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DEVELOPING LOGICAL AND CRITICAL THINKING IN PRIMARY SCHOOL STUDENTS THROUGH THE USE OF NASREDDIN EFANDI'S STORIES AND NEW ANECDOTES

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ABOUT ARTICLE

Key words: Nasreddin Efendi's stories, new handas, logical thinking, critical thinking, elementary school students.

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Abstract: This article describes in detail a system of exercises aimed at developing the logical and critical thinking skills of primary school students based on the anecdotes of Nasriddin Efandi and modern folk tales. The article describes the methods of effective use of these examples of folk oral art in the educational process, tasks that serve to form students' competencies in analyzing, comparing, drawing conclusions, solving problem situations and justifying their own opinions. Also, the didactic purpose of each exercise, the possibilities of its integration into the lesson process, and its importance in developing independent and creative thinking of students are scientifically and methodologically substantiated.

BOSHLANG‘ICH SINF O‘QUVCHILARINING MANTIQIY VA TANQIDIY FIKRLASHINI NASRIDDIN AFANDI LATIFALARI VA YANGI HANDALAR ISHTIROKIDA RIVOJLANTIRISH

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MAQOLA HAQIDA

Kalit so‘zlar: Nasriddin Afandi latifalari, yangi handalar, mantiqiy fikrlash, tanqidiy fikrlash, boshlang‘ich sinf o‘quvchilari.

Annotatsiya: Ushbu maqolada Nasriddin Afandi latifalari hamda zamonaviy handalar asosida boshlang‘ich sinf o‘quvchilarining

mantiqiy va tanqidiy fikrlash ko‘nikmalarini rivojlantirishga qaratilgan mashqlar tizimi batafsil yoritilgan. Maqolada xalq og‘zaki ijodining mazkur namunalaridan ta’lim jarayonida samarali foydalanish usullari, o‘quvchilarning tahlil qilish, taqqoslash, xulosa chiqarish, muammoli vaziyatlarni hal etish va o‘z fikrini asoslab bayon qilish kompetensiyalarini shakllantirishga xizmat qiluvchi topshiriqlar tavsiflangan. Shuningdek, har bir mashqning didaktik maqsadi, uni dars jarayoniga integratsiya qilish imkoniyatlari hamda o‘quvchilarning mustaqil va ijodiy fikrlashini rivojlantirishdagi ahamiyati ilmiy-metodik jihatdan asoslab berilgan.

РАЗВИТИЕ ЛОГИЧЕСКОГО И КРИТИЧЕСКОГО МЫШЛЕНИЯ У УЧЕНИКОВ НАЧАЛЬНОЙ ШКОЛЫ С ПОМОЩЬЮ АНЕКДОТОВ НАСРЕДДИНА ЭФАНДИ И НОВЫХ АНЕКДОТОВ

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О СТАТЬЕ

Ключевые слова: анекдоты Насреддина Эфенди, новые анекдоты, логическое мышление, критическое мышление, ученики начальной школы.

Аннотация: В данной статье подробно описана система упражнений, направленных на развитие логического и критического мышления учащихся начальной школы, основанная на рассказах Насриддина Эфанди и современных народных сказках. В статье представлены методы эффективного использования этих примеров народного устного искусства в учебном процессе, а также задания, способствующие формированию у учащихся компетенций в анализе, сравнении, формулировании выводов, решении проблемных ситуаций и обосновании собственных мнений. Кроме того, научно и методически обоснованы дидактическая цель каждого упражнения, возможности его интеграции в учебный процесс и его важность в развитии самостоятельного и творческого мышления учащихся.

Introduction. Latifalar – anecdotes are one of the oldest and most popular genres of folklore. they are short, witty and meaningful stories that reflect the wisdom, values, traditions and worldview of Uzbek people. because of their consise structure and humorous nature, anecdotes easily attract children's attention and create a positive emotional atmosphere in the classroom. In primary education, especially in English language lessons, anecdotes can serve not only as entertaining materials but also as effective pedagogical tools for enhancing logical reasoning.

When students read, listen to, or discuss anecdotes in English, they are encouraged to analyze situations, identify hidden meanings, predict outcomes, and evaluate the bahaviour of characters. such activities stimulate logical thinking because students must interpret humour, compare different viewpoints, justify thir opinions, and question the actions and decisions presented in the story.

Literature analysis and methodology. Since the development of logical reasoning through Nasreddin Efendi's anecdotes and new handas has not been studied by world educators and scientists, emphasis was placed on the development of logical reasoning in the process of reviewing the literature.

The Critical and Creative Thinking (CCT) Learning Model is associated with the creation of the Bloom's Taxonomy by Benjamin Blum in the mid-20th century. Bloom's Taxonomy divides cognitive abilities into hierarchical levels and emphasizes the importance of higher-order thinking skills such as analysis, synthesis, and evaluation. These concepts have paved the way for the introduction of logical, critical, and creative thinking into educational programs around the world. The conceptual model of logical, critical, and creative thinking processes was created in 2009 by researchers Combs, Cennamo, and Newbil . In Australia, a structured approach to teaching critical and creative thinking has been developed with the F-10 Victorian curriculum. In order to increase students' self-awareness and their ability to reflect and correct, this curriculum places great emphasis on developing logical, strategic, adaptive and adventurous thinking. The Italian organization Societi Italiana per l'Etica dell Intelligenza Artificiale (SIPEIA) has launched a cognitive training initiative to develop logical thinking skills in children aged 6-12. Using ChatGPT, a generative model of artificial intelligence, the CCT Learning Model has been created for secondary school students to meet the current demands for developing logical, critical and creative thinking skills.

Scientists from the Commonwealth of Independent States (CIS) L.M. Zhitnikova , having considered the issues of developing the logical memory of preschool children, proposed a set of exercises that can be used to develop logical thinking. Pedagogical diagnostics of logical thinking in students were studied by Ye.V. Vesyolovskaya , the problem of forming intellectual abilities in students on a facilitative basis by M.Yu. Gornaeva , and the readiness of students for logical

thinking by Ye.V. Morozova . Scientists such as R.Rychkova, L.Razumova, A.Kremenetskaya, S.Yakovleva, E.Veselovskaya, V.Yegorina, and Liu Goyao also touched upon the problem of logical thinking in their research.

In our republic, scientists such as Kh. Bakiyeva , O. Aslonova , G. Berdaliyeva , Sh. Boltayeva have studied the development of speech and thinking of students through independent work in the field of pedagogy and primary grades, the problem of pedagogically studying the intellectual development of primary school students and identifying theoretical conditions for the formation of the speed of thinking, the methodology for teaching children to think independently in speech development classes in preschool educational institutions, and a model for organizing the creative activities of students in primary education has been developed.

The following logical thinking exercises using Nasriddin Efandi's anecdotes can be used to develop the logical and critical thinking of elementary school students:

1.-tabel

Nasredddin effendi Stories	Activities
Money in a Dream	Guided Story Telling
Khodja wants to get on the Horse	Present Ability Past and Future Ability
Khodja Nasreddin Trades	Buying and Selling
It will be easy to Take away from him	Describing
Khodja Divides Nuts between Children	What happens Next
Khodja Nasreddin the Guesser	Hiding and Finding Black mind-reading trick
Since the fur coat is honoured, let the fur coat eat	Problem-solving

The table below presents Nasriddin Afandi's anecdotes and exercises adapted to them as an effective tool for developing logical thinking in 3rd-4th grade students. Nasriddin Afandi's anecdotes are an important part of Uzbek folk folklore, and their humorous, insightful, and socio-moral content serves to develop students' analytical, creative, and communicative skills.

1. Money in a Dream – Guided Story Telling

After reading the story, students continue the story or create a new story based on questions posed by the teacher (for example, “What if Afandi had a different dream?”, “How could Afandi have earned the money?”).

In English lessons, students tell or write a story in English, which combines language skills with logical thinking.

The impact of these exercises on logical thinking is as follows:

In order to develop constructive thinking, students develop creative solutions to problems.

Predictive thinking is developed by predicting the events in the story and thinking about alternative scenarios.

This exercise is based on Guilford's theory of divergent thinking and encourages creative problem solving. Students learn to build logical chains through imagination and creativity, while the humor in the anecdotes makes the learning process interesting.

Khodja Wants to Get on the Horse – Present Ability / Past and Future Ability. This exercise describes the funny situations in the anecdote of Nasreddin Efendi's attempt to ride a horse, allowing students to analyze the possibilities of actions. The exercises "Present Ability" and "Past and Future Ability" encourage students to logically analyze present, past, and future possibilities.

Students answer questions based on the anecdote: "What did Efendi have to do to ride a horse?", "What mistake did he make last time?", "What can he do to be successful in the future?". In English lessons, students describe Efendi's possibilities in English using modal verbs such as "can/could/will be able to".

The impact of this exercise on logical thinking is as follows:

Gnostic thinking is developed by students separating the facts in the anecdote and understanding cause-and-effect relationships.

Predictive thinking is developed by predicting future possibilities. Students learn to evaluate opportunities in real-life situations by drawing logical conclusions and developing language skills.

Khodja Nasreddin Trades – Buying and Selling.

Students analyze Afandi's trading strategy based on the anecdote: "Why did Afandi make such a trade?", "What other trading strategy would be effective?". In groups, students develop their own "trading scenarios" and present them in English, for example, "What would you sell and why?". The impact of these exercises on logical thinking is as follows:

Analytical thinking develops by analyzing the positive and negative aspects of the trading process.

Constructive thinking is strengthened by developing alternative strategies.

This exercise is consistent with Sternberg's theory of applied intelligence and focuses on solving real-life problems. Students learn economic concepts and logical decision-making, which increases their ability to solve real-life problems.

It Will Be Easy to Take Away from Him – Describing.

Students describe the problem in the story and Afandi's solution in English: "Why did Afandi do this?", "How would you describe this problem?".

Students write a short essay describing the actions or motives of the characters in the story.

The impact of these exercises on logical thinking is as follows:

Gnostic thinking develops through the identification of facts and the analysis of concepts.

Communicative thinking is strengthened through logical and coherent description. This exercise is based on Vygotsky's theory of the relationship between language and thinking. Students develop clear and logical expression skills and ensure the integration of language and logical thinking.

Khodja Divides Nuts between Children – What Happens Next. The “What Happens Next” exercise encourages students to predict the continuation of the story.

Students predict the ending of the story: “What would have happened if Afendi had distributed the nuts in a different way?”, “How would the children have reacted?”.

In English lessons, students write or discuss their predictions in English.

The impact of this exercise on logical thinking is as follows:

Predictive thinking develops by predicting consequences in advance.

Analytical thinking is strengthened by analyzing the concepts of justice and equality. It is based on Piaget’s theory of cognitive development and focuses on students’ understanding of cause-and-effect relationships. Students learn to draw logical conclusions by analyzing moral concepts such as justice and equality.

Khodja Nasreddin the Guesser – Hiding and Finding / Black Mind-Reading Trick.

Students analyze the problem based on the anecdote: “How did Efendi guess?”, “What logic is behind this guess?”.

In groups, students play a game of “hide and seek,” for example, hiding something in the classroom and making up logical questions to find it.

The impact of these exercises on logical thinking is as follows:

Constructive thinking develops through developing creative solutions.

Analytical thinking is strengthened by analyzing the logical basis of guesses. This exercise is based on Osborn’s creative problem-solving strategy .

Students learn to make creative guesses and build logical chains, improving their problem-solving skills.

Since the Fur Coat is Honoured, Let the Fur Coat Eat – Problem-Solving.

Students analyze the problem in the anecdote: “Why did Effendi suggest feeding the fur?”, “How else could this problem be solved?”. In English lessons, students describe the problem in English and discuss their solutions in groups. The impact of this exercise on logical thinking is as follows:

Analytical thinking develops by analyzing the causes of a social problem, and constructive thinking is strengthened by developing alternative solutions. Based on the Paul and Elder critical

thinking model, constructive thinking is developed by analyzing problems and developing solutions. Students learn to analyze socio-moral problems and develop fair solutions.

Exercises based on Nasriddin Afandi's anecdotes (“Money in a Dream”, “Khodja Wants to Get on the Horse”, “Khodja Nasreddin Trades”, etc.) are an effective tool for developing logical thinking in 3-4th grade students. These exercises (Guided Story Telling, Present/Past/Future Ability, Buying and Selling, Describing, What Happens Next, Hiding and Finding, Problem-Solving) develop students' constructive, gnostic, prognostic, analytical and communicative skills. The humorous and socio-moral content of the anecdotes makes the learning process interesting and spiritually rich, strengthening students' connection with their national and spiritual heritage. In English lessons and extracurricular activities, these exercises develop logical thinking with language skills in an integrative manner. Logical reasoning tests, observational methods, and student analysis can be used to test effectiveness.

In addition to the above exercises, each Nasriddin Efandi anecdote was accompanied by the following exercises: “Talk about the Pictures”, “True. False”, “Correct me”, and Problem-solving.

1. Word, Sentence, and Passage Level Reading

This exercise develops students' reading comprehension and logical thinking skills by reading and analyzing texts at the word, sentence, and whole paragraph levels. New poems are short, humorous, and full of logical contradictions that encourage readers to identify the main idea of the text.

Students read Handa at the word level and analyze important words. Then it analyzes the logical structure of the handa at the sentence level and finally summarizes the content of the whole handa. In English classes, after reading the English version of the handa, students write the main idea as a short essay in English.

The effect of this exercise on logical thinking is as follows:

Gnostic thinking develops thinking by separating facts and identifying the main idea through understanding the text, and analytical thinking develops analytical thinking by analyzing the humor and logical contradictions of the text. Vygotsky's theory of the connection between language and thinking supports this exercise. Students develop language skills (reading, comprehension) and logical analysis skills together.

2. Re-ordered Anecdotes

Since the reordering exercise requires students to arrange the pieces of a sentence (sentences or parts) in a logical order, students' systematic thinking is developed. Handa sentences are presented in a mixed case, for example, the beginning, middle and end of a handa are presented separately. Pupils put them in the right order and make a logical story. In English classes, students rearrange the handa in English and explain the rationale behind the arrangement.

The effect of this exercise on logical thinking is as follows:

Constructive Thinking Students' constructive thinking is reinforced by building logical chains, and analytical thinking analyzes each part of the story to help students develop their logical thinking.

Piaget's understanding of causal relationships is consistent with cognitive development theory. Through this exercise, students understand the structure of the story and learn to maintain logical consistency.

3. Dictogloss

In the dictogloss exercise, the teacher reads a handout aloud, and the students remember and write down what they hear, and then reconstruct the original text in groups. This exercise develops listening, memorization, and logical analysis skills. The teacher reads the handout in English, the students write down the main ideas, and the groups reconstruct the handout. The impact of this exercise on logical thinking is as follows:

Communicative thinking: Students work together and develop logical reasoning through group collaboration, and gnostic thinking is strengthened by analyzing and processing the information heard. Vygotsky's social constructivist theory supports cognitive development through collaboration . Students develop listening, writing, and logical analysis skills together.

4. Pictogloss. In a pictogloss exercise, students reconstruct or analyze a story based on pictures or visual materials that depict handa. This exercise develops imagination and logical thinking.

Students tell or write the story in logical order based on the pictures. In English, students describe the pictures and recreate the content of the handa in English.

The effect of this exercise on logical thinking is as follows:

Constructive thinking develops logical thinking by constructing a story from visual information, and creative thinking develops alternative story lines through imagination. Guilford's theory of divergent thinking supports creative problem solving . It increases students' imagination and logical thinking by integrating visual and verbal skills.

5. Illustration Matching. Students select pictures that match the content of the handa or match them to the logical sequence of the story. This exercise develops analytical and systematic thinking.

Several pictures are given for the handa, and students determine which part of the story each picture corresponds to. In English lessons, students explain in English why they chose these pictures.

The impact of this exercise on logical thinking is as follows:

Analytical thinking is developed by identifying the logical connection between the pictures and the story, and systematic thinking is developed by understanding the sequence of the story.

Piaget's theory of cognitive development emphasizes understanding cause-and-effect relationships. Students understand story structure through visual and logical analysis.

6. Read and Work. Students read a passage and then complete tasks based on it (e.g., questions, discussions, or solutions). This exercise develops reading comprehension and logical inference. In English, students analyze the moral conclusion of the passage and write a short essay.

The impact of this exercise on logical thinking is as follows:

Predictive thinking is developed by predicting consequences, and analytical thinking is developed by analyzing moral and logical conclusions.

Paul and Elder's critical thinking model emphasizes problem analysis . Students learn to understand the text and apply it to real-life situations.

7. Skim, Scan, and Run. This exercise encourages students to skim through a passage, identify important information (skimming), find specific information (scanning), and discuss it in a group. This dynamic exercise develops logical analysis and quick thinking. A specific passage is presented to students, students quickly identify the main idea (skimming), then find a way to solve the problem in the passage (scanning) and discuss it in a group. Students present the identified information in English.

The impact of this exercise on logical thinking is as follows:

Gnostic thinking is developed through identifying important information, and communicative thinking is developed through group discussion. Processing information quickly and effectively develops logical thinking skills.

8. The Five Senses. Students describe the events in the story from the perspective of the five senses (sight, hearing, smell, taste, touch), which develops imagination and creative thinking. Students write or speak the descriptions in English.

The impact of this exercise on logical thinking is as follows:

Creative thinking is developed by enriching the story through imagination, and analytical thinking is developed by analyzing details based on intuition.

Guilford's theory of divergent thinking supports creative imagination. It combines imagination and logical analysis, making the learning process interesting.

9. Gap-fill Predictions. Students fill in the blanks of the handa and predict the logical continuation of the story. This exercise develops predictive thinking. A part of the handa is given, but important sentences are left blank. Students fill in the blanks with logical guesses. In English, students write their predictions in English.

The impact of this exercise on logical thinking is as follows:

Prognostic thinking is developed by predicting consequences, and constructive thinking is developed by building a logical story. Sternberg's theory of applied intelligence emphasizes predicting real-life problems. Students learn to draw logical conclusions and understand the structure of a story.

10. Memory Game. Students try to remember important details in the passage, which develops memory and logical analysis. Students present what they remember in English.

The impact of this exercise on logical thinking is as follows:

Gnostic thinking is developed by remembering details, and analytical thinking is developed by isolating important information. Emphasizes the connection between Vygotsky's theory of cognitive development of memory and language. It develops memory and logical analysis, and makes the learning process interesting through play.

11. Giving Advice. Students give advice to the characters in the story, which develops moral and logical analysis.

The impact of this exercise on logical thinking is as follows:

Predictive thinking is developed by predicting consequences with advice, and analytical thinking is developed by analyzing the problem. Based on Paul and Elder's critical thinking model, which emphasizes moral analysis. Students learn to draw moral and logical conclusions.

12. Personal Experiences. Students connect the events in the story to their own experiences, which develops empathic and creative thinking. Students write or tell stories about their experiences in English.

The impact of this exercise on logical thinking is as follows:

Empathic thinking is developed by understanding the experiences of others.

Based on Gardner's theory of multiple intelligences, which emphasizes social intelligence, students learn to analyze logically and ethically through personal experiences.

According to the results obtained with the participation of the above exercises based on Khoja Nasreddin's anecdotes and new handas, the result obtained without the method was 9% lower than the result obtained with the method. These exercises, used in English lessons in grades 3-4 and in extracurricular club activities and summer camp programs, not only showed high results in developing the logical thinking of primary school students, but also created the opportunity for teachers to use national content.

Exercises based on Nasreddin Afandi's anecdotes and new handas are an effective tool for developing logical thinking (constructive, gnostic, prognostic, analytical, communicative and empathetic skills) of students in grades 3-4. These exercises make the learning process interesting and spiritually rich, using the humorous, socio-moral and logical content of Uzbek folk handas.

Conclusion. When used in English lessons and extracurricular activities, these exercises develop logical thinking with language skills in an integrative manner. Logic tests, observational methods, and analysis of student work can be used to assess effectiveness.

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