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Expanding the Intellectual Thinking of Elementary School Students by Teaching Them to Think Philosophically

Boymurodova Sadoqat Istam qizi
Bukhara State Pedagogical Institute Teacher of the "Primary Education" department

To‘rayev Sardor Do‘stmurod o‘g‘li
Bukhara Institute of Natural Resources Management of the National Research University of Tashkent Institute of Irrigation and Agricultural Mechanization Engineers

A B S T R A C T
This article highlights the issues of expanding the intellectual thinking of elementary school students by teaching them to think philosophically. After all, the development of the ability to think as a way of perceiving existence and reality is a product-high result of the thinking process. Thinking is a life-giving force. That is, a person is alive through thinking. Without thought, a person becomes a dead body incapable of creation and growth. By teaching students to think independently, to create their creative ideas, to form critical thinking skills in relation to events, philosophical thinking is formed in them, and their mental abilities and intellectual potential are further expanded.

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Enter. Today, at a time when great reforms are being implemented not only in Uzbekistan, but also in the whole world, the presence of young people who think philosophically is the need of the times, because only people with a personal worldview will be able to achieve success that ensures the development of society. One of the main factors of the policy conducted in our country is the development and training of talented individuals with deep thinking, independent outlook.

Philosophical thinking is a broad concept that combines skills such as independent thinking (thinking), creative thinking, intellectual capacity, critical thinking, and intellectual thinking.

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In a democratic society, children, as a whole, are brought up to be independent thinkers. If children do not learn to think freely, it is inevitable that the effectiveness of the given education will be low. Of course, knowledge is needed. But knowledge is on its way. Independent thinking is also a great asset[2.5].

Analysis of literature on the topic. The breadth of human thinking is interpreted on a religious basis in the holy book of Islam, the Holy Qur'an, and the holy book of Zoroastrianism, Avesta. those who interpreted in a scientific and artistic way. The scientific style prevails in the works of recent scientists.

The fact that independent observation is an important factor in human life and activities can also be found in Razi Abu Bakr Muhammad ibn Zakari's "Kitab tib ar-Ruhani". He writes about the ability to think independently and its vital importance: "The ability not only to read, but also to be able to discuss what he has read, and to be able to apply what he has read in some cases, makes a doctor a doctor."

Scientific-pedagogical and practical technological aspects of reflexive observation training of elementary

school students, M.Abdullayeva, A.Nurmanov and others, problems of intellectual education and their implementation in their classes were researched by B.Mirzahmedov, N.Mamadiyorov, A.Abduvahobov.

Philosopher and scientist A. Choriev philosophically analyzes the concept of "independent person", he emphasizes that it embodies three components: independent thinking, independent work, independent living, and emphasizes independent thinking as the main component of human activity. he says about his secret: "... the independence of a person depends, first of all, on his way of thinking, the power of reasoning. Thanks to the same ability, a person determines the essence of the events, events, processes that he sees, knows, hears, happening around him, whether they are right or wrong, true or false. To put it more precisely, a person finds solutions to the problems that arise in our daily life thanks to this same ability.

Discussion and results. According to the observations, independent thinking is first of all, the ability to see and pose a new question, a new problem, and then solve it with one's own strength. In other words, independent thinking is such an activity of students in which students show maximum activity, creativity, independent judgment and initiative.

As a result, in the process they:

- applying knowledge independently in a new situation;
- being able to see a new problem while studying topics;
- understanding that there may be several (alternative) solutions to a problem;
- combining previously known methods of solving problems;
- acquire the skills of finding original ways to solve problems.

Another effective way to develop the intellectual thinking of elementary school students by teaching them to think philosophically is to teach the child to think creatively.

Creative thinking - expands the student's world of thinking, develops, reflects, applies new and innovative approaches and helps to ensure effective use of their human resources.

Creative thinking is the student's use of new approaches to solving a problem. It helps to develop the ability to further analyze problems, use alternative solutions, and express one's thoughts. It is important to develop creative thinking. It creates the skills students need to think of new ideas and implement them.

The level of acquisition of mental activity methods by primary school students is related to the formation of their creative abilities. The teacher should pay attention to this state when forming the intellectual thinking of students.

Elementary school students are very impressionable. In children of this age, perception, observation, imagination and mental activity are rich in emotional colors. First and second graders can't control their emotions. By the third grade, due to the increasing demands and the influence of properly organized educational and educational work, characteristics such as hard work, diligence and order appear. Also, creative ability becomes the main criterion for students of the third and fourth grades.

Psychologists say that I and II graders develop interest in certain facts and events. Students of the III and IV grades develop an interest in learning about connections and interrelationships between causes, laws and events. If first and second graders ask "What is this?" the answer to the question is more interesting, while the III and IV graders are more interested in "why?", "how?" It is typical to ask such questions[3,25]. So, the roots of creative thinking skills are considered to be the period when the thinking of third graders is slowly formed. He begins to look for the causes and consequences of events and events and has new solutions in his mind. He thinks creatively and expands his thinking. It can be said that creative thinking is formed at the core of students' philosophical thinking.

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Methods. We use the method of "Contrary relation" to expand the mental thinking of elementary school students by teaching them to think philosophically. We will organize the work based on the excerpt "I liked being a dwarf" from Kabiljon Shermatov's work "Grandmother's Country in the Stomach" written for children.

Important concepts	Irrelevant concepts
Thinking that his brother Ganisher, who was lying on his side, would make fun of him, he moved further and further away. Bahadir sewed the smallest dress in the world from the thinnest fabric in the world. Bahadir made a needle from a mosquito's nest and a thread from its fiber to sew clothes. Bahadir swatted at the fly's leg without realizing it and landed on the shelf where the TV was.	If Bahadur's path until he reached the lining of the velvet blanket was changed to big steps, he would have been to school four times. According to Bahadir, fifty more clothes could be made from one fly's wing. The television in Bahadur's house seemed to him higher than a five-hundred-story building.

The method made it possible to divide the acquired knowledge into groups as primary and secondary data based on analysis and synthesis. When applying the method, the general content of the topic was remembered, the basic concepts that illuminate its importance were determined, they were recorded in a certain sequence, the concepts were grouped in the form of important and not so important concepts based on a personal approach.

Summary. It is very important for elementary school students to develop a system of learning philosophy and thinking experience. Through philosophical thinking, students can expand their mental thinking and express their thoughts, find answers to their questions, and solve problems when they encounter them. develops. Finding answers to logical questions, mutual analysis of answers, and logical discussion are achieved by forming the skills of philosophical thinking in elementary school students. In addition, as a result of reading meaningful books, they learn to express their concepts and thoughts on the essence of their content. They also learn to apply these methods in practice and to philosophically analyze real-life problems.

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