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Didactic Opportunities of Forming Analytical Thinking Skills in Primary Class Students

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***Abstract*:** *In this article, the didactic possibilities of developing analytical thinking skills in elementary school students, the tasks used in this process, organized situations, specific aspects of analytical thinking, psychological characteristics, used for the purpose of forming analytical thinking skills types of work and their specific characteristics are discussed. The article serves as a resource for the scientific-pedagogical team.*

Key words: *analytical thinking, students, binary lessons, modeling, problem situations, educational subjects, inter-subject communication, cognitive processes, imagination, perception, memory, modeling.*

Today, new sources of information are emerging in society. At the same time, this information has the character of openness, and every person can use it at the level of their capabilities. Getting information, sorting it, and analyzing it depends on the analytical thinking of the person. Therefore, completely new requirements are placed on the educational process. One of such requirements is the formation of students' analytical thinking skills. This requirement requires the organization of the educational process based on new approaches. Developing students' analytical thinking skills requires teachers to find solutions to complex tasks. First of all, teachers should activate students' motives for learning. First of all, students are required to find the necessary information from information sources and have the ability to separate it into different components. Teachers should use an active approach to form analytical thinking in students. The complexity of organizing the educational process based on an active approach is that, especially in elementary school, students have difficulties understanding educational materials.

These challenges include:

independent search for knowledge;

processing of educational information on a specific topic;such as dividing information into parts.

There are many opportunities to implement such learning activities, especially in the mother tongue and mathematics classes. Analytical thinking helps to develop analytical thinking in students, as well as expanding the possibilities of logical thinking in students to analyze and divide educational information. Expanding students' learning opportunities is done by developing their cognitive activity. One of the leading factors in the cognitive process is thinking. That is why the development and regular improvement of students' thinking skills is one of the priority goals of educational processes. It should be emphasized that the students' thinking activity is directly related to mental processes aimed at knowledge. It can be seen that in order to form the thinking skills of elementary school students, it is necessary to pay special attention to their perception, memory, and attention. Perception and memory are the main sources of knowledge. It allows students to perceive the world around them. However, emotional knowledge does not allow one to form a complete understanding of events. Gaining a clear idea of concepts is only possible through thinking. As a result of thinking, the student will have clear information about the existing signs of events. Psychologically, the process of thinking makes it possible to use knowledge appropriately, apply it, and turn it into new knowledge. In a broad sense, thinking helps to perceive reality. Below, we will consider the formation of analytical thinking skills in elementary school students.

Analytical thinking skills are students' ability to analyze information, understand logical connections between them, and make decisions. Analytical thinking takes place in two interrelated processes: in the creative process;in the official process. Students search for new information and knowledge with the help of the creative process. With the help of a formal process, students perform analysis, generalization, consolidation of new information, and comprehension operations. The formation of analytical thinking in students is important for ensuring their intellectual development. In particular, the formation of cognitive activity in elementary school students is carried out with the help of analytical thinking skills. Analytical thinking skills are extremely necessary to remember the necessary information and knowledge during the educational process and to transform them in new situations. In the process of solving problematic and logical tasks, students feel the need for analytical thinking. Students with analytical thinking skills make clear choices in order to arrive at the correct solutions. In addition, they put forward predictive thoughts of an analytical nature. Therefore, analytical thinking ensures that the class team achieves positive results in the implementation of joint educational activities. Especially elementary school students succeed in mathematics and mother tongue classes as a result of analytical thinking. Students will have the opportunity to analyze the assignments and the decisions they have made. As a result, they are able to define their individual development trajectories. It should be noted that every child begins to acquire analytical thinking skills in the first days of his life. Such skills are initially formed with the help of developmental games. In addition, analytical thinking skills are formed with the help of various picture books, fairy tales, modeling methods, and the and the organization of life situations. Students perform operations related to analytical thinking in the process of trying to achieve a specific goal.

Analytical thinking formed in students has its own characteristics. They are: attracting attention: the perception of events is realized with the help of thinking or perception. Having an idea about the individual parts of a particular object is also a source of analytical thinking. Students with analytical thinking skills focus on a specific object. cause-effect connections: in this process, students' attention is focused on finding situational and dispositional situations. Analytical skills formed by students are aimed at determining dispositional relationships. It serves to determine the possibilities of predicting events and processes. Analytical skills help students develop the ability to be tolerant of conflicting

situations. Allows sharp differentiation of goals. At the same time, the multifaceted nature of research limits the possibility of accepting solutions of a comprehensive nature and the distribution of available signs. Creates a basis for summarizing contradictions; Perception of changes: imagining the linearity of events and belonging to a cycle. This phenomenon is interpreted as a statistical case by experts who study the problem of analytical thinking. Linearity, cyclicity, and dynamism are secondary, less important aspects of the object. The basis for the formation of analytical thinking skills in elementary school students is the activity of creating problem situations in the lesson.

Assignments are provided to students in problematic situations. These tasks help students develop analytical thinking skills and encourage them to take actions related to answering specific questions. In these situations, along with information known to students, unknown information is also expressed. Students will be able to find unknown information by analyzing situations. Analytical thinking skills formed in students allow them to search for hidden connections, links, and patterns. Most problematic situations are not related to the activity of a specific entity. They change the student's thinking in certain situations. The submitted tasks will be analyzed only when they are of personal importance to the student. Searches for evidence and works on thought-provoking issues. Tasks that encourage students to think are carried out when there is a need to work on arguments that are unclear for students to clarify them. The students' questions stimulate their thinking. Tasks related to thinking are carried out in the following stages:

1) To understand the essence of problematic situations, clearly formulate assignments;
2) analysis and summarization of information related to assignments;
3) put forward hypotheses and analyze them; search for effective methods leading to solutions;
4) such as the mutual comparison of existing information with new information. Modeling of materials known to the student is one of the tasks in this direction. In this place, the teacher selects a certain part of the text and gives the students tasks related to its modeling. Pupils make sentences in the required form. In this process, they restore connections between thoughts. In this process, they remember the main characters of the text. They include the integrity of the text, the connection between its parts, and logical completion. Such exercises serve to form students' analytical thinking skills.

Such classes also serve to develop students' analytical thinking skills. Such lessons are an innovative form of teaching; in such lessons, the personality of the teacher is embodied as that of a pedagogue or specialist who interacts with students. The course of binary lessons as a process differs from traditional lessons in the following way: the teacher organizes a lesson based on a certain final topic. In the process of modern education, the traditional lesson does not allow for a complete picture of the educational subject. That is why it is envisaged to provide educational materials for the lesson based on educational subjects. This makes it possible to study the educational materials presented within the framework of two educational subjects in one lesson. As a result, the educational information acquired by students will be of practical importance. The acquisition of new knowledge is based on students' basic knowledge and skills. Binary classes allow you to achieve the following results:

1. learning interdisciplinary educational materials;

2. The integrity and systematicity of the educational process are ensured.

However, binary lessons appear to be a complex pedagogical process. In particular, two subjects require the teacher to provide teaching materials. Binary classes also have certain advantages.

1. quality presentation and strengthening of educational materials;
2. allows students to create favorable conditions for synthesizing educational information and dividing it into subsequent parts.

If binary lessons are taught by teachers of reading and education classes taught in elementary grades, students will be able to distinguish which educational information is related to reading and which is related to the educational subject of education. Based on this, they are able to summarize and analyze educational information related to these subjects. In this process, they show a single way of thinking.

It can be seen that the formation of analytical thinking skills in elementary school students is carried out by placing problem situations in the center of the lesson.

Its basis is based on the modeling principle. Binary lessons are one of the effective, innovative forms of forming analytical thinking skills in elementary school students.

The above-mentioned didactic measures and types of work allow primary school students to simultaneously develop all components of analytical thinking skills.

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