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ENHANCING LOGICAL REASONING THROUGH EPIC POEMS

Daniyarova Kamola
PhD, Teacher of
Samarkand State Institute of Foreign Languages,
Samarkand, Uzbekistan
kamolatoshtemirova02@gmail.com
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Abstract. Epic poems play an important role in forming the logical thinking of children of elementary classes. The activities related to enhancing logical thinking using the abridged and A1 version of the Uzbek sagas were effective in logical thinking development.

Key words: logical reasoning, epic poems, cluster method, debate.

Introduction. Enhancing logical reasoning plays a crucial role in educating the younger generation, as it helps students develop critical thinking, problem-solving abilities, and decision-making skills that are essential for both academic success and everyday life. In primary education, teachers are increasingly encouraged to integrate creative and culturally relevant materials into the learning process in order to make lessons more engaging and meaningful. One effective way to achieve this is through the use of folklore, particularly epic poems, which not only stimulate students' imagination and analytical thinking but also strengthen their understanding of national identity and cultural heritage.

Folklore contains rich moral lessons, symbolic characters, and complex storylines that encourage children to analyze situations, predict outcomes, compare characters' actions, and draw conclusions. These activities naturally contribute to the development of logical reasoning. Among Uzbek folklore, the epic poem Alpomish holds a special place as one of the most significant and widely recognized works of oral literature. It has been cherished and passed down through generations, remaining popular among people of different ages due to its themes of bravery, loyalty, wisdom, justice, and perseverance.

Introducing Alpomish to primary school students can serve a dual educational purpose. First, it can support the improvement of logical reasoning skills through story-based discussions, sequencing events, identifying cause-and-effect relationships, and solving character-based dilemmas. Second, it familiarizes young learners with traditional values, customs, and the historical worldview of their nation. Therefore, incorporating the epic poem Alpomish into primary education can be considered an effective pedagogical tool for both cognitive development and cultural education.

Methods of Developing Logical Thinking through Epic Poems. Introducing the culture of their native land through elements of folk folklore instills in students a sense of belonging to their people. When the heroes of the work are classified and explained, it is easier for students to remember, and they can also be given the task of highlighting the character traits of the heroes based on this classification. The use of the Cluster method is effective in helping students complete this task. The cluster method develops the skills of multiple-choice thinking, establishing connections between the concepts being studied, and helps to think freely and openly. The sequence of creating a cluster:

-a key word or phrase is written in the middle of the class board;

-students in small groups or individually are required to write sentences related to this word or phrase;

-it is required to study the connections between concepts or ideas;

- it is required to write down all the options that come to mind.

In order for students to deeply observe the images and symbols in the Alpomish epic, the teacher can compare them with the qualities of the images, and direct them to free thinking. Also, didactic game technologies can be used rationally to analyze the system of images in the epic and develop logical thinking. Lessons in which role-playing games are played, as they create a real-life situation, create an opportunity for reflection, increase the importance of social interaction, and increase the practical vocabulary used in work processes and communication in non-work situations. While participating in role-playing games, students learn to cooperate with each other, work together, conduct business conversations, and develop organizational skills. The teacher should find and perform a scene from the epic in places appropriate to the age characteristics of the students. The use of interactive methods by the teacher in teaching the system of images in the epic encourages students to think creatively and, where appropriate, to take an example from the heroes of the work. For example, through the method of progression of images, students can retell the text of the epic, that is, the main images in the work are placed in a certain sequence. Students will need to compose a coherent text using the given images without violating this sequence. For example, students can be given images in the following sequence:

1. Alpinbiy, Dobonbiy, Boybori, Alpomish, Shohimardon Pir, Kultoy.
2. Boysari, Barchin, Kaldirgoch, Karajon, Ultontoz.

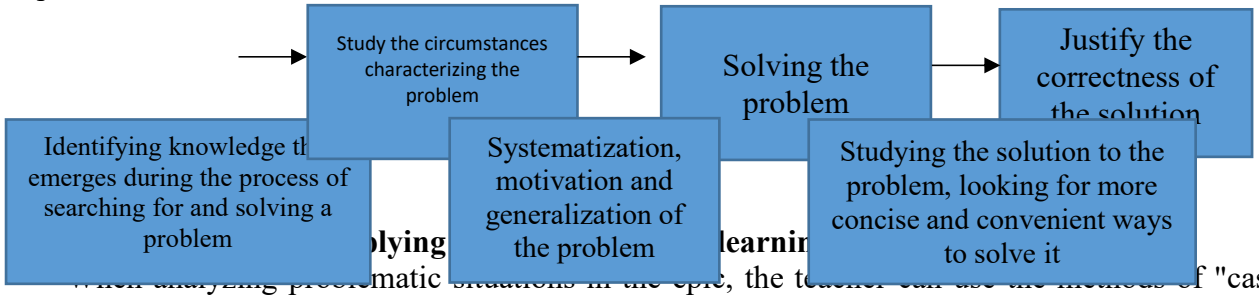
This method not only shows the extent to which students have learned the composition of the epic, but also encourages them to think freely and creatively about the heroes of the work, and serves to develop their independent thinking skills.

In addition, the Mosaic method can also be used to study the system of images in the epic. Students are given a mixture of negative and positive characters from the Alpomish epic, and the students write them in two columns and describe those characters. For example, the task can be given to the students as follows: Kultoy, Boysari, Kaldirgoch, Ultontoz, Kokaldosh, Surkhayl kampir, Boybori, Barchinoy, Karajon. Students will need to complete the task as follows: at the end of the exercise, students are required to explain on what basis they divided the characters into positive and negative characters. The use of the Cluster method is effective in creating a connection between the concepts being studied. In this case, in order to achieve creative thinking of the students, the teacher gives them the task of bringing several characters from the epic and explaining how they are connected to each other.

During the lesson, in order to further attract the attention of students and develop their logical thinking, the Pantomime method can also be used. In this case, one of the students comes to the center and the names of heroes such as Ultontoz, Alpomish, Kaldirgoch, Kokaldosh, Yodgor, Kultoy are secretly shown to this student, the student must show the heroes to the rest of the group through actions, and the rest of the group must find the names of the heroes of the work through these actions. For example, if one student comes out and shows the movement of raising a bow with difficulty, the students may notice that he is Yodgor. Or if another student comes out and shows the movements of the hero who, having learned that Alpomish has returned, falls from the throne and tries to hide behind him, the students will have to find that he is Ultontoz. This method helps students develop the most alternative action skills in different situations, achieve physical activity, and develop logical thinking. Problem situations can be used to develop logical thinking through the Alpomish epic. When analyzing the image of Alpomish, the teacher can enliven the

situation by raising a problem aimed at generating opposing thoughts to this idea. It is also possible that the opposite will happen, that is, when the next positive thought appears in the group, the teacher can raise the ground for the above negative attitudes and find a basis for discussion. It seems that by creating a problem situation through just one small episodic image, it is possible to cause a lively scientific debate aimed at revealing the ideological and artistic essence of the work. In the case of other leading and episodic images in the epic, the same problematic questions and situations serve to increase the effectiveness and efficiency of the lesson. Each method given in the examples above is undoubtedly active if used in its place to achieve a specific goal.

Pedagogical technologies should be aimed at achieving a predetermined goal based on ensuring a high level of student activity. Problem-based learning technologies are based on activating and intensifying student activity. The basis of problem-based learning technology is the fact that human thinking begins with solving a problem situation, and that it has the ability to identify, research and solve problems. Problem-based learning is important in developing students' creative thinking and creative abilities. In order to use the problem-based learning method in the lesson process, each teacher working in the education system must first adhere to the following sequence:



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matic situations in the epic, the teacher can use the methods of "case study, work in small groups, question and answer, analysis method, and networks. In the case study method, the teacher poses problematic questions about the Alpomish epic and these questions are discussed in small groups. In the process of working on the work, the mobility and speed of students' mental activity, how the material is presented, and the content of the questions asked by the teacher when explaining it are also important. While working on the work, the teacher does not present all the situations and conclusions ready-made, but gradually opens the curtain of knowledge to develop students' logical thinking. In the process of analyzing the Alpomish epic, addressing the following problem to students will help the student develop independent thinking, as well as national consciousness and logical thinking: How do you evaluate the actions of Kaldirgoch, who, despite his father's opinion, encourages his brother to go on a dangerous journey? You can give them a table using the case study method above and ask them to analyze the problem: What caused the Kungirat people, with ten thousand households, to leave the land of Baysun-Kungirat?

The use of the Debate method of problem-based learning technologies in analyzing conflicts in the epic is also effective. Debates are a confrontation (conflict) of opposing points of view, which teaches students to think logically, study various issues, and convince others that they are right. When conducting a debate with students, 3 principles should be followed (see Table 1):

Table 1.

Three principles of the debate method

DEBATE		
Debates are considered multifaceted, and the goal of holding a debate is not only	Active participation in the process and a commitment to integrity. This	Maintaining mutual respect. It is important not to intentionally engage in

to win, but rather to acquire new knowledge through debate.	principle is at the heart of debate, preventing false arguments and logical fallacies in answering questions.	negative comments about the personalities of the debate participants, and it is not appropriate to tarnish the reputation of another student if he or she opposes a theory or opinion expressed by another student. Because debate is about ideas and the clash of these ideas.

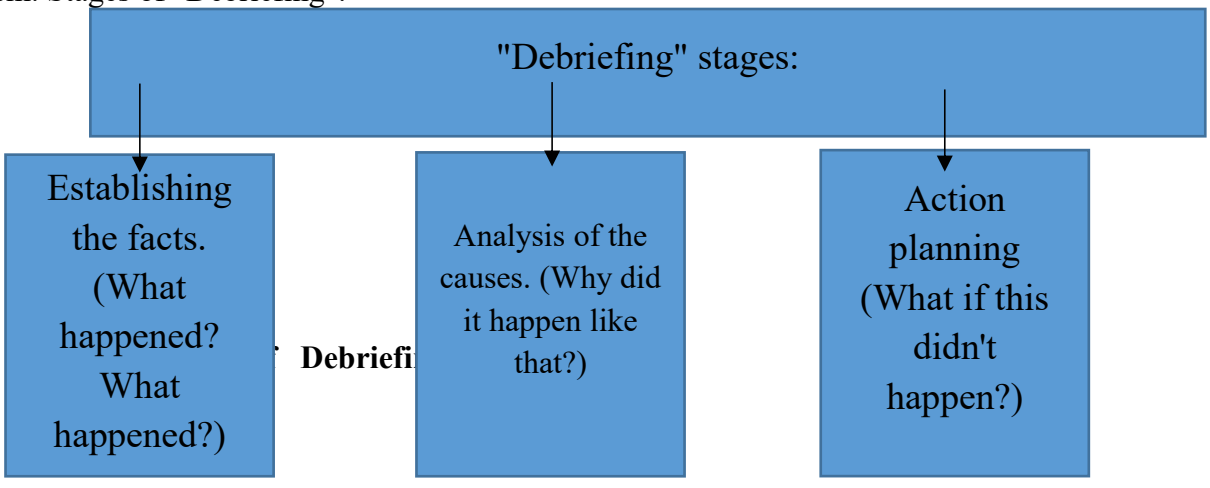
2 teams participate in the debate. Team 1: as the affirmative side. Team 2: as the opposing or denying side. The following skills are required in debates: Logical thinking (logical reasoning), research skills, organizational skills. Students develop skills such as listening, writing and presenting. The topic of the debate should be in the form of a clear, affirmative, complete thought. For example, the process of implementing the Debate method is recommended on the example of the character of Alpomish from the Alpomish epic. Participants are divided into two groups.

Group 1 will give a positive description of Alpomish based on his character traits and justify his actions, while group 2 will have to express an opposite opinion and provide evidence for their opinions. They justify Alpomish's specific aspects related to reality. They condemn Alpomish's weaknesses and shortcomings. Alpomish is brave and courageous. Alpomish is cowardly and weak. He puts honor above all else. Alpomish does not have his own opinion. He is loyal to his friend. A patriotic Uzbek boy.

This type of problem-based educational technology serves to develop the skills of fully describing the characters in the epic, explaining their personal thoughts, as well as reasonably expressing their views and points of view, and conveying thoughts in a clear, fluent, understandable language.

Red and green technology. In this, excerpts from the epic are read to each group. They determine whether the sentences are true or false, and raise green cards if the excerpt is true, and red cards if it is false.

At the end of the lesson, before concluding the lesson, the students are asked the question "Did you like the poem?" and during the Debriefing process, the level of achievement of the goal is analyzed, the topic of the lesson is summarized, and the students express their opinions about the poem. Stages of "Debriefing":



The logical thinking assessment criteria for evaluating these technologies are provided in the appendix (see Appendix 3). Organizing English lessons using the above technologies allowed students to develop not only language skills, but also their logical and critical thinking.

The development of logical thinking is impossible without knowledge of the features of psychology in primary school age. All this is necessary for a child to successfully complete primary school, successfully study in secondary school, that is, it is necessary to help him in the development of his mental processes, in the formation of mental functions. Psychological and pedagogical research by scientists has proven that the basic logical skills of the initial level are formed in children from the age of 5-6. However, almost all the presented works are aimed at developing the communication and structure of individual components of logical thinking. In this regard, a conflict arises between the need for the structural development of logical thinking and the lack of effective methods and technologies for their practical application. In order to develop students' logical thinking in English lessons, it is advisable to choose methods and technologies based on the field-dependent and field-independent thinking styles. When presenting exercises that develop students' logical thinking with the participation of samples of folk oral art, presenting them with due regard to the students' learning style gives an effective result. Teaching logical thinking skills is important for students of all ages. Logical thinking skills are an increasingly important element of elementary education, but teaching them can often be challenging for elementary school teachers. Beyond memorization, logical thinking encourages students to connect concepts, solve problems, think creatively, and apply knowledge in new ways.

Results and Discussion

The implementation of these interactive methods demonstrated positive effects on learners logical reasoning abilities. Students showed improvement in:

classification and comparison skills;
problem-solving abilities;
independent and critical thinking;
oral expression and argumentation.

Moreover, integrating folklore into English lessons increased student motivation and strengthened cultural awareness.

Conclusion. The development of logical reasoning in primary school learners can be effectively supported through epic poems. The Uzbek epic *Alpomish* offers rich opportunities for applying interactive and problem-based teaching methods that promote analytical thinking, creativity, and independent judgment. Using epic-based activities in English lessons not only develops language competence but also contributes to learners cognitive and personal growth.

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