



THE ROLE OF QUESTIONS AND TASKS IN THE FORMATION OF STUDENTS' LOGICAL THINKING THROUGH THE POEM "SOHIBQIRON BOBOM MENING " IN THE 4TH GRADE READING LITERACY TEXTBOOK

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ABSTRACT

This article discusses the development of logical thinking skills in students using the poem "Sohibqiron bobom mening" from the 4th grade reading literacy textbook. It analyzes the importance of questions and tasks in developing students' independent thinking, analytical approach, identifying connections, and drawing conclusions. It also shows effective ways to develop logical thinking using interactive methods, practical exercises, and digital learning tools. The results of the study show that careful selection and correct use of questions and tasks in the primary education process activates student thinking and increases educational effectiveness..

Today, one of the important tasks in the education system is to develop not only reading and writing skills, but also logical thinking, analysis and independent judgment skills. Especially in the primary school, the formation of these competencies creates a solid foundation for subsequent stages of education. From this point of view, literary texts and related tasks given in reading literacy lessons are of particular importance in developing students' thinking.

As our President Shavkat Mirziyoyev noted: "Building a new Uzbekistan is carried out, first of all, by educating free-thinking, knowledgeable, intelligent and enterprising youth." The main goal of modern education is to educate students as individuals capable of logical thinking, independent judgment and innovative decision-making.

The poem "My Grandfather, the Great-Grandfather", which is included in the 4th grade reading literacy textbook, is rich in content, has historical and educational significance, and forms students' initial ideas about love for the Motherland, national pride, and historical figures. The questions and tasks based on this poem serve to develop students' understanding of the text, identifying the main idea, understanding cause-and-effect relationships, and logical thinking skills.

This article analyzes the role of questions and tasks in the formation of students' logical thinking, their types and educational effectiveness, using the poem "My Grandfather is a Master" from the 4th grade reading literacy textbook as an example.

In recent years, a number of scientific studies have been carried out to improve the effectiveness of education and develop students' logical thinking skills, and many scientists have expressed their scientific views in this direction. In particular, Uzbek research scientists and our teachers, who are curious and highly qualified specialists in their profession, are also paying special attention to the issue of their influence on students' thinking and are conducting scientific work. Abdullayeva G.A. (2021), Yusupova M. (2020), Koziboyev M.Q. (2019), Khodjayeva N. (2022) and specialist teachers such as Sayfiddinova J. and Asrorova M. have enriched the theoretical and practical foundations of this direction with their scientific works aimed at developing students' logical thinking. Also, in the works of Dr. Karl entitled "Brain Building", the importance of a set of professional competencies in the formation of logical thinking skills in students is emphasized. At the same time, the relevance of using modern technologies in the formation of students' logical thinking is also important. This has been noted in many studies.

As we know, primary education is the stage of formation of knowledge, skills and abilities that play an important role in human life. In particular, the development of logical thinking has a significant impact not only on a child's academic success, but also on their ability to independently solve problems in everyday life. Therefore, it is very important to provide logical questions and tasks in students' textbooks along with scientific sources. For example, in the process of analyzing the poem "Sahibqiron Bobom Mening" in the 4th grade reading literacy textbook, students can develop their logical thinking skills by asking the following questions and tasks:

1. How is our grandfathers described in the poem?
2. Which of our grandfathers' good deeds are listed in the poem?
3. Why is our grandfather Sahibqiron glorified as "The greatest of the great"?
4. Express your reaction to the appeal to generations in the poem.
5. Where is the statue of our grandfather erected?
6. When the author said "my grandfather Sahibqiron," did he mean only kinship?
7. Express the main idea of the poem in one sentence.

The role of questions and tasks in the formation of logical thinking is incomparable. Below, we will consider the stages of developing logical skills using the example of the poem "My grandfather Sahibqiron":

The first link in the logical chain is the reader's connection of the images in the poem with a real historical figure. Question: "Find the definitions given to Amir Timur in the poem. Why might the author have called him the "Sun of Justice"?". Logical outcome: The student analyzes the concept of "Justice" and logically connects historical facts (for example, the motto "Power is in justice") with the poetic line.

The main thing in logical thinking is to be able to see the connection between events. Assignment: "If our grandfather Sahibkiran had not ruled the state with knowledge and justice, would we be proud of him today? Justify your opinion." Logical outcome: the student learns to logically analyze the future consequences of past actions.

It is very effective to give comparative assignments to form students' systematic thinking. To do this, we have them complete the Venn diagram assignment. Find similarities and differences between the image of Amir Temur in the poem and another character you know (for example, Jaloliddin Manguberdi). As a result, the reader performs logical operations such as generalization and differentiation.

"Interactive" methods that sharpen logical thinking

1. "Why?" chain: the teacher asks one question about the poem, the student answers. Based on that answer, the next student asks "Why?" again. This deepens the idea.

2. "If I were...": by asking students what else they would do for the peace of the country if they were in Sahibkiran's place, children are taught strategic thinking.

In conclusion, when working on the poem "Sahibkiran my grandfather", questions should go beyond the simple memory level such as "Who?", "Where?" and move to higher-level logical questions such as "Why?", "How?" and "If...".

The formation and development of students' logical thinking skills at the primary education stage is one of the important factors in increasing the effectiveness of education. In 4th grade reading literacy lessons, questions and assignments based on literary texts, in particular the poem "My Grandfather is Mine," serve to develop students' skills not only in understanding the content of the text, but also in analyzing, comparing, generalizing, and drawing conclusions. Logically oriented questions based on the poetic text (determining causality, assessing the character of the hero, expressing a reaction to the activities of a historical figure) increase the level of independent thinking of students. In particular, open-ended questions and creative assignments form students' skills in freely expressing their opinions, reasoning, and substantiating their point of view. It was also found that through this poem, the process of understanding patriotism, national pride, and spiritual values based on the image of a historical figure develops in harmony with logical thinking. The use of interactive methods in the lesson increases students' activity in the lesson and has a positive effect on the solid assimilation of knowledge.

In general, the use of logically oriented questions and tasks based on the poem "My Grandfather is Mine" in 4th grade reading literacy lessons serves as an important pedagogical tool in developing students' logical thinking. This will provide effective results in improving the quality of primary education and implementing the competency-based approach in practice..

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