



## In Repetition and Reinforcement Lessons the Heuristic Abilities of Students Development

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**Annotation:** In order for native language learners to reflect comprehensively, deeply, critically, independently, it is necessary to improve their skills such as comparing, feeling connected, drawing conclusions, as well as their heuristic abilities. Repetition and strengthening classes are aimed at improving students' creative abilities, speech, communicative and linguistic competencies, improving literacy, developing thinking. The article provides methodological recommendations for working with various educational tasks that cultivate the thinking of learners in repetition and reinforcement lessons, develop heuristic abilities.

**Keywords:** heuristic styles, types of thinking, thinking cultivation, independent creative search, creative, critical, analytical and logical thinking, linguistic competence.

### Introduction

Today, the main task of education is to educate young people who are independent thinkers at the level of world standards, with a high level of intelligence. That is why every native language teacher should be able to influence the intellectual development of students, for this he should organize the course process on the basis of the most modern pedotechnologies, using interactive methods.

Heuristica (Greek heurisko – I am looking for, finding, discovering) develops within the limits of psychology, cybernetics, structural linguistics, information theory, as a science that studies human creative activity, as well as the methods used to create new discoveries. Heuristics can be understood as the science that studies the laws of building new actions in a new situation.

It is a time requirement for each lesson to focus on the cultivation of the mind and thinking of educators, the formation of various problem-solving skills, independent creative search, creative, critical, analytical and logical thinking, imitation-figurative thinking, the development of abilities to create new ideas.

### MAIN PART

Many prominent psychologist and pedagogical scientists of the world, including A.L. Vigotsky, A.R. Luria, S.L. Rubinstein, B.G. Ananeva, A.V. Petrovsky, O.K. Tikhonov, J. Piaje, A.N. Leontev, V.V. Davidov, Blonsky, YA.A. Komensky, J. Duyi, V.A. Sukhomilinsky, K.D. Ushinsky, P.Y. Galperin, W.V. Davidov, L.V Zankov, N.N. Mikhailov, L.YU. The likes of Ogerchuk conducted research and research on the improvement of logical thinking of educators, methods of developing logical thinking, personality maturation of logical thinking and its role in education. S.L. Rubinstein, in his work "thinking and its research paths", scientifically substantiates the need for logical thinking in the process of mastering and applying knowledge to practice. Uzbek scholar E. Goziev, I.A. Allayorov, M.T. Davletshin, R. Safarova, S. In their scientific research, the yaminovas outlined their scientific – theoretical views on the topic. Students develop thinking, improve logical



thinking and its methodological methods, notable aspects of logical thinking in the teaching of the native language A.Nurmonov, A.Gulomov, H.Ne ' matov, M.Askarova, H.Mahmudov, Sh.It is covered in detail in the scientific and methodological works of such scientists as Yusupova.

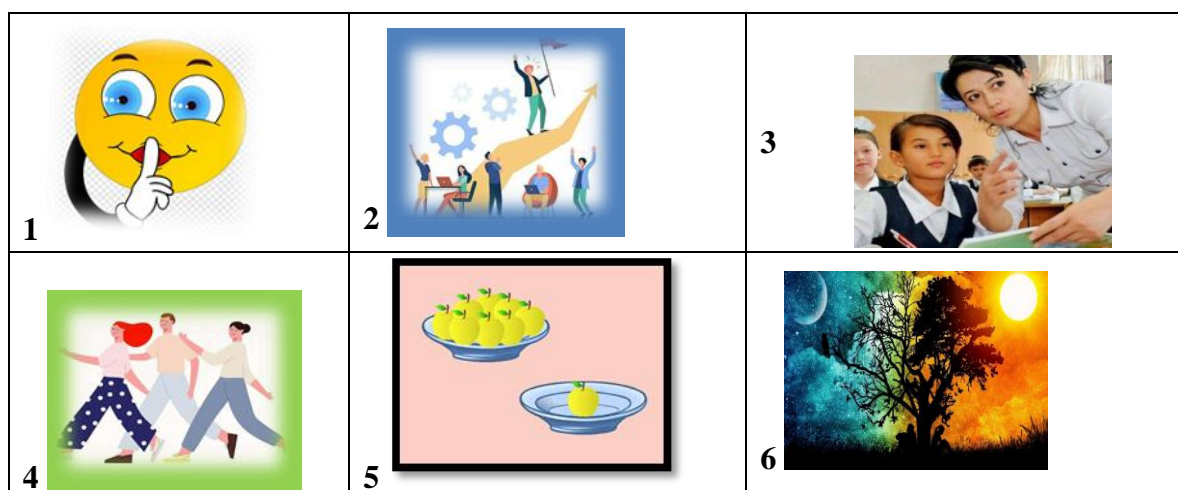
It is known that in the lessons of repetition and reinforcement, no new topic or new information is given, but the cultivation of creative abilities of students is directed to improving various ,including speech, communicative and linguistic competencies, improving literacy, growing independent thinking. So, classes in such a type (type)are convenient for working with various district assignments on the cultivation of students ' logical thinking.

### "Pictogram" method

Readers are instructed to describe thematic information, grammatical terms, rules with various picture scrolls, and are asked to comment on the drawings. There are several advantages to such a method:

1. In the process of interpretation, the learner uses language tools - oral speech and linguistic competencies develop.
2. The logical thinking of the learner by assigning importance to the fact that the drawing is logically represented grows.
3. Different colors trigger the reader's imagination, high mood and figurative memory help to remember the subject.

For example, on the topic"strengthening "on Page 101 of the 7th grade textbook" mother tongue", examples of the types of meaning of Ravish are given. The rabbis were instructed to interrogate and write them in groups. When completing this task, we use the pictogramma method.



Teacher: esteemed pupils. Observe the pictures above carefully bialn. What types of meaning can they represent in Ravish?

Reader Response:

In Figure 1, the word silent is a case rave

In Figure 2, the word forward is the place ravishi

Figure 3 bafurja, one-on-one posture ravishi

Figure 4 pedestrian-status ravishi

Figure 5 Little, Less, More , much, more, loot – level –quantity improvements

Figure 6 represented day and night rave.



Other types of meaning of Ravish can be expressed by readers with different drawings they draw, interpreting each other's drawings. Such lessons will be lively and interesting, students will better remember the types of meaning of Ravish. By making sentences based on pictures, their connected speech develops.

Improving the skills of students to master the means of expression of language, reading techniques, comprehension of other people's opinion and text content, articulation, comprehension, speaking, comprehension and writing (literate and meaningful textual composition) of thought in a written and painstaking form are achieved.

### **Conclusion**

It turns out that students meditate using a riddle photo, correlate the information they know, think logically, substantiate their conclusions. Readers should also pay attention to the aspects that keep the pictures intertwined: observation, attentiveness, attention, resourcefulness, quick thinking, comparison, generalization processes occur. Memorize the topics mentioned-repeat. They apply their knowledge in practice-skills and competencies are strengthened. Data is connected to another science - integrated. The imagination of readers comes to life – visual logical thinking and verbal logical thinking are carried out. The educational process also focuses on spiritual and moral education. The main task of the subject of the mother tongue – the development of speech and linguistic competencies of students, improving the ability to engage in communication – is carried out.

In repetition and reinforcement classes, it is possible to work with many more interesting tasks that develop students' logical thinking. For example: "find confusion", "continue reasoning", "mark excess", "General, private?", "From whole to part, from part to Whole", etc. Special importance is attached to the cultivation of logical thinking of students in foreign countries where education has developed. Learning to think logically is a long process. Therefore, when teaching all subjects, it is necessary to pay attention to the development of this feature of the learners.

In particular, the enrichment with tasks of an intellectual nature, in which the lessons of repetition and reinforcement grow the thinking of the learners, develop their heuristic abilities, serve to systematically develop logical thinking skills, is of particular pedagogical importance.

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