



## "LOGICAL FIVE MINUTES" AS A TOOL FOR THE DEVELOPMENT OF EDUCATIONAL AND LOGICAL SKILLS OF PRIMARY SCHOOL STUDENTS

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### ABOUT ARTICLE

**Key words:** "logical five minutes", educational and logical skills, analysis, synthesis, comparison, generalization, definition of concepts, proofs, refutations, logical thinking, objects of analysis and synthesis, methods of cognition.

**Received:** 20.06.2024

**Accepted:** 25.06.2024

**Published:** 30.06.2024

**Abstract:** The article presents the experience of developing the educational and logical skills of primary school students, in particular, the formation of a holistic view of analysis and synthesis as ways of cognition that serve to increase the effectiveness of educational and cognitive activities of students. The development is based on the use of "logical five minutes" by teachers.

### INTRODUCTION

Modern state educational standards proclaim as one of the most important tasks of the modern education system "the formation of universal educational actions that provide students with the ability to learn, the ability to self-development and self-improvement." The developers of the standard themselves recognize: "The concepts of "general educational skills", "general cognitive actions", "general methods of activity", "supra-objective actions" are close in meaning to the concept of "universal educational actions". The formation of general educational actions in progressive pedagogy has always been considered as a reliable way to radically improve the quality of education. As the famous parable says, to feed a hungry person, you can catch a fish and feed him. Or you can do something else - teach how to fish, and then a person who has learned how to fish will never remain hungry".

In the standards, universal learning activities are grouped into four main blocks: personal; regulatory; general knowledge, including general academic, logical, problem-setting and problem-solving; communicative actions. The classification of general educational skills of schoolchildren, developed by D.V. Tatianchenko and S.G. Vorovshchikov, concretizes the essentially framework program of universal educational actions, general educational skills are combined into three groups: educational and managerial, educational and informational and educational and logical skills.

"Logical five minutes" can become an effective means of purposeful formation of educational and logical skills of students as one of the priority components of educational and cognitive competence. The daily "five minutes", from our point of view, can act as a kind of intellectual simulator for fourth graders. In

our opinion, "logical five minutes", as a small form of organizing the learning process, allow the teacher to flexibly deploy the content of work with students without changing the curriculum, without increasing the load on the kids. The undoubted advantage of this form of educational and logical skills development is that "five minutes" do not require the development and subsequent legitimate approval of the curriculum, the formation of a voluminous educational and methodological complex.

## METHODS

The proposed "five minutes" can be varied in their purpose:

Firstly, it is a "starting five-minute", explaining to students what, why and how they will be studied, and a "finishing" one, encouraging children to reflect on the joint work done during the school year. By the way, there is no final five minutes in this package of materials.

Secondly, "introductory five minutes", which open the study of each group of educational and logical skills. They are aimed at an accessible and holistic presentation of the essence of a specific group of educational skills (analysis and synthesis, comparison, generalization, etc.), demonstrating their importance for improving the effectiveness of educational and cognitive activities of students.

Thirdly, "instructional five minutes", which provide students with a minimum of theoretical information in an accessible form, which is necessary for the conscious application of a particular educational skill. Without this group of "five minutes", all other "five minutes", by and large, lose their meaning.

Fourth, "five-minute training sessions" that consistently form and develop individual educational and logical skills in accordance with the classification of general educational skills. This group makes up the vast majority of the "five minutes".

Fifth, "monitoring five minutes", aimed primarily at studying the formation of key educational and logical skills. The role of these "five minutes" can be performed by "training five minutes", when the teacher is personally convinced that the students are successfully coping with all the tasks, moreover, their interest is fading, and it's time to move on to mastering either the next skill or the next group of skills.

The content of the "five minutes" should include not only the educational content of mathematics, Russian language, natural sciences, but also empirical material taken from the daily life of students - their hobbies, games, fashion. Children, thanks to this form of education, must make sure that the process of learning and cognition is not limited only to school walls and textbooks, their whole life is permeated with it. The teacher must constantly emphasize the importance of the cognitive component of the "five minutes", demonstrate the applied aspect of the formed skills both in teaching and in the daily life of the children. And at the same time, the "five-minute" format eliminates the "organizational rigidity" of the combined lesson, so traditionally familiar to elementary school students.

The classification of general educational skills of D.V. Tatyanchenko and S.G. Vorovshchikov acts as a supporting structure for building a "five-minute" package. Through the "five minutes", not logical thinking in general is formed and developed, but a specific list of educational and logical skills, having mastered which the student will be able to correctly analyze and synthesize, compare, generalize, define concepts, prove and refute. The formation and development of educational and logical skills presupposes a mandatory holistic and accessible presentation of a minimum of theoretical and instructional knowledge of the correct implementation of a particular skill. In this regard, we once again emphasize the importance of "instructional five minutes" for the effective formation of educational and logical skills.

"Logical five minutes" involve the purposeful formation of educational and logical skills in 4th grade students based on previously formed empirical experience of logical thinking. Fourth graders are offered tasks involving the ability to read and write in accordance with the norms of elementary school. However, fragmentary materials of the "five minutes" can be used in the 3rd grade.

## RESULTS AND DISCUSSION

Purpose: To promote students' understanding of the essence and purpose of the "logical five minutes". In the cartoon "Charging for the tail", a monkey, an Elephant, a Parrot, and a Boa Constrictor were engaged in exercises and gymnastics. Why did they do it? (to be strong, agile, healthy).

We are studying at the gymnasium. Do you think gymnastics and gymnasium are related words? Who knows what the word "gymnasium" means?

Gymnasium (from the ancient Greek *gymnasium* - I exercise in gymnastics, I train) is a secondary educational institution. The term has also been used to mean "a place to exercise." That is, in the first sense, the word "gymnasium" was used for athletes. From about the end of the 5th century, gymnasiums became educational institutions: philosophers, rhetoricians, scientists, etc. conducted their conversations in them.

And you and I train at the gymnasium, train our minds. This academic year, we will try to spend "logical five minutes" every day in various lessons. They will become a kind of gymnastics for our mind.

During these "logical five minutes" we will learn to think correctly, consistently: analyze and find the most important thing in what we are studying, be able to compare things around us in such a way as to understand their essence, be able to prove, defend our point of view and much, much more.

There are various statements of outstanding people, winged expressions, which contain a concise intelligent thought. About anything: about learning and hobbies, about health or ailments, about love, about envy, etc.

There are some statements written on the board. Read them and identify those that can be attributed to what we do in class; and also find similar statements.

1. By teaching others, we learn ourselves;
2. The whole value of a coin lies in the fact that a person knows what to do with it;
3. A blacksmith teaches his craft by forging;
4. A drop of stone sharpens;
5. It is only when we act that we really are ourselves;
6. Times change, and we change with them.;
7. Action is the clearest and most expressive disclosure of a person;
8. You can't do a good job with someone else's hands.

Purpose: To contribute to the formation of a holistic view of analysis and synthesis as ways of cognition. Today we are beginning to master the tools of correct logical thinking - analysis and synthesis.

You all remember the work of Valentina Oseeva "Badly" well. You need to remember its main content and make a plan (after teamwork, a story plan appears on the board).

In this case, the story of Valentina Oseeva acted as the object of our analysis. What have we done to him? Indeed, we have divided it into two parts, highlighting in each part the essential (what and what is being said), we have titled these parts.

Now you will hear the names of the characters from the works of Valentina Oseeva, determine the names of these works:

- A girl, a cockerel, a chicken, a duck, a puppy. Of course, many of you are familiar with the fairy tale "The Good Hostess".

- Boy, girl, old lady. Again, you remembered correctly and identified the title of the story "Just an old lady".

- Boy Vitya, boy Kolya, boy Misha, boy Volodya. Well done, this is the story "Three Comrades".

What helped you to give the right answer, to correctly identify the titles of the works? You have mentally combined the characters, heroes of short stories and fairy tales into one whole. This mental unification of parts into one whole is called synthesis.

Well done, you have successfully completed the tasks. Having learned how to properly analyze and synthesize, you will be able to successfully solve many problems in the future.

So, we must remember: synthesis is the unification of component parts into a whole in order to study an object, and analysis is the decomposition of an integral object into component particles in order to study it, cognition.

### CONCLUSION

However, today we were just playing. However, in the future, this skill will help you to learn the unknown in the studied object. So, for example, in order to study a car, you must first carefully familiarize yourself with every detail of it. But one analysis is not enough. A car is a mechanism in which the parts act as one. This means that it is necessary to study the components in interaction, in unity. This is achieved through synthesis.

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