

METHODS OF TEACHING ELEMENTARY SCHOOL STUDENTS TO THINK LOGICALLY

Alikulova Dildora

2nd year student of Termiz University of Economics and Service

Annotation: Teaching logical thinking to elementary students lays the foundation for critical thinking and problem-solving skills that will benefit them throughout their lives. Logical thinking helps students analyze situations, make informed decisions, and approach problems systematically. The process involves engaging students in activities that encourage them to recognize patterns, evaluate outcomes, and reason methodically. Methods such as using puzzles, sorting exercises, cause-and-effect discussions, and storytelling can help children practice these skills in a fun, interactive way. Visual aids, games, and real-world examples are also effective in reinforcing logical thinking concepts. By creating a structured yet playful learning environment, educators can foster an early appreciation for logic and problem-solving in young learners.

Key Words: logical thinking, critical thinking, problem-solving, elementary education, puzzles, cause-and-effect, pattern recognition, interactive learning, problem-solving, critical thinking, classroom environment, teacher pedagogy, early education.

Logical thinking is a key skill that empowers children to analyze information, solve problems, and make sound decisions. For elementary school students, teaching logical thinking can be both engaging and foundational to their future learning. At this stage, students are naturally curious and enjoy problem-solving activities, making it an ideal time to introduce logical reasoning in fun, interactive ways. This article explores various strategies educators can use to help young learners develop strong logical thinking skills.

Games and puzzles are among the best tools for teaching logic to children. They encourage students to identify patterns, solve problems, and think critically about their decisions. Simple games like tic-tac-toe, chess, or even matching games stimulate strategic thinking and help students plan their moves with intention.

Puzzles like Sudoku, word searches, and mazes encourage children to use deduction, making connections between clues to arrive at solutions. These activities allow students to experiment with different strategies, helping them see that trial and error can be part of the logical reasoning process.

Sorting and categorizing are great ways to develop a child's ability to see relationships between objects or ideas. Teachers can create activities where students group items based on specific attributes, such as size, color, shape, or function. For instance, giving students a set of mixed objects and asking them to sort by color, then by shape, and finally by function helps them practice logic and organization.

These activities also encourage children to follow step-by-step processes, a critical aspect of logical thinking. This kind of reasoning can later help them in subjects like mathematics and science, where recognizing patterns is essential. Storytelling is an excellent method for teaching logical thinking, especially when focusing on cause-and-effect relationships. Teachers can engage students in exercises that involve sequencing events in a story. For example, reading a short story and asking students to arrange events in the correct order can help them understand how actions lead to outcomes. Cause-and-effect discussions can be expanded with "what-if" scenarios. For example, ask students, "What would happen if the character didn't do this?" These questions encourage them to think critically and evaluate consequences, helping them apply logic to everyday situations.

Simple logic problems, such as "if-then" statements, are a great introduction to formal logical thinking. For example, teachers can give students problems like, "If it rains, then we will stay indoors." Asking follow-up questions such as "What happens if it doesn't rain?" or "What could we do if it rains for only half the day?" helps children understand how conditions affect outcomes.

These exercises help students make connections between ideas and learn to think methodically. As they become more comfortable with these types of problems, they can progress to more complex reasoning activities. Hands-on learning is one of the most effective ways to engage elementary students in logical thinking. Activities that require building, designing, or experimenting naturally promote problem-solving and critical reasoning.

For example, STEM (Science, Technology, Engineering, and Math) activities that involve building structures with blocks or creating simple machines help children think about cause-and-effect, balance, and spatial reasoning. Even crafting or DIY projects that require following steps or creating something with specific materials push students to think logically about how to achieve the desired result.

Pattern recognition is a fundamental aspect of logical thinking. Children can be introduced to patterns through games that ask them to identify what comes next in a sequence or to complete patterns of numbers, shapes, or colors. These activities train their brains to recognize consistency and apply rules to solve problems.

Teachers can also encourage students to find patterns in nature or everyday life, such as the pattern of days in a week or the seasons. These real-life examples help children connect logical thinking to their surroundings and understand its practical value.

In today's digital age, there are many educational apps designed specifically to promote logical thinking. These apps often use games and interactive challenges to teach children how to analyze problems, recognize patterns, and think strategically. Programs like "Mathletics," "Khan Academy Kids," or logic puzzle apps designed for young learners provide excellent platforms to practice logic in an engaging way.

Coding for kids is also becoming a popular method for developing logical thinking. By learning to code, students practice sequencing, pattern recognition, and problem-solving as they create commands that tell a computer what to do.

Collaborative problem-solving helps children learn how to communicate their logical reasoning and consider the ideas of others. Group activities where students must work together to solve a problem, such as building a tower or navigating a challenge, foster logical thinking in a social context.

In these scenarios, children learn to explain their reasoning, listen to alternative perspectives, and collectively come up with the best solution. This also builds their ability to work through disagreements logically rather than emotionally.

Asking open-ended questions encourages students to think critically and explore different solutions. Instead of giving direct answers, teachers can prompt students to think through their responses. For example, questions like "Why do you think this happened?" or "What do you think would happen if...?" stimulate deeper thinking and allow students to practice their reasoning skills. Encouraging students to explain their thought processes, even if they make mistakes, helps them refine their logical thinking. This method fosters a growth mindset where children understand that learning comes from working through problems, not just getting the right answer immediately.

Teaching elementary students to think logically is about nurturing their natural curiosity and guiding them through structured problem-solving activities. Games, puzzles, hands-on learning, and interactive technologies offer a variety of pathways to help children develop strong reasoning skills. As they practice logical thinking, students will build confidence in

their ability to analyze situations, make decisions, and solve problems—skills that will serve them well throughout their academic and personal lives. By making logic part of everyday learning, educators help create a solid foundation for critical thinking that will benefit students for years to come.

Used sources and literature:

1. Shavkatjonovna T. N. A Creative Approach to Teaching Geometry in the Primary Grades // International Journal on Orange Technologies. – 2021. – T. 3. – №. 9. – С. 48-53.
2. Ziyaqulova M., Ashurova S., Toshpulatova N. BOSHLANG'ICHSINFO'QUVCHILARINING AQLIY SALOHİYATINI HAMDAKREATIVLIGINIOSHIRISHDA MENTAL ARIFMETIKANING O'RNI // Development and innovations in science. – 2023. – T. 2. – №. 3. – С. 92-98.
3. Niyohon T. THE WORLD OF SCIENCE IN PRIMARY CLASS STUDENTS IMPROVING THE INTERDISCIPLINARY FORMATION OF VIEW // International Journal of Pedagogics. – 2023. – T. 3. – №. 05. – С. 113-120.
4. Toshpulatova N., Almanova D. THE CONTENT AND TASKS OF TEACHING MOTHER TONGUE AND READING LITERACY TO PRIMARY SCHOOL STUDENTS
5. Marufjonova R. L. RESEARCH ACTIVITIES IN PRESCHOOL CHILDREN // Экономика и социум. – 2021. – №. 12-1 (91). – С. 341-344.
6. Marufjonova R. METHODOLOGY FOR DEVELOPMENT OF RESEARCH ACTIVITY IN CHILDREN OF PRESCHOOL AGE (6-7 YEARS OLD) // Academia Repository. – 2023. – T. 4. – №. 11. – С. 32-38.
7. qizi Ma'rufjonova R. L. SOCIAL PSYCHOLOGICAL ASPECTS OF DEVELOPMENT OF RESEARCH ACTIVITY IN PRESCHOOL CHILDREN // World of Scientific news in Science. – 2023. – T. 1. – №. 1. – С. 38-47.
8. Rahila M. BUILDING STUDENTS' SCIENTIFIC RESEARCH SKILLS BASED ON THE VITAGEN APPROACH // Academia Repository. – 2024. – T. 5. – №. 2. – С. 136-141.
9. Choriyeвна C. S. Ways to Develop Mental Abilities in Preschool Children // Eurasian Journal of Learning and Academic Teaching. – 2022. – T. 15. – С. 174-177.
10. Choriyeвна S. C. TALABALARNI TA'LIMIY QADRIYATLAR ASOSIDA PEDAGOGIK FAOLIYATGA TAYYORLASHNI RIVOJLANTIRISH TIZIMI // Educational Research in Universal Sciences. – 2023. – T. 2. – №. 4 SPECIAL. – С. 1177-1181.
11. Choriyeвна C. S. et al. A MODEL FOR IMPROVING THE SYSTEM OF PREPARING STUDENTS FOR PEDAGOGICAL ACTIVITY ON THE BASE OF EDUCATIONAL VALUES // Multidisciplinary Journal of Science and Technology. – 2023. – T. 3. – №. 6 (INTERNATIONAL SCIENTIFIC RESEARCHER). – С. 283-285.
12. Choriyeвна C. S. Main Directions of Teacher Training and Improving Their Quality for the Preschool Education System // Vital Annex: International Journal of Novel Research in Advanced Sciences. – 2022. – T. 1. – №. 5. – С. 51-54.
13. Чориева С. Ч., Шамсиддинова Д. Б. Приоритеты Системы Образования В Республике Узбекистан // International Journal of Formal Education. – 2023. – T. 2. – №. 11. – С. 240-245.