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THE PROBLEM OF DEVELOPING LOGICAL THINKING OF YOUNGER SCHOOLCHILDREN IN MATHEMATICS LESSONS

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Annotation: The article reveals the problem of the development of logical thinking in mathematics lessons in primary school. It substantiates the idea that it is necessary to work on the formation of logical thinking in younger students from the 1st grade.

Keywords:development, thinking, mathematics lesson, interactive whiteboard, analysis, synthesis, systematization.

Introduction

The formation of logical thinking is the most important part of the pedagogical process. Helping students to fully demonstrate their abilities, develop initiative, independence, and creativity is one of the main tasks of a modern school. The successful implementation of this task largely depends on the formation of students' cognitive interests. The role of mathematics in the development of logical thinking is exceptionally great. The reason for such an exceptional role of mathematics is that it is the most theoretical science of all studied at school. It has a high level of abstraction and in it the most natural way of presenting knowledge is the way of moving from the abstract to the concrete.As experience shows, at school age, one of the effective ways to develop thinking is the solution of non-standard logical problems by schoolchildren. Mathematics has a unique developmental effect. Like no other subject, mathematics provides real prerequisites for the development of logical thinking.“She puts the mind in order”, i.e. in the best way forms the methods of mental activity and the qualities of the mind, but not only. Its study contributes to the development of memory, speech, imagination, emotions; forms perseverance, patience, creative potential of the individual. A mathematician plans his activities better, predicts the situation, expresses his thoughts more consistently and more accurately, and is better able to justify his position. The main purpose of doing mathematics is to give the child a sense of self-confidence, based on the fact that the world is ordered and therefore comprehensible, and therefore predictable for a person. What can you teach a child when teaching mathematics? Reflect, explain the results obtained, compare. Guess, check. Are they correct; observe, generalize and draw conclusions.In principle, in mathematics textbooks, a line is quite clearly traced towards the development of students' cognitive interests: they contain exercises aimed at developing attention, observation, memory, as well as developmental tasks, tasks of a logical nature, tasks requiring the application of knowledge in new conditions. Such tasks should be included in classes in a certain system through the use of the method of inductive reasoning, to lead students to the goal. It is necessary to teach children to notice patterns, similarities and differences, starting with simple exercises, gradually complicating them.It must be remembered that mathematics is one of the most difficult subjects, but the inclusion of didactic games and exercises allows you to change the types of activities in the lesson more often, and this creates conditions for increasing the emotional attitude to the content of the educational material, ensures its accessibility and awareness.

A well-known domestic teacher V. Sukhomlinsky devoted a significant place to the issue of teaching younger schoolchildren to logical problems in his works. The essence of his reasoning is reduced to the study and analysis of the process of solving logical problems by children, while he empirically revealed the peculiarities of children's thinking. He writes about work in this direction in his book “I give my heart to children”: There are thousands of tasks in the world around us. They were invented by the people, they live in folk art as riddle stories.

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