

Strategies for Organizing the Activities of Intellectually Advanced Students in Logical Thinking

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ABSTRACT

This article aims to clarify the main characteristics and objectives of the educational content presented to intellectually advanced students with developed logical thinking.

The mutual relationship between education and development is one of the fundamental issues in pedagogy. Depending on the assessment of the compatibility of education and development, especially the abstract-logical thinking, with various mental characteristics of the learner, it is possible to approach the perspectives from two main points of view.

One of them is the acquaintance with psychologists (such as J. Piaget, Inhelder, and others) and the process of understanding and interpreting their works, which is a spontaneous outcome. Education, on the other hand, is considered as a factor that contributes to this development independently and autonomously by determining its role.

Other psychologists (P.P. Blonsky, L.S. Vygotsky, P.Ya. Galperin, V.V. Davydov, L.V. Zankov, A.V. Zaporozhets, A.R. Luria, A.N. Leontiev, N.A. Menchinskaya, L. Rubinstein, N.F. Talizina, D.B. Elkonin) have attached great importance to the psychological and pedagogical theory of students' mental development and its impact on education, thus making significant contributions.

At present, in our republic, there are several educational institutions working with students who have developed logical thinking, such as specialized schools, art and music schools, sports schools, and "BarkamolAvlod" student centers. In order to organize the educational and cognitive activities of students with developed logical thinking in these educational institutions, the following didactic parameters need to be considered.

1. It is necessary to clarify the main content and purpose of the educational content presented to students with developed logical thinking. The selection of teaching materials and the range of the educational content are determined based on the conceptual foundations of modernizing the educational content. It is essential to integrate the presentation of knowledge to students

- in various subjects with the acquisition of Uzbek people's values, as well as to stimulate their sensory and creative activity based on the experience in the field of information.
2. To provide students with the right to engage in sensory-valued and creative activities, the external content of the educational content needs to be modernized to a minimal level. Based on this content, teachers can determine the paths and methods of various types of activities that students should engage in. The type of activity that requires minimal involvement of students in the educational content should be clearly defined. Paying attention to students' interest and needs in relation to the observed events and theoretical information is of great importance. When discussing the parts of the educational content selected based on effective reasoning, we gain confidence that this situation does not meet their expression in current learning programs.
 3. It is necessary to apply effective technologies in the upbringing and development of students with developed logical thinking. In this process, especially effective use of teaching technologies tailored to individuals. In order to ensure the productivity of individualized learning, it is necessary to include mechanisms that stimulate educational activities in the educational content. The levels of improving various knowledge of different students are different. For this reason, didactic units that do not impose the obligation to improve the subject should be included. Along with the fundamental content of education, its other aspects should also be expressed in a subtle manner.
 4. It is necessary to apply the existential education paradigm in the upbringing and development of students with developed logical thinking. The use of the existential education paradigm allows students to identify themselves. The use of this educational paradigm stimulates students to question their work and observations. It not only provides evidence but also promotes the ability to find independent answers to the questions posed. The importance of arousing interest and needs in students regarding thinking and answering questions is of great importance.
 5. It is necessary not to exclude intellectually advanced students who have developed logical thinking from the process of teaching, nurturing, and developing. The educational content itself should incorporate games and their rules, highlighting the importance of logical reasoning.
 6. Enhancing critical thinking and fostering mutual understanding among students, as well as promoting a high level of intellectual curiosity and creativity, is essential. This enables students to become tolerant and gain a comprehensive understanding of the world's perspectives.
 7. In the education and development of intellectually advanced students, creative approaches that acquaint them with new and unknown aspects aligned with their existing knowledge play a vital role. While creativity is often associated with artistic domains, it revolves around the creative individual, creative product, and creative process. A creative individual is someone who accepts independent decisions, believes in oneself, thinks differently, and challenges their own capabilities. They constantly engage in intriguing, stimulating, and innovative thinking, fueling their own dreams and unique ideas.

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