Manifestation of activities related to the analysis of scientific information and the perception of the relationship between them.
4. Such as the provision of the possibility of drawing clear and reasonable conclusions about certain events.

The process of forming analytical thinking skills in elementary school students is multifaceted and has its specific goals and directions. They are:

1. Constructively adapts students to situations. This, in turn, implies the goals of their intellectual development, socialization, and activation.
2. Reproductive-demonstrator. These psychological approaches, knowledge, methods of activity serve to enrich the cultural level of a person and ensure his continuous development.
3. Systematic self-developer. It has the character of self-management, control of one's activity, its organization, negative pressures and negative physical conditions.
4. Project-directive. This creates favorable conditions for students to define their life goals, choose an independent educational trajectory, and realize their potential.
5. Synergistic development. It helps students achieve intellectual development, maturity, spiritual and spiritual peace, harmony and mutual support.
6. Creativity. Pupils will be able to express themselves creatively and intellectually in the process of education and present their creative products.

Formation of analytical thinking skills in elementary school students is of particular pedagogical importance. Pedagogists, psychologists, and sociologists studied its components. Because in the process of studying social reality, a person performs various related activities. A person's ability to observe, analyze and research is important in this. Primary school students' senses, attention, figurative-visual memory allow them to analyze various objects, events and objects. Such psychological processes allow students to understand objective reality through emotional perception. However, it is necessary to understand the essence of individual objects and real reality, to know their specific aspects, and to have

analytical thinking skills in students. That is why it is necessary to develop analytical thinking skills in students, which is considered an important component of human thinking.

There are scientific pedagogical and psychological approaches that serve to develop and evaluate the analytical thinking of students. A system of tests and tasks of various levels has been developed to evaluate this activity. The GMAT exam is used internationally.

Students use analytical thinking to understand the essence of reality and try to change it. With the help of thinking, students are able to understand the reality that they did not understand in the process of perception. Thinking serves to reflect the existence in relation to each other, with the help of various tools and relationships. One of the main functions of thinking is to distinguish and understand the connection between events in real life. In the process of thinking, students are able to distinguish random events from permanent, natural events, generality from individuality. It is clear that thinking is the highest form of objective reflection of reality. Accordingly, one of the important signs of thinking is generalization. The general reflection of reality in the mind of the individual creates a basis for the assimilation and analysis of centuries-old social experience of mankind. In the process of thinking, students use different tools and methods of activity. They include various images, models, drawings, images, symbols, speech units (words, phrases, texts). Another important feature of thinking is the gradual reflection of reality. The internal laws of events, the relationship between their parts, the manifestation of their characteristic signs create a certain basis for thinking.

The peculiarity of thinking is to know certain objects, events, and perform tasks that require practical activity. To encourage students to think analytically, it is necessary to ask them problematic questions first. According to A.A. Smirnov, there is an associative connection between thinking and mental processes. In mental processes, students regularly use associations. In turn, mental processes help to implement thinking activities. The associative relationship between mental processes has its own characteristics. In this, interrelated mental actions take place. As a result of the realization of the thinking process in a mutual backwardness, students do not get bored, they are free from various pressures.

Thinking is a phenomenon directly related to speech activity of a person. Internal speech with logical consistency is manifested as a mechanism of human thinking. Speech is a form of direct expression of thought. When a person expresses his thoughts with the help of words, the thinking process takes place. Expressing an idea through words includes stages such as speech goals, motives for expressing an idea, and verbal expression of an idea.

In thinking, ideas, views, and approaches that represent the specific aspects of objects find their expression, all of them are manifested in thought. Thinking has its own levels, they consist of understanding, representation through drawings, objective thinking, proofs, expressions, formation of thoughts, systematization of proofs, classification, dialectical thinking, abstraction. Thinking has a number of characteristics, and knowledge of these characteristics is important for the formation of analytical thinking skills in students. They consist of helping to generalize and directly understand reality, perform certain tasks, establish communication through speech, express concepts, summarize, reason, analyze, synthesize, compare, abstract, generalize, clarify, interpret.

Summary. Pupils' practical actions are the process of using their skills as a result of mental activity. Analytical thinking is a thinking process that has its structural structure and certain types. Analytical thinking has different forms due to the expressive nature of thought. With the help of analytical thinking, students will have the ability to understand the laws specific to objective reality, the causal connections between nature, society, events, and the laws specific to the human psyche. With the help of these levels of thinking, elementary school students are able to perceive connections, uniqueness, and patterns among events.

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