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THE ROLE OF THE INTEGRATIVE APPROACH IN DEVELOPING THE LOGICAL THINKING ABILITIES OF STUDENTS IN FUTURE PRIMARY SCHOOL TEACHERS

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Abstract
To develop students' logical thinking skills and strengthen their interest in studying general education subjects through conducting small educational research, practical exercises were included in the subject curriculum. These practical exercises not only improve the quality of learning in a specific academic discipline, but also open up opportunities for interdisciplinary and scientific connections with daiyly life and increase the effectiveness of learning.

Keywords. Integration, independence of thinking, quickness of resourcefulness in solving logical tasks, speed and strength of learning material assimilation, ability to distinguish what is important from what is not important. critical thinking.

Introduction

Based on the theoretical and practical experience in solving the problem of developing logical thinking in primary school students, we conducted work on developing the ability to think logically in primary school students using an integrative approach.

It should be noted that the proposed regulatory, cognitive, and communicative tasks were also used as a means of diagnosing the level of logical thinking in primary school students. At the same time, based on an integrative approach (mathematics: reading, native language, natural science), practical and creative tasks and exercises aimed at developing logical thinking in primary school students were adhered to. Tasks used in the lessons:

1) Should be interesting (in terms of form, content, plot, and other aspects; in terms of solution method or unexpectedness of the result);

2) Should vary in difficulty level and have multiple ways of completion (and answers);

3)Should feature content that is engaging, educational, practically relevant, and interdisciplinary;

4) Should be formulated in a way that requires the acquisition of specific cognitive skills to complete;

5) Should be simple, understandable, and easily implementable by the majority of primary school students.

The intellectual activity of primary school students - encompassing goal-setting, planning, analysis, and reflection processes - is closely linked to their own behavior in relation to their surroundings. Traditional education often fails, not primarily due to students' lack of abilities,

but because of the suppression of their emotions. Furthermore, learning frequently begins with verbal explanations rather than practical actions.

Favorable conditions should be created for the development of students' logical thinking. The following factors influence the development of students' logical thinking: (see Figure 1)

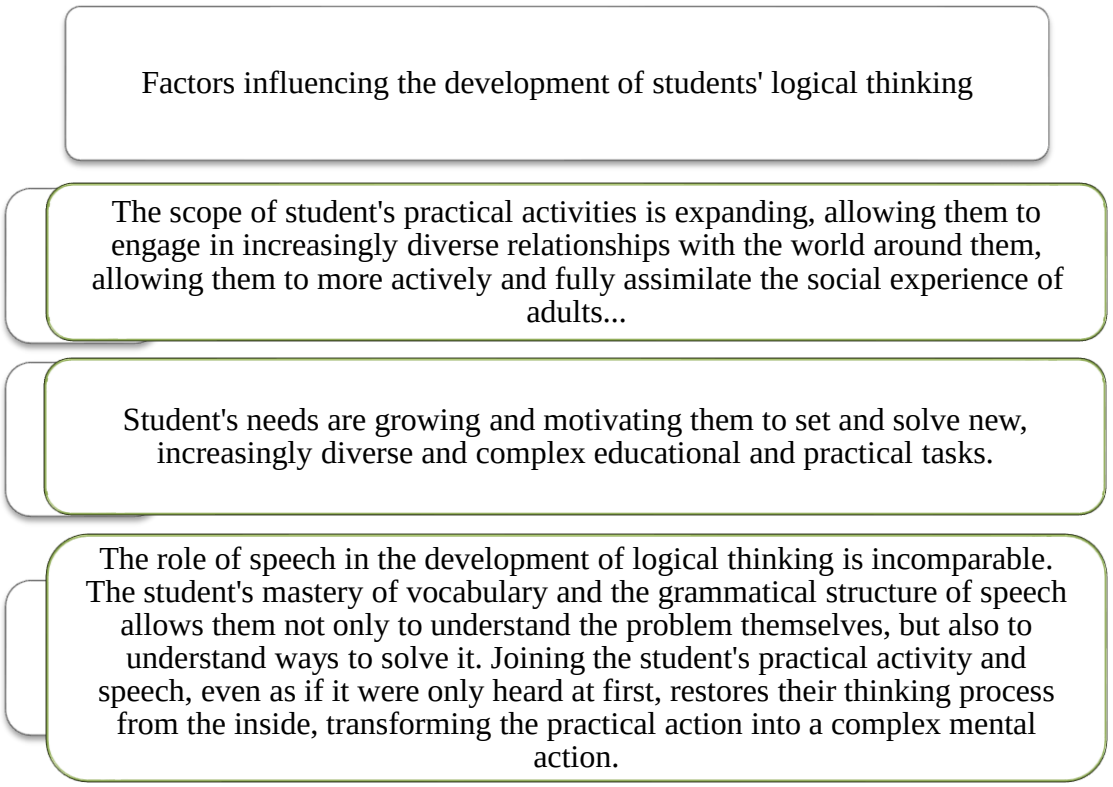

Figure 1. Factors influencing the development of students' logical thinking

The pedagogical conditions for developing logical thinking abilities in primary school students based on an integrative approach encompass a specific pedagogical process, which consists of the following stages.

We have separately examined the invariant and variable didactic functions in the development of logical thinking abilities. First and foremost, variable didactic functions are understood as achieving diversification and modification of educational content for primary school students without resorting to formal instruction. Invariant didactic functions, in contrast to variable didactic functions, aim to achieve uniformity in educational content when developing logical thinking abilities. Criteria for developing students' logical and creative abilities were formulated through blocks that constitute the structure of these logical and creative abilities.

In this regard, during the experimental work, we developed recommendations for the development of logical thinking skills in primary school students based on an integrative approach. At the same time, all didactic conditions for the successful implementation of this activity are taken into account.

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The following didactic conditions should be taken into account during the training experience:
1. Pedagogical assessment of the effectiveness of integrated educational technologies for primary education;
2. Determining the requirements for the level of development of logical thinking in primary school students;
3. Studying the dynamics of intellectual development in primary school students.
We have established that the development of logical thinking skills in primary school students based on an integrative approach manifests itself in the following form:
-independence (freedom of thought);
-the speed of resourcefulness in solving given logical tasks;
-the speed and strength of learning material assimilation;
-the ability to distinguish what is important from what is not important;
-critical thinking.
Through visual aids, it is necessary to use assignments aimed at developing students' logical thinking skills in primary school lessons, and it is important to present them in appropriate content, forms, and methods. Based on them, students quickly and clearly understand the learning material (see Table 1).

Table 1. Technologies for developing students' logical thinking skills in elementary school lessons

The technologies and tools for developing students' logical thinking skills in primary school classes.		
The goal: the goal and content of developing students' logical thinking skills in primary school classes are aimed at students' mastery of the fundamentals of science, intellectual, emotional, and regulatory creative development	Technologies: differential learning technology, case-study technology, game technologies	Instruments: Didactic materials, textbooks, teaching aids, technical equipment, visual aids, multimedia and slides
RESULT: Based on the educational goals, the acquired knowledge, cognitive skills of students, the level of motivational-volitional, emotional development, and logical thinking		

According to the results of the conducted research, the system for developing logical thinking skills in primary school students is effective not only because it develops students' logical thinking skills, frontally rounding the integrative features of the processes of goal-seeking, planning, analysis, and reflection in primary school students, but also because it contributes to their more successful adaptation to the information society.

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