

ETYMOLOGICAL ANALYSIS AND APPROACHES TO DEVELOPING STUDENTS' LOGICAL THINKING

Sobirova Noiba Zafar qizi

Doctoral student, Karshi State University

Abstract

This article, based on etymological analysis, examines approaches to developing students' logical thinking skills. The approaches analyzed were value, social, cognitive, and functional approaches. Value approach - it is explained that from the moment of the emergence of human society, language develops, polishes and is enriched by it and that at some point it changes its form, but never changes its character and function. The article also mentions the importance of the social approach - increasing the attention of individuals to language in society, increasing the culture of communication between them.

Keywords: etymological analysis, value, social, cognitive, functional approaches.

The global modernization of the educational process and the application of various approaches to address the problems encountered in it, as well as the need to elevate the quality of work being done in the education system to a new level, are becoming pressing issues. From this perspective, each educational institution responsible for nurturing individuals in line with contemporary requirements must distance itself from uniformity and organize pedagogical activities by using diverse approaches. The reason for using different approaches, as opposed to the traditional approach in the educational process, is explained by the expanding scope of the demands placed on education and the increasing need for solving complex scientific tasks and developing systematic projects.

Based on etymological analysis, the approaches to developing students' logical thinking skills can include value-based, social, cognitive, and activity-based approaches.

The value-based approach – language has developed, refined, and enriched alongside the human community since its emergence. Although the language may change its form over time, it never alters its essence or function. Language reflects the spirit, culture, ethics, views, and perspectives of a nation. Through language, we express our emotions, experiences, joys, and sorrows. For these reasons, language is considered valuable. Therefore, we must deeply convey to our students that language is a value. Teaching them to speak fluently and competently in their native language and to adhere to communication etiquette should be one of the core tasks of the educational system.

The social approach – this involves increasing individuals' attention to language in society and elevating the culture of communication between them. Observations show that many young people today display signs of disregard for language. Therefore, it is a societal necessity to

enhance respect and attention to the mother tongue across all layers of the population. This approach also involves developing young people's adaptability to various communities, fostering social skills, and increasing adherence to social values.

The cognitive approach – in the process of mother tongue education, it is crucial to enhance students' personal need for acquiring knowledge, improving their literacy, speech competency, and making them aware that all concepts in the environment and the world are related to the mother tongue. Everything we observe and hear, both material and processes, is expressed in the mother tongue. Each of their names has its own origin, meaning, content, and characteristics. Even the smallest microorganisms and creatures in nature have their names. The systematic study of these names and understanding their content and history constitute the foundation of the cognitive approach.

The activity-based approach – mother tongue education should be conducted in connection with all activities of students. This involves providing and consolidating language knowledge through lessons, extracurricular activities, pedagogical practice, and integrating them with labor activities. If language knowledge is only provided in lessons, students will face difficulties in practical activities. Therefore, during pedagogical practice, special attention should be given to students applying the language knowledge gained in lessons to practice. For instance, during pedagogical practice, students should be given opportunities to organize mother tongue lessons in primary grades or help teachers check students' notebooks. Additionally, organizing language-related events during practice will contribute to the development of students' language knowledge.

In conclusion, it is important to note that modern education significantly differs from education in previous eras due to its diversity and variability. In this process, the interest and need of young people to learn continue to grow. All subjects, objects, and processes in the surrounding environment, society, and social reality are expressed through language and words. These words also have a history of origin and functions in social life.

REFERENCES:

1. Decree of the President of the Republic of Uzbekistan No. PF-4797 dated May 13, 2016, "On the Organization of the Activities of the Alisher Navoi Tashkent State University of Uzbek Language and Literature." // www.lex.uz.
2. Abduqodirov A.A. Innovations in Education. – Tashkent: "Iste'dod". 2008. – p. 180.
3. Afanasev V.V. Designing Pedagogical Technologies // Higher Education in Russia. - No. 4 - 2001. – p.147-150.
4. Anas Fahad Khan. Towards the Representation of Etymological Data on the Semantic Web. Information 2018, 9, 304; doi:10.3390/info9120304
5. Larina, T. V. Etymological Analysis as a Methodical Technique in Teaching Orthography / T. V. Larina // Bulletin of Scientific Conferences. – 2018. – No. 8-2 (36). – p. 67–74.