

INCREASING THE CREATIVITY OF PRIMARY SCHOOL STUDENTS THROUGH LOGIC EXERCISES

Rakhmatova Hamida Ismatillo kizi*

*2nd Year Student,

Faculty of Social Sciences, Termez State University,

Termez, UZBEKISTAN

Email id: hamidaraxmatova@gmail.com

DOI: **10.5958/2249-7137.2022.00331.7**

ABSTRACT

Logical exercises are one of the most effective ways to shape students' independent thinking. Because in the process of performing the exercises, when students react to each event, the student develops creative and independent thinking, expresses his positive or negative attitude to a particular event, vocabulary increases. This article discusses how to increase the creativity of primary school students through logic exercises.

KEYWORDS: *Logic, Thinking, Logic Exercises, DTS, Text, Method, Reproductive Exercises, Creative Exercises.*

INTRODUCTION

After gaining its independence, the Republic of Uzbekistan has had its own path of economic and social development. The factor of independence has necessitated a radical overhaul of the education system. The Law on Education, the National Program for Personnel Training, and the selection of the goals, objectives, content, form, means, and principles of pedagogical technology education have become a priority. Mother tongue education in primary school enables children to expand their thinking, to think freely, to understand the opinions of others, to express their opinions fluently orally and in writing, to communicate freely with members of society. la acquisition serves to develop skills and competencies. Today, mother tongue education is seen not as a subject but as an educational process that organizes the entire education system. Indicators of the standard of mother tongue education are defined in terms of teaching the child to think, to understand the expressed idea and to express their opinion in a literate, logical sequence. In grades 1-3, students should be able to work on a text, consciously articulate the content of a text, perform text tasks freely, articulate an idea based on a text consistently and logically, and linguistically analyze the text. In the words of the first President of the Republic of Uzbekistan I.A Karimov: "Independent thinking is also a great asset." The speech of a student who thinks independently and understands the content of the text will be fluent and attractive. Today, working on the text is one of the most important issues in mother tongue education. The text, with its content and requirements, cultivates a creative person, a perfect person who thinks freely and independently. The study of the text and its linguistic features in accordance with the requirements of today, new pedagogical technologies and times is the relevance of the topic. [1]

Logical exercises regulate children's knowledge of things and the environment and teach them how to think correctly. When a student comes to school, even though he has a lot of vocabulary,

he usually does not know how to use the methods of comparison, contrast, generalization, grouping of thinking (especially the object of cognitive activity is not a specific subject, the words that express it if). The task of logic exercises is to teach children to distinguish important and general from objects and events, to express them in words, to enrich the knowledge of children materially and mentally by teaching them a system of logical methods. Logical exercises play an important role in the overall development of children's vocabulary and language and are linked to vocabulary work and other language activities. The following rules are included in the curriculum for the purposeful organization of mother tongue education: "In addition to developing the basic types of speech activities in primary school mother tongue education, the following important issues are also addressed: the formation of moral and aesthetic perceptions in children; to give children an understanding of the environment, people, nature and society; fostering a sense of sophistication; teaching logical thinking; teaching children to read consciously, to speak and write fluently. Each generation has a task to study, assimilate and develop all the riches and knowledge created by mankind. The development of life and the development of society is unimaginable without it. The only way to accomplish this task is to thoroughly equip the younger generation with the basics of science by constantly improving the education system. After all, the pursuit of science shapes a person's beliefs and worldview, and leads to spiritual and moral maturity. In the primary grades, students have limited opportunities to learn their mother tongue. They are unable to effectively use the methods of mental activity that are critical to learning language phenomena: analysis, observation, comparison, grouping, aggregation, and generalization. One of the characteristics of primary school students is that they develop the ability to quickly perceive certain things, to think about specific things. Language phenomena cannot be mastered without relying on this important method of mental activity. Through observation, the student goes through the events of language one by one, thinks about them, and on this basis makes certain generalizations. It is known that the main purpose of today's educational process is to prepare students to find a worthy place in the micro-society. However, it is no secret that science experts, as well as school teachers, make some mistakes in distinguishing between "exercise" and "assignment", "reproductive exercise" and "creative exercise". This is probably because the nature of the assignments given to students is not fully disclosed. Indeed, it is surprising that all the tasks performed in the classroom are of a reproductive nature. One of the main ways to get out of this difficult situation is to correctly delineate the specifics of the "exercises", to know exactly how to perform each type of exercise, to distinguish them from each other, to classify their importance in student activities. It is to show. Therefore, it requires a systematic analysis of the characteristics of students' thinking and cognitive activity. Is cognitive activity a function of pure thinking or is memory also involved in the cognitive process? It turns out that working on algorithmic exercises in mother tongue education in primary school is a complex methodological phenomenon. In language education, working on ready-made texts and text formation (composing a text) should be the leading method of teaching the mother tongue. By analyzing different texts, involving given linguistic arguments, and composing new words, it is possible to enrich the language with figurative expressions, various syntactic devices, which are considered to be the cream of the crop. Therefore, in the process of mother tongue education, it is useful to teach students linguistic concepts, their structure and how to use them in speech. Most importantly, the more a child learns linguistic concepts, the more he or she will learn the secrets of creativity. Methods of word analysis in the process of learning the native language in the context of learning, such as the

analysis of words in terms of syllables and sounds, the separation of the core and constituent suffixes of the word, noting the similarities and differences of different syntactic units also participates. The more consciously a child feels and uses linguistic concepts in performing a task, the more effectively he or she will solve the task. Hence, another important aspect of this type of activity is explained by its practical significance; In educational activities, the child participates as an object of education, and in cognitive activities as a subject of education. Participation in the functions of the object or subject of education are the next differences between these two activities; we see another difference between learning activities and cognitive activities at the level of children's independence. The analysis shows that children's learning is a complex phenomenon and has its own components: motive, purpose, means, outcome. Motives motivate learning activities. The goal is a preconceived result. The result becomes a tool when it comes to learning. The child has the knowledge, methods of work, methods of mental work at his disposal, which serves as a tool for the implementation of this or that problem, the learning task. There are a number of requirements that must be met in order to complete the assignments in the native language: the student seeks the appropriate knowledge to complete the assignment in his / her personal activity. Searching for knowledge from their own activities that will help them complete the task will increase students' ability to make choices; apply the learned knowledge and methods of work to familiar situations. Practices by applying knowledge and methods of work to familiar situations; to apply the learned knowledge and methods of activity to the unfamiliar learning situation. In this way, the student learns the methods of creative application of knowledge, comments; identify new features of the object (word or phrase, speech sound or syllable) being studied in the native language through the learning task. Through such an assignment, native language topics are explored in a creative way. Focusing education on creativity develops students' ability to think independently. Independent thinking plays an important role in human life. Because free thinking not only helps to master the subject, but also to develop the student's thinking. Independent thinking is a mental activity that, as a unit of human sensory organs and mental activity, is carried out independently using mental operations such as analysis, generalization, inductive and deductive reasoning, comparison, clarification, abstraction. It is well known that students have a number of tools for developing independence. In the process of teaching the native language, students can improve their independent thinking on the basis of the following methods: by working on the meaning of words; react to events; create text based on pictures; organization of various didactic games. each of the methods listed above has its place and position in shaping students' independent thinking skills. [2,3]

1. Create a group of items related to the topic: outerwear (coats, shirts, ..) and shoes (boots, shoes, ..) such as pets and wild animals. The children are taught to answer the question "What is this?": What is it? - An apple. What is an apple? - Fruit.

2. List things of the same type and name them in a general word. For example, how to name onions, potatoes, tomatoes in one word? (Vegetables)

3. Separate those that do not belong to a group from the given items. For example, a pen, a ruler, a pencil, a rose are shown, students separate the teaching aids, they say that a rose is not included in the textbook, it is furniture. This exercise can also be done as a game: you need to give certain words, find the excess and explain why it is superfluous: swallow, sparrow, cat, music.

4. **Divide subject names and descriptive words into groups.** The words are apple, pomegranate, pear, peach, melon, watermelon, and handalak. Students name the fruits: Apple, pear, pomegranate, peach, ...; They write the names of melons: watermelon, melon, handalak, ... The words denoting the object sign are also given mixed, the children are divided into four groups (color, taste, shape, feature).

5. **Generalization by contrast:** swallows, sparrows, nightingales - what about birds, chickens, roosters, turkeys? (Birds.)

Logical exercises should be meaningful, relate to the student's experience, teach them to think correctly, clarify their knowledge, and serve to organize. Such exercises are used in other lessons, as well as in reading and grammar lessons. Logical exercises are used to learn, consolidate, review, test, and generalize language skills. They are also a leading factor in the development of orthoepic, spelling, methodological, punctuation and similar skills in children. Therefore, only a teacher who fully understands the essence of logical exercises, has knowledge of their construction, can distinguish their types, and has the technology to systematize them, can use them effectively. The following logic exercises can be used in native language and reading lessons: [4]

1. **Create a story based on a picture.** It presents a series of pictures appropriate to the age of the students and consisting of objects they have seen in their lives. Students compose a story and name it.

2. **Working with mantles.** Students are given a text. They read the text and write the nouns in the first column, the adjectives in the second column, and the verbs in the third column. The student who participates in the exercise exercises according to his / her imagination.

3. **Find a synonym.** Students will be introduced to the topic. Students should find synonyms for these words. For example: large-; beautiful-; yurt-; kind -... [5]

In short, the goal of education is achieved not through one or more exercises, but through the application of a system of science-based exercises to the educational process. The set of exercises is an open system, which is a natural continuation of the previous exercises, the basis of subsequent exercises. In the context of education, children's learning activities take the form of recollection of knowledge and creativity. Recalling the learned knowledge means the repetition and activation of the necessary knowledge in the process of practice on this or that topic. That is why every educator should work effectively with logical exercises in their lessons.

REFERENCES:

1. Kasimova K, Matchonov S. Methods of teaching mother tongue. Tashkent NOSIR Publishing House, 2009.
2. Karimov IA. Uzbekistan for a great future. Tashkent, Uzbekistan, 1998. 686p.
3. Kasimova K. Methods of teaching the native language in primary school. Tashkent, 2010. 256 p.
4. Kasimova K. Mother Tongue Teaching Methodology Program in Primary School. Tashkent, 1996. 32p.
5. Kasimova K. Teaching difficult spelling words in primary school. Tashkent, 1994. 45p.