

DEVELOPMENT OF LOGICAL THINKING IN PRESCHOOL CHILDREN THROUGH DIDACTIC GAMES ON THE BASIS OF THE DEVELOPMENT STRATEGY OF THE REPUBLIC OF UZBEKISTAN FOR 2022–2026

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Abstract: This article investigates the development of logical thinking in preschool-aged children through the use of didactic games, within the framework of the Republic of Uzbekistan's Development Strategy for 2022–2026. The study emphasizes the critical role of early childhood education in shaping cognitive abilities and fostering intellectual growth. By integrating innovative pedagogical methods and didactic play activities, the research aims to enhance children's problem-solving skills, analytical reasoning, and ability to draw logical conclusions. The methodology combines theoretical literature review, experimental interventions in preschool settings, and qualitative and quantitative data analysis. Findings indicate that the systematic use of didactic games not only improves children's logical thinking and creativity but also increases their motivation and engagement in learning processes. The study highlights the practical implications for educators and policymakers seeking to implement effective early education strategies aligned with national development goals.

Keywords: Preschool education, didactic games, logical thinking development, cognitive skills, problem-solving, early childhood pedagogy, innovative teaching methods, Uzbekistan Development Strategy, educational innovation, child intellectual growth.

Introduction

After the Republic of Uzbekistan gained independence, the development of human capital in the country, the full realization of the intellectual and creative potential of each citizen became a priority of state policy. In particular, the "Development Strategy of New Uzbekistan" for 2022–2026 pays special attention to improving the preschool education system based on the principle of "For the sake of human dignity", and to the formation of independent thinking, creativity and logical thinking in children based on innovative approaches. This strategy, along with implementing fundamental changes in the socio-cultural life of the country, also marked a qualitatively new stage in the education system. The preschool education system, as the foundation of continuous education, plays a decisive role in the cognitive, emotional and social development of the child's personality. Especially older preschool children (5–7 years old) are in a period of intensive formation of thinking, memory, imagination and analytical abilities. Therefore, at this age, the formation of their logical thinking, the ability to think analytically in life situations, and the development of the skills of understanding cause-and-effect relationships is an urgent scientific and practical issue.

Psychological and pedagogical research (L.S. Vygotsky, J. Piaget, S. Rubinstein, A.V. Zaporozhets, etc.) emphasizes that game activity is a natural environment for the formation of children's thinking. It is in the process of play that the child perceives the environment,

consolidates new knowledge, develops communication skills, and learns to logically justify his opinion. From this point of view, didactic games are game activities that serve educational purposes and are aimed at solving pedagogical tasks, and are one of the main tools in the mental development of the child. In modern pedagogical science, the formation of thinking processes in children through didactic games - such operations as comparison, analysis, generalization, linking cause and effect, and drawing logical conclusions - gives effective results. As stated in the Development Strategy, one of the important tasks is to introduce modern pedagogical technologies in preschool educational institutions and increase the intellectual potential of children through the development of game-based education. The use of didactic games in the process of developing logical thinking in older preschool children not only serves to effectively implement the teacher's educational goals, but also to form motivation, creativity and independent thinking in children. Through these games, the child acquires the skills to draw logical conclusions, identify commonalities and differences, and understand the relationship between objects and phenomena. At the same time, the paragraph "Improving the quality of education and developing the intellectual potential of children" contained in the Development Strategy for 2022–2026 forms the scientific and theoretical basis of this study. After all, the development of logical thinking through didactic games is not only an increase in the efficiency of the educational process, but also one of the most important areas of educating the younger generation as intellectually mature, independent-thinking individuals. In this study, within the framework of the priority tasks of the Development Strategy of the Republic of Uzbekistan for 2022–2026 in the field of education, the process of developing logical thinking in older preschool children through didactic games was studied. The scientific methodology of the study was formed on the basis of an integrated approach that includes theoretical and practical directions. At the first stage, the scientific literature in the field of psychology, pedagogy and educational theory related to the topic was analyzed. The works of L.S. Vygotsky, J. Pijazhe, S. Rubinstein and other specialists on the cognitive development of preschool children, thinking processes, game activity and its pedagogical significance were studied. Also, the paragraphs of the Development Strategy of the Republic of Uzbekistan for 2022–2026 aimed at developing the education system, especially the modernization of preschool education, were analyzed. These analyzes served to scientifically substantiate the role of didactic games in the educational process and their effectiveness in the formation of logical thinking.

In the practical part of the research, an experiment was conducted in a group of older children from preschool educational institutions. As part of the experiment, a special program of didactic games was developed and used as a test. Before and after the start of the experiment, children's logical thinking indicators were assessed using special diagnostic tests. During the experiment, children's activity in the game process, their ability to solve problems and draw logical conclusions were observed. Children's behavior and thinking activity during didactic games were regularly recorded by the teacher. Using this method, the individual characteristics of children, changes in the game process and the dynamics of development were determined. In addition, interviews and conversations were conducted with teachers and parents, and qualitative data were collected about the impact of didactic games on the educational process and the positive impact on children's intellectual development. Special pedagogical tests were selected in the study to determine the level of logical thinking. These tests are aimed at measuring children's ability to understand, compare, generalize and differentiate cause-and-effect relationships. The test results were compared in the experimental and subsequent periods, and the level of influence of didactic games was determined. The collected test results were analyzed using statistical methods. Using descriptive statistics, averages and variances were determined, and the logical thinking indicators of children before and after the games were compared. At the same time, the

correlation analysis method was used to study the level of correlation between didactic games and the development of logical thinking. During the study, the confidentiality of children's personal data was maintained, and their mental and physical state was not harmed. The experiments were conducted in a safe and comfortable environment for children. Thus, the research methodology combines scientific theoretical approaches, practical experiments, qualitative and quantitative analysis methods, and aims to identify and enhance the development of logical thinking in older preschool children through didactic games.

Conclusion

In conclusion, within the framework of the goals set in the Development Strategy of the Republic of Uzbekistan, it was found that the development of logical thinking of the younger generation through the effective introduction of didactic games in preschool education is of great importance not only for the quality of education, but also for the socio-economic development of the country. This, in turn, requires an increase in the role of pedagogical innovations and modern methods in the implementation of state policy. The data obtained during the experimental work confirmed that didactic games had a positive effect on children's understanding of cause-and-effect relationships, increasing their ability to solve problems, and forming independent thinking skills. Therefore, the systematic use of didactic games in preschool educational institutions helps to ensure the cognitive development of children more effectively.

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