

## Using Digital Technologies and Creating Tasks to Develop Logical Thinking in Primary Grades

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**Abstract:** This article provides information on developing logical thinking in primary school using digital technologies in primary school, in the development of tasks in the mother tongue and reading literacy and other subjects. The article uses word work, anagram making, word chaining, text work, filling in the blanks, continuing the logical sequence, and other similar information.

**Keywords:** digital technology, thinking, thought process, logical thinking.



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In order to develop logical thinking in primary school students, the following tasks can be created and used in the subjects of mother tongue and reading literacy:

### 1. Working with words and sentences:

- creating anagrams: mixing letters from a given word to form new words. For example, from the word "apple" to "world" (world, environment), like "lama" (boiling liquid that erupts from the earth's crust during a volcanic eruption);
- using a word chain: Each student must find a word that begins with the last letter of the word their partner said (for example, world-world-astrologer-neighborhood-Alpomish...);
- using the construction of new sentences: expanding a sentence by adding a new word. For example: Snake; "I saw a snake in the circus", "I saw a Chipor snake in the circus".

### 2. Working on the text.

- by filling in the blanks: removing words from the text and filling them in logically;
- By finding answers to questions: by finding answers to questions based on the text read. For example: Why did Sojida do that?
- by continuing the story: reading a part of the text and inviting students to continue the story using their imagination. A very good example of continuing the story in different directions is Gianni Rodari's "Three Tales with an Ending". By continuing the story in different directions, the student develops logical thinking, as well as the ability to think and imagine.

### 3. By identifying logical sequences:

➤ using the continuation of the sequence: by completing the sequence of words or sentences. For example, January, February, ....., April,...., June,.... Such tasks can be given in the following form:

1. Find the missing word.

a) Summer, autumn,....., spring. (Answer: autumn)

b) one, two, three, .... (answer: four)

c) January, February, ....., April,...., June,.... (answer; March, May, July)

d) Mercury, Venus,....., ....., Jupiter (answer: Earth, Mars)

e) 11, 22, 33, .... (answer; 44, 55)

2. By arranging: By using the help of arranging sentences that are mixed together. For example, “Javahir took the book from the desk” becomes “Javahir took the book from the desk”.

Make a sentence from the words given below.

a) The sun shone in the blue morning. (In the morning, the sun shone in the sky.)

b) Jawahir's father returned from a trip abroad. (Javahir's father returned from a trip abroad.)

c) Water flows in the river in the spring. (In the spring, water flows in the rivers in the spring.)

d) Ilyas's mother works as a milkmaid on the farm. (Ilyas's mother works as a milkmaid on the farm)

e) Trees shed their leaves on the ground in the fall. (In autumn, trees shed their leaves to the ground.)

#### **4. By creating problem situations.**

➤ find a solution to the problem. Give children simple problem situations and ask them how they would solve them. For example:

a) Your classmate forgot his book at home, what would you do?

b) You found money in class, what would you do at this time?

d) Your friend was sick and couldn't come to class, what would you do?

e) During the break, you saw two friends fighting on the street, what would you do at this time?

➤ through comparison and analysis; by comparing two different stories or events, identifying similarities and differences. For example,

Through comparison, students begin to better distinguish the different characteristics of things and objects. In this process, students compare their appearance with each other, compare and analyze the seasons, natural phenomena, and other similar examples, which also cultivates intelligence in the student.

5. Use of game-like tasks. In native language and reading literacy lessons, the use of games during the lesson also helps to develop logical thinking in students. The use of word games, picture games, and riddles also gives good results in this.

Word games. Form words using the given letters and syllables. For example, form new words using the syllables ol, il, ma, qil, kul, don.

➤ They form words like olma, ilma, kilma, kuldon, and the like. Good results can also be achieved by increasing the volume of such tasks.

Tasks:

Form words based on the syllables given below.

- a) O, bo, la, ma, qil, gul, kul. (ola, bola, qilma, kulma, gulla, kulla, lama,..)
- b) Don, gul, il, gich, os, tut. ( guldon, ilgich, osgich, tutgich, tut, don)
- c) Ol, bol, qol, la, ma.
- d) chi; suv, zar, -gar, -soz. (suvchi, suvsoz, zargar, garchi).
- e) im, til, bil, loy, -la. ( tilim, bilim, loyla, loyim, tilla).

Using picture tasks. You can use tasks such as making a story based on a picture, finding differences based on a picture, and matching based on a picture.

- Using riddles. Riddles have been one of the genres that have been aimed at making students resourceful and intelligent since ancient times, and they have not lost their value to this day. Using riddles during lessons, using programs, and using this genre also gives good results in determining how intelligent students are. Using modern riddles also gives good results in developing logical thinking in students.

#### **6. Use of creation and creativity.**

- Creating some information also serves to expand the student's thinking along with creativity. For example: make a story using the words flower, water, sun. For example, In ancient times, a beautiful flower grew on the bank of the river, its beauty and fragrance covered everything, adding beauty to the beauty of nature. One day, the river water dried up and everything became dry. The flower, suffering from lack of water, also began to dry up from helplessness and begged for water from all around. Everything became dry from the heat of the sun. The flower begged the sun and asked for water from it. The sun's gulag took pity and melted the snow on the mountains and rocks, bringing water back to the river. Again, the environment was covered with the beautiful fragrance of the flower.

Students can create new stories with their own ideas. Such tasks call on the student to be creative and imaginative.

- continue the poem. Like composing a story and continuing a story, continuing a poem also calls on the student to use their vocabulary, to understand the meaning of words more clearly, and to work with rhyming words.

Continuing a poem is more complex than composing and continuing a story, requiring rhyme and a sequence of meanings in the words.

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