



Pedagogical Analysis of World Experience in Developing Logical Thinking in Students

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ABSTRACT

This article describes the relevance of the problem of the development of logical thinking among students and the world experience in solving this problem. In particular, opinions are given on the practical situation of teaching students logical thinking in the education system of such countries as the USA, Japan, and Singapore

Keywords:

logical thinking, independent thinking, education system, world experience, elementary school, secondary school

Introduction

The acceleration of globalization processes in the world and the expansion of the scope of information have an impact on the education of the young generation. Especially in recent years, children's dependence and addiction to information is increasing [1-3]. This negative situation, in turn, leads to a weakening of children's logical and critical thinking. Because children absorb ready-made information from the media and are deprived of psychological operations such as perception, analysis, logical connection, and imagination [4-7]. Therefore, it is necessary to pay special attention to the development of children's logical thinking.

The main part

Countries such as the USA, Japan, England, Germany, Finland, South Korea, and Singapore are taking the lead in improving the mechanisms of developing the worldview and thinking of the young generation [8-13]. For example, In American schools of education, special attention is paid to the development of students' logical thinking. The goal is to develop the personality of the student based on the individualization of teaching. In upper grades, students are offered a variety of elective courses that correspond to compulsory subjects [14-19]. For students who have

difficulties in mastering subjects, an easier option of the curriculum is offered. Also, in American schools, a lot of attention is paid to the education of gifted students. Talented students will have the opportunity to study subjects deeply and independently on the basis of various programs. Each student of this age has an individual study plan. According to this individual plan, the school offers elective subjects to the students, and the students use the help of psychological counsellors to choose them [20-23].

In Japan, teaching students to think logically is seen as an important factor in the country's development. The Japanese education system is very different from the American education system, which means that nationality is clearly visible. The education system in Japan consists of five parts. These are kindergarten, elementary school, middle school, high school, and colleges and universities. There are alternative types of these educational institutions, such as state, municipal, and private [24-29].

Upper secondary school is divided into two: general education and vocational education. In these forms of education, students are taught subjects such as the Japanese language, classical literature, Japanese history, world history, geography, mathematics, physics,

chemistry, biology, physical education, visual arts, music, foreign languages, and the basics of production for boys, and home economics for girls. subjects are taught. It serves to improve students' logical thinking in all subjects.

The world-famous Kumon Institute in Japan is an alternative to a public elementary school specializing in mathematics. Its founder is Takasi Kumon. Almost all students who graduate from this alternative school enter higher education institutions [30-33]. Its difference from public schools is the individualization of teaching. In this, the teacher assigns tasks according to each student's ability, and children cannot move on to the next until they master one task. This method is the "quint essence" method developed by Kumon. Toru Kumon stated that the student's poor learning is due to the teacher's inability to match the content of the lesson with the child's level of understanding [34-37].

Mathematics and science are compulsory in Japanese schools from 1st to 10th grade. Weekly and annual hours are equally distributed in the curriculum for these subjects. Mathematics and science are also taught in grades 11 and 12, but students have the option of choosing alternative subjects. Among these variable subjects, other branches of mathematics are also taught in upper grades for students to enter higher education institutions [4].

The Singaporean education system also places great emphasis on developing students' logical thinking. Singapore's general education system consists of three stages. This is probably why the PIRLS (International Research Organization for Expressive Reading Achievement) study shows that the literacy rate of Singaporeans is one of the highest in the world. Also, since 1995, Singaporean school students have achieved the best results in the world in the TIMSS (Trends in Mathematics and Science) international knowledge tests for mathematics and science. Of course, the reforms carried out in the field of education have an incomparable role in achieving these achievements in the field of science of Singapore [38-43]. At the

heart of these reforms is the formation of life skills in students,

School enrollment in Singapore starts at the age of 6, and in primary school, students are taught basic knowledge in subjects such as mathematics, English, ethics, music and physical education. At the end of the 6th grade, they take the final PSLE exam, which allows them to continue their studies in secondary school. It should be noted here that PSLE is a national exam [41-45]. This exam is aimed at identifying and checking the level of knowledge of students in English, mother tongue, mathematics and natural sciences. It is known that information and communication technologies (ICT) play an important role in Singapore's education system. It helps to develop innovative ideas among young people and strengthen cooperation between them.

Conclusion

In conclusion, it should be noted that the advanced ideas and experiences of such developed countries, which encourage students to think logically, serve to increase the outlook, knowledge, and logical thinking of the youth of our country. Although, young people with logical thinking can make their proper contribution to the development of the state and society.

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