

## Didactic Foundations of the Development of Human Thinking

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**Abstract:** This article analyzes the didactic foundations of the development of the human thinking process, which is one of the important components of the educational process, and its specific aspects, as well as the opinions of many researchers in this regard. At the end of the article, the author made many concluding remarks.

**Key words:** thinking, thinking, didactics, science of logic, logical thinking, logical analysis, didactic process, argumentation, development.

Primary education is a favorable period for the comprehensive formation of the student's personality, for the formation of thinking activity in them. Along with the development of speech, thinking activity also occurs in elementary school students. The student's initial skills of comparison, classification, generalization, and systematization are manifested in his ability to express his thoughts clearly, figuratively, and fluently in a logical sequence.

Thinking is a concept that expresses reasoning, thinking in order to come to a certain conclusion about a certain event [3].

Thinking also requires having an action that corresponds to the activity. It is an activity aimed at mastering the elements of education learned in primary education and performing actions on them.

In developing the logical thinking of elementary school students, taught lessons, organized extracurricular activities, especially goal-oriented questions and oral exercises presented in this process also play an important role. In traditional classes, teachers pay special attention to writing exercises for students. In this process, the student's attention is mainly focused on writing assignments correctly. Students do not pay enough attention to the content of the problem or exercise being copied. Teachers should use specially selected oral exercises system in order to develop the abstract-figurative thinking of students. Because oral exercises accelerate students' thinking.

Verbal exercises give students the opportunity to quickly see the essence of the event, understand it and correctly interpret its implementation. While performing written exercises, elementary school students have difficulty understanding the essence of the event. The character of oral exercises can be different: exercises on finding an object according to its given signs, exercises on finding similarities and differences between objects or identifying patterns, exercises on classification, etc.

In addition, oral exercises help to diversify the forms of lessons. First of all, it is possible to increase the activity of students by introducing interesting exercises, in particular, oral exercises take the main place in the organization of didactic games and problem-based lessons. It is known that the use of didactic games in lessons or extracurricular activities activates students' logical thinking. This ensures the solution of issues related to the development of voluntary non-

compulsory attention, memory, associative activity and students' abilities to compare, contrast, draw conclusions and generalize.

Oral exercises provide an opportunity to work individually with each student in the class. Based on the student's ability, taking into account his mental and psychological capabilities, the proposed system of differentiated oral exercises creates conditions for the maximum development of individual abilities of students.

Oral exercises are a means of using modern pedagogical technology in the teaching of subjects and have great potential for developing students' thinking, increasing the productivity of the educational process, and are the main means of developing the student's personality. Therefore, goal-oriented oral exercises are closely related to the idea of individual orientation of education, and the main goal is to develop students' intellectual abilities. Therefore, the problem of using goal-oriented oral exercises in the development of logical thinking of elementary school students is directly related to the use of educational methods in the educational process.

The following problems exist in this area:

- failure to develop a methodology that serves to form and develop logical thinking in them by means of goal-oriented verbal exercises, with the need to strengthen the developmental possibilities of education in primary classes;
- the possibility of developing students' logical thinking by organizing extracurricular activities in primary education is not revealed in detail;
- the existence of the need to use goal-oriented verbal exercises for the development of the student's personality in organizing the logical thinking of elementary school students in the taught lessons.

The need to solve the above-mentioned problems shows the relevance of the topic we have chosen.

There are many scientific approaches to developing students' thinking in private didactics. In recent years, as a result of the development of science and technology, educational technologies in teaching students have also been improved. Scientific research has shown that in connection with the transition to a new paradigm of education, the need to raise the logical thinking of students to a new level of quality has increased. Specialists put forward different approaches to the development of students' thinking [6].

One of the first theories put forward by foreign scientists is dedicated to the associative direction. Representatives of this direction considered association to be the basis of thinking. In England, David Hume, Gartley D., Priestley P., James Mill, John Stuart Mill, Alexander Ben, Herbert Spencer, T. Ribault in France, Theodore Tsigen, Julius Ebbinghaus in Germany are representatives of the associative direction. The concept of "association" was first explained by D. Locke [3]. According to him, association can be considered as a general mechanism of all mental experiences, processes and thinking. The author put forward three main ideas in this direction: about association; the origin of knowledge from emotion; ideas about the independent character of the thought process. The disadvantage of this theory is that it does not pay attention to the fact that the mental activity of the subject is related to the nature of the problem being solved. This theory is based solely on self-centered and independent thinking. Supporters of the associative approach believe that even the most developed form of mental activity is a product of memory processing.

The basis of person-oriented education is the principles of differentiation and individualization, which serve to form consciousness, character, and outlook of students.

Person-oriented education differs from traditional education in that it provides the intellectual and moral effective development of the learner by creating the necessary conditions for the

organization of diverse, independent and purposeful activities of the individual in various fields of knowledge.

It is important to form the implementation of knowledge and skills in the development of logical thinking of schoolchildren. The more different, authentic knowledge and skills are created in students, the more their imagination and thinking will grow and they will be able to perform more complex tasks.

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