



## Forming Logical Thinking Through Mathematics For Primary Class Students

Ermamatova Maftuna

O'zbekiston-Finlandiya pedagogika instituti assistenti  
Ermamatovamaf2023@gmail.com

Akramova Lola O'Imasovna

O'zbekiston-Finlandiya pedagogika instituti assistenti

### ABSTRACT

This article is written about improving students' knowledge, skills and abilities in solving logical problems in elementary mathematics classes.

### Keywords:

math, problem, practical, ability, thinking, skill, logical

Solving mathematical problems is an important component of teaching mathematics. It is impossible to imagine mastering mathematics without solving problems. It is an important way to put the theory of solving in mathematics into practice. Problem solving plays an important role in the process of mastering one or another theoretical material studied in primary grades. Problems are created based on the system of practical cases. This means that the formation of each new concept is always done by solving one or another problem that helps to explain the importance of this concept and requires its application.

Currently, one of the main tasks of teaching mathematics in primary grades in schools is to educate students to become mature people in all respects. In this, it is important to provide them with knowledge of mathematics, to ensure that the knowledge they are learning is reasonable and thorough, and to form the skills and abilities to apply it. In particular, the development of thinking abilities in mathematics classes and the formation of necessary skills and competencies

for them to successfully apply the acquired knowledge in conscious life activities in the future should become the main tasks of primary mathematical education [2; p. 48].

From this point of view, in the educational process, teaching mathematical problems, including life, meaningful, methods of solving problems based on their accumulated experience and their application, has its own characteristics. the use of disclosure, interaction and teaching combined with the experience of students' practical activities are considered urgent issues. The development and implementation of these methods serves to increase the quality and efficiency of teaching.

The child meets the problem on the first day of school activities. In order to determine what kind of life experience and knowledge the students have, the teacher addresses the student through the simplest question. For example: "You had 5 apples, they gave you two more apples. How many apples did you have?" Mathematical problems help students to correctly form mathematical concepts, to

understand the environment that surrounds them, and at the same time to develop the child's thinking to solve problems. By solving one of the most basic problems, the student learns the four arithmetic operations and their properties. Mathematical language develops. In short, the

problem is an important criterion that connects theory and practice. [2; p. 77].

Below we present examples and examples of problems related to the formation of logical thinking of elementary school students.

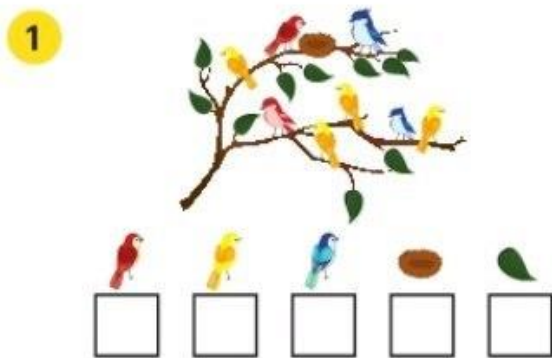
1st grade math textbook, exercise 2 on page 1. Let's define the properties of things. [4; p. 1].



In this exercise, we divide fruits and vegetables into groups.

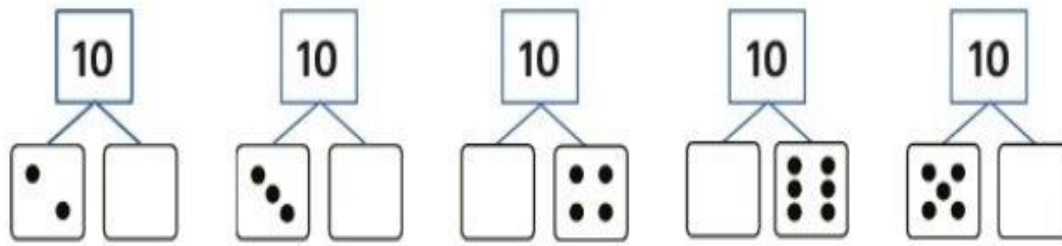
Logical examples 1-2 on page 3.

We divide things into types and count [4; 3-p.].



Exercise 2 on page 30.

## 2 10 gacha to'ldiring.



This exercise improves children's logical thinking, teaches them to distinguish shapes well and work with them.

Thinking begins with a person's ability to follow concrete evidence and draw general conclusions, to determine the causes of events and to foresee the future. Solving thinking problems through reflection improves the specific characteristics in the minds of students, that is, the depth, breadth, sharpness, criticality of thought are important for the speed and independence of thinking. Mathematical discourse is an important factor in developing logical thinking in mathematics lessons. Because in order to create a mathematical model of the processes that take place in marriage and life, it is necessary to be able to imagine this process in language. Therefore, methods of developing students' logical imagination are studied in mathematics lessons.

### Literature:

1. Jumayev M.E. « Matematika o'qitish metodikasidan praktikum" T-2003-yil.
2. Саидова Г. Э. Ситуация свободного выбора на уроках математики в начальных классах //Вестник науки и образования. - 2019. - №. 7-3 (61).
3. Ergashevna S. G., Furqatovna S. S. Modern Forms of Mathematics in Primary Schools //Middle European Scientific Bulletin. - 2021. - T. 8.

4. Matematika 1-sinf [Matn]: darslik / Ph.D.prof. Bahodir Haydarov, Nodira Azizova, Gulchiroy Imomaliyeva, Ra'no Hamrayeva, Iroda Saiboyeva, Feruza Tuychiyeva, Ma'mura Yuldasheva. Toshkent: Respublika ta'lim markazi, 2022-yil.

5. Matematika 2-sinf [Matn]: darslik ] / Ph.D.prof. Bahodir Haydarov, Nodira Azizova, Gulchiroy Imomaliyeva, Ra'no Hamrayeva, Iroda Saiboyeva, Feruza Tuychiyeva, Ma'mura Yuldasheva. Toshkent: Respublika ta'lim markazi, 2022-yil.

6. [www.google.com](http://www.google.com).

7. [www.ziyonet.uz](http://www.ziyonet.uz)