



## **FORMATION OF ANALYTICAL THINKING IN PRESCHOOL CHILDREN THROUGH FAIRY TALES**

**Sharobidin Khasanov Azamovich,**

ASU, Doctor of Philosophy (PhD)

on pedagogical sciences

bekobod64@mail.ru

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<b>Received:</b> June 6 <sup>th</sup> 2021 <b>Accepted:</b> July 10 <sup>th</sup> 2021 <b>Published:</b> August 7 <sup>th</sup> 2021	The article discusses the formation of analytical thinking of preschool children through fairy tales. В статье рассматривается формирование аналитического мышления дошкольников посредством сказок.

**Keywords:** Thinking, thinking, analytical thinking, social development, civilization, preschool education, thinking abilities, analysis, synthesis, fairy tale, conceptual issue, personality development.

**Ключевые слова:** мышление, размышление, аналитическое мышление, развитие общества, цивилизация, дошкольное образование, мыслительные способности, анализ, синтез, сказка, концептуальный вопрос, развитие личности.

In the development of thinking skills in preschoolers, the formation of the qualities of analytical thinking allows you to achieve positive results of the use of fairy tales. Important features of fairy tales: an interesting development of the plot, the invincible power of the heroes of fairy tales, the fact that they do not burn in fire, and do not drown in fire, the power of resurrection, the inevitable victory of good over evil - create a feeling of surprise in children, give rise to emotions, a desire to express your attitude. This is what contributes to the development of thinking abilities in children.

The way of thinking that begins to form in preschoolers lays the foundation for their future development as a person. The personality of a person is manifested, first of all, in his ability to think. The development of a society depends, first of all, on the mental potential of the people who make it up, their ability to think, the progressiveness of their views, their humanity. The Decree of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" as one of the tasks to improve the state youth policy outlined "...upbringing of physically healthy, spiritually and intellectually developed, independently thinking, loyal to the Motherland young people with firm views in life, increasing their social activity in the process of deepening democratic reforms and the development of civil society". And this means that the education of young people, especially the development of their thinking abilities, the formation of analytical thinking skills is one of the priorities of the country's policy.

The necessity and importance of analytical thinking in the process of solving any problem, first of all, through independent thinking, critical analysis,

becomes clear. There is a growing number of studies in the world based on innovative approaches aimed at strengthening students' critical thinking skills, increasing their intellectual potential, strengthening their spiritual and ideological immunity, and skills in working with information. The issue of improving the analytical thinking of students is especially important in orienting the training of highly qualified specialists to world trends. In particular, the improvement of the analytical thinking of students studying in the direction of preschool education is characterized by the presence of their intellectual base, the factor of erudition in the formation of professional competencies.

The formation and improvement of analytical thinking is manifested in practical activities. A student will not acquire this ability just by listening to lectures and receiving advice and instructions on the formation of analytical thinking. Real skills and abilities are formed in practice. Analytical thinking is formed and develops in continuity and consistency: in the family, in educational institutions, in production, in the process of independent learning. The ability to think analytically is the result of tireless thinking and research. Forming knowledge in the specialty, analytical thinking prepares future educators for teaching practice, which is the main stage of professional training. In world civilization, it has always been relevant to teach a person to think. The great thinker Alisher Navoi in his work "Hamsa" says: "A person who is able to do any business is a person who knows how to think." The greatest Russian writer Leo Tolstoy wrote: "Thought is the beginning of everything. And thoughts can be controlled. And therefore, the main business of improvement is to work on thoughts." Psychologist A.V. Petrovsky



stated: "Thinking is a socially conditioned psychic process of searching and discovering something essentially new, inextricably linked with speech, a process of mediated and generalized reflection of reality in the course of its analysis and synthesis". In practice, thinking does not exist separately as a pure mental process. It manifests itself in harmony with other closely interconnected mental processes such as memory, attention, imagination, perception. In the process of thinking, the sequence of mental actions and operations is reflected. Psychologists divide mental operations into such types,

In the course of analytical thinking, it is necessary to emphasize such aspects as the speed of thinking, the breadth of approach to the problem from different angles, the accuracy of finding the most appropriate and effective solution to the problem. Formation of the ability of analytical thinking expands the scope and content of thinking in children. The child begins to grow not only as a passive listener receiving information, but also as a person capable of reacting and evaluating it. Analytical thinking allows you to search for new information, study and systematize it, draw correct conclusions based on the information received. In analytical thinking, such mental operations are performed as: a) determination of information, its detailed study; b) splitting information into separate parts; c) comparison of data and finding the relationship between them; d) an objective assessment of information; e) logical thinking; f) consistent and accurate expression of opinion; g) reliance only on facts; g) distinguishing between important and insignificant information; h) critical examination of the available information; i) taking into account the possibility of alternative solutions; j) conclusion of the results.

It is known that the formation of a child's thinking depends on the mental potential of the educator, whose level of thinking depends on the knowledge gained in the student body. The formation of analytical thinking skills among students of the direction of preschool education can achieve the following results:

➤ the student's professional competence is formed; an analytically thinking student enters into independent activity not only as a graduate, but also as a qualified specialist;

➤ a student with the ability to think analytically, carefully observes events occurring in the environment, looks for the cause of any consequences, compares evidence, can distinguish important from insignificant. Therefore, he can objectively and accurately assess events. These qualities are passed

on to others during their independent activity, protecting them from intellectual dependence;

➤ Analytical thinking creates in the student the ability to manage, organize, and forms leadership qualities. As the scientist Yu.V. Kurnosov wrote: "Analytics is a powerful intellectual weapon in the hands of any leader." The leader teaches others to acquire knowledge, organize spiritual and educational events. The analytically minded student is able to lead others with innovative ideas; an educator with analytical thinking quickly and correctly solves social and psychological problems and conflicts that arise in the process of activity. In a team driven by analytical thinking, a healthy environment is stable.

Students are armed with general pedagogical, psychological and special methodological knowledge that serve analytical thinking and analytical activity. Psychological knowledge includes awareness of the basic laws of developmental and educational psychology, the ability to take into account the age and individuality of each person, awareness of the universal aspects inherent in the psyche of different people. Thus, by studying various disciplines, students form the theoretical foundations of analytical thinking and activity, as well as the necessary practical skills. Students not only put their analytical thinking skills into practice, but also learn to analyze the actions of themselves and others from this perspective. In this case, theoretical knowledge becomes the energy basis for practical actions. The teacher pays close attention to the all-round development of children, while, as an educator, a specialist is seriously engaged in the development of the child's personality. He uses all his knowledge, skills and abilities. He follows the path of constant research, study and experience. Reliance on scientific knowledge, mastering advanced experience increases his professional competence. Based on the physiological, psychological, pedagogical knowledge of the child's personality, the educator determines the program for himself, while he needs to act as an attentive and inquisitive researcher. mastering advanced experience increases his professional competence. Based on the physiological, psychological, pedagogical knowledge of the child's personality, the educator determines the program for himself, while he needs to act as an attentive and inquisitive researcher. mastering advanced experience increases his professional competence. Based on the physiological, psychological, pedagogical knowledge of the child's personality, the educator determines the program for himself, while he needs to act as an attentive and inquisitive researcher.

As a person grows, the dynamics of his thinking abilities also change. Doctor of Psychology,



Professor L.S. Tsvetkova says that starting from the age of 1 year and 2 months - 1 year and 7 months, the child begins to form a visual-effective type of thinking. The formation of the thinking of a child brought up in a preschool institution differs significantly from the level of thinking of a child who has not gone through this process. Since in preschool educational institutions, children have more opportunities for communication, acquaintance with the environment, learning to move independently. Spiritual and educational events, excursions, competitions, especially in preschool educational institutions, have a strong impact on the mental and physical development of children. Besides being poetry, storytelling, tongue twisters, Puzzle games are fun and enjoyable for children, and they also serve as an important factor in the development of their thinking skills. In this respect, as mentioned above, fairy tales have a special place.

Fairy tales are distinguished by a unique ideological and thematic orientation and educational function. Fairy tales stand out for their figurative depiction of reality. Fairy tales are characterized by depicting reality in a form that evokes artistic pleasure through fiction. Fairy tales have a unique ideological orientation and are one of the most effective forms of instilling in children's consciousness the skills of a healthy lifestyle culture. Of particular importance is the role of everyday fairy tales in the formation of a culture of a healthy lifestyle in children. Thanks to such tales, children learn to maintain discipline, diligently and on time to complete tasks.

Fairy tales have the power to make children feel, they move their feelings. Emotions, knowledge motivate thinking. An unknown work of art, including a fairy tale, does not affect emotions or thoughts. Fairy tales stabilize the quality of speech, memory, attention, thinking in children; imagination allows you to think with fantasy. When the teacher knows how to make children think about the wonderful behavior of the heroes of fairy tales, the manner of speech, their good deeds, courage, hard work, patriotism, a sincere attitude to nature and the animal world, the true spiritual and educational power of the fairy tale begins to manifest. It is this process that serves as the first step, a motivating action in the formation of the qualities of analytical thinking in preschoolers.

Analytical thinking serves to form in children the ability to understand the true essence of a fairy tale, understand its causes and consequences, and make the necessary decisions. Simple and conceptual questions asked by the teacher encourage children to think, think analytically. The teacher's pleasant voice when reading fairy tales, imitation of images, gestures, facial expressions play a unique pedagogical role in

attracting children to the world of fairy tales. In the process of analytical thinking, children begin to understand the reality reflected in fairy tales more broadly. Educator on such fairy tales as "Three brothers - heroes", "Zumrad and Kimmat", "Bey, club", "Egri and Tugri", "Fox and crane", "Susambil", "Golden watermelon", "Bee and fly" asks interesting questions to encourage children to think.

The picture described for the fairy tale "Zumrad and Kimmat": "Zumrad used to get up early in the morning and run to the spring, Tulips bow their heads, "hello to her!" they say. And if Zumrad sometimes sits down on the grass to rest, the flowers wish her well, the nightingales rejoice, they sing fairy tales to her" expands the possibilities of "opening" the image of Zumrad. The teacher asks the children questions for each word in the text: "When does Zumrad wake up?", "What does Zumrad do in the morning?" Can't she take water from the stream? ", "Why do you think tulips bow their heads in front of Zumrad? " what needs to be done to wish you well? ", "What kind of bird is the nightingale? ", "Tell me, why do the nightingales rejoice when Zumrad comes? " do you know about the nature of our homeland? ", "Can you name the flowers that you have planted? ", "What kind of birds do you know? ", "Tell me, what is the use of birds for people? " Such questions involuntarily make the child think think analytically. It is very important that the teacher is not in a hurry, does not say the answers himself. It is appropriate to recall the words of the great philosopher Jean-Jacques Rousseau: "The biggest mistake in upbringing is excessive haste."

Analytical thinking, which begins to form in a preschooler, not only increases his knowledge, but also stimulates his feelings, instills in his heart feelings of pride, honor, dignity, motivation to do good deeds.

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