



Formation of Figurative Thinking of Primary School Pupils With Teaching Methods

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Abstract: *The article discusses the formation of figurative thinking of primary school pupils through the methods used in the educational process, the development of creative and verbal – logical thinking.*

Keywords: *teaching method, figurative thinking, verbal-logical, intellect, creative thinking, development concept, mastery competence, hyperbolization, agglutination.*

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There is a growing interest in the use of interactive methods and information technology in education. Just as the purpose of education is shaped by the needs of society, so the purpose of education must be appropriate and proportionate. The scientific literature emphasizes that the purpose of education is the correct, clear, appropriate use of opportunities, the formation of skills and abilities, the development of logical-creative and figurative thinking, the spiritual enrichment of the child. Decree of the President of the Republic of Uzbekistan dated April 26, 2019 "On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030" PF-5712 without changing the terms of study serves to increase the effectiveness of modern education, ensuring the expansion of mastery competencies and the correct use of modern technologies in the classroom.

Different methods help to shape the thinking of primary school students. Thinking is a process that takes place in the context of social life, which first manifests itself as a broad subject activity. It then becomes a form of "mental" behavior. Contemplation, as the highest form of human cognitive activity, allows us to reflect the world as a whole. Thinking is a mental process of searching and discovering new things that encourages elementary school students to search and think creatively.

Figurative thinking is a form of philosophical-emotional thinking that perceives reality through images, uses a source of memory, and focuses on solving various problems in creative ways. He uses the forms of visual-action thinking and abstract logical thinking to describe changes in his situations and perceptions of them; thinking differs in that it depends on the incarnation of different aspects of the phenomenon in relation to nature. Verbal reasoning allows the learner to deal with words that describe events or things. It helps students analyze, draw conclusions, synthesize, and justify events in their minds.

To develop an elementary student's logical thinking, we can use exercises in reading lessons that say you need to make up for a missing part of a story. When we present to the reader without losing the middle and end of the chosen story, the student develops not only thinking, but also independent

thinking, creative imagination and speech, increases vocabulary, and figurative thinking as a whole. Develop in a complex way.

The pedagogical process has a great responsibility to develop students' thinking. That is, students should pay attention to the following in the development of figurative thinking:

- create opportunities for students to think independently;
- creating a creative environment in the classroom;
- not allowing students to think standard;
- effective use of visual aids;
- to use students' folklore in the development of figurative thinking, to tell them proverbs, sayings, riddles and fairy tales, which are folklore;
- Use a variety of modern techniques to increase the speed of speech and thinking.

The education provided to primary school students, mainly in school, is of great importance for the development of student thinking.

All educational work is carried out with the active participation of students. This will help primary school students to develop a broad, independent and logical thinking. Demonstrative and figurative thinking also have their own characteristics. These qualities are reflected in the way students solve different tasks. We use some methods to assess the student's figurative thinking. These are the "Raven Matrix" selection and justification, the "Hidden Images" method, and the "Artist's Mistake" method. "Raven matrix is designed to study the student's visual thinking, the main tasks of which are taken from the famous Raven test. The matrix is a 10-part task that is gradually becoming more complex, and students are given 10 minutes for each task. In the Hidden Images method, students are shown a sequence of pictures. Students mark their answers on a piece of paper. In the Artist's Error method, students are required to find logical errors in the pictures and explain why. Using these methods, we can demonstrate the student's ability to think creatively and independently.

In the teaching process, in contrast to the above methods, we can use more teaching methods to engage students in the lesson.

1. Plays such as "Continue the Proverb", "Make a Proverb from Words", "Express Your Thought with a Proverb", and reading proverbs from rebuses can improve students' figurative thinking skills.
2. Riddles are a very effective tool for expanding the genre's imagination and thinking. Games such as puzzles with students and games where students come up with their own puzzles also help them develop figurative thinking. The students were given the following riddle: - Here it is, it has a black box, one eye. (TV) - It is white, light, always needs to be read, there are also colors... (Paper), thus more complex, easier to navigate. The next step is for the students to solve the riddles themselves.
3. "Discover" (or "If I..." method) - this method increases the student's ability to invent, the power of imagination. Students will be asked basic questions such as "If I am" and "If I am". Students will need to continue the process based on their imagination. For example, "If I were an invisible person,", "If there was no electricity on earth...". We used this method during the reading lesson and asked, "If I were an inventor, a scientist." The teacher encourages them to think in terms of what they would try to create if they had the opportunity, and not to repeat their answers. The students took turns expressing their opinions. Original responses encouraged.

4. Figurative images - in this method the object is examined emotionally and figuratively. The student is asked to create a textual or graphical representation of the selected object as a result of analyzing or observing it. Students need to find images that the image they create has some kind of wonderful, magical quality.
5. Hyperbolization - this method is manifested by increasing, enlarging or reducing the size of an object. For example, enlarging images such as giants, Gulliver, or the hero of the fairy tale "Little Nose" can be enlarged, and images such as "Jimjiloq", "Dyumchahon", "Nokhatpolvon" can be reduced.
6. Agglutination - this method allows students to create different, unrealistic objects or images through their imagination. For example, magical creatures and flying winged horses are also products of agglutination. Students should be able to create similar images of their own. For example, half a bear, half a human hero (the story of the "bear bear"), or half a man, half a horse (centaur), half a bird, half a tiger - a bird of prey. They will have to explain it either graphically or in text. The most beautiful, original, logically relevant images created by the students were highly rated and presented as examples.
7. Brainstorming - a method that encourages students to think broadly and comprehensively about the topic, to develop the ability to use their imagination and ideas in a positive way. With the help of it, you will be able to find some original (unique) solutions to arbitrary problems.
8. Learning from the perspective of different disciplines - The essence of the method is that the selected object is studied by students from different perspectives in the classroom or outside the classroom, working with different literature, texts. The purpose of this heuristic method is to deepen the understanding and understanding of the basics of the subject, to develop students' ability to independently research, successfully develop critical, analytical and logical thinking, to discuss problems and situations from different perspectives. This method is approached differently in different disciplines. Each student's exercise, for example, involved the use of different methods and directions in solving the problem. For example, in a native language subject, words in a given text are required to be written separately, separating the words that contain the word-forming and word-connecting affixes. Students use a variety of methods to complete the exercise: columnar, tabular, tabular, or even cluster, sunflower-based.
9. "Symbolic view" - this method is similar to the method of figurative drawings, but the difference is that you need to create an image based on a symbol, that is, not an image. The object is explored emotionally and symbolically by the students. The connections between the selected object and its symbol are sought, the graphic, symbolic, verbal symbol of the object is required to be created, and the most important thing is to interpret and justify this symbol.
10. Everest questions - this method requires questions based on 7 basic question words in order to gather information about the selected event or object. The sequence of questions is as follows:
1. who do you want to be like and who is your hero? 2. Who is your favorite movie and cartoon character? 3. Which country invented your hero? 4. What Uzbek movies and cartoons do you like? 5. If not, why, If not, why? 6. Why do you think the interest in our national heroes is not strong? Similar questions were asked based on the students' answers. As a result, the essence of the problem is that "we do not yet have the experience abroad to make films that embody our national heroes in a level and effective way. To do that, you have to be creative and inventive, and you have to be a filmmaker who can introduce the great people of our country to the world."
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11. The method of plot drawings. In this method, students are shown pictures with different plots. Students have to study the parts of these pictures to find the correct sequence of events and tell the story.

From the above, we can conclude that lessons using modern teaching methods in the development of figurative thinking of primary school students help students to think creatively. The formation of figurative thinking in primary school students is one of the most pressing issues facing the educational process today. After all, only young people with a high level of thinking can take our country to the world stage.

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