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THE ROLE OF RIDDLES IN TEACHING LOGICAL THINKING

Toshtemirova Kamola Absattarovna,
Teacher of English, English Faculty 2, The Department of Integrated English Course,
Samarkand State Institute of Foreign Languages

ABSTRACT
From this paper we will see how guessing riddles sharpens and disciplines the mind, teaching children to have clear logic, reasoning and proof. Solving riddles develops the ability to analyze, generalize, forms the ability to independently draw conclusions, inferences.

Keywords: logic, guessing riddles, reveal signs, teaching.

INTRODUCTION

The main feature of the puzzle is that it is a logical task. Each riddle contains a question, either explicit or implicit. To guess a riddle means to find a solution to a problem, to answer a question, that is, to perform a complex mental operation. The subject in question in the riddle is hidden, encrypted, and the encryption methods are different. The type of logical task, its complexity, and, consequently, the nature of the mental operation to be performed by the guessing one depends on the method of encryption.

There are various ways of constructing logical problems. Most often, a riddle is built on the enumeration of the signs of an object or phenomenon. Among them may be size, shape, color, taste, sound, movement, material, purpose, etc. According to the indicated signs, it is necessary to find a solution. In the riddle "At first there is a shine, after a sparkle, after a crack - a splash" several successive actions are named - signs characteristic of one of the natural phenomena (crackle, sparkle, splash), and at the same time the sound of the words denoting these signs is taken into account. The logical sequence of the enumeration, the meaning of words and their sound - all this creates a visible and audible picture of a thunderstorm.

The solution to logical problems of this type is based on analysis (highlighting all features) and synthesis (combining them into one whole). A sufficient number of signs and their concreteness allows performing the necessary mental operations and successfully solving a logical problem.

There are riddles in which the characteristics of the subject are given briefly, from one or two sides. The guesser must restore the integral image of the object based on two, or even one criterion.

To solve such a problem, the guessing person must be well acquainted with this single sign, be able to isolate it, associate it by association with others not named in the riddle. This is possible if you have a sufficiently complete understanding of the subject, phenomenon. To solve the riddle "I swam in the water, but I stayed dry", one must observe this feature of the goose, understand why the feathers of the bird remain dry after bathing.

Such riddles are difficult also because they reveal signs that are perceived during long-term, long-term observation. During the year it is necessary to observe pine or spruce in order to draw a conclusion about their color constancy. And then it is not difficult to guess the riddle "In winter and summer in one color".

In such riddles, it is possible to find a whole by one or two signs only when these signs are distinguished by the guessing person in the general system of examining an object (or familiarization with a phenomenon) and are recognized by him along with other signs.

There are riddles built on the basis of a negative comparison: "Sir, but not a wolf, long-eared, but not a hare, with hooves, but not a horse", (donkey)

The present research study, which addresses the topic of changes and innovations in education, sees the importance of the development of a challenging learning environment as developing coping processes (for instance, with a riddle) and enigmatic reality—as a natural and effective way of the assimilation of the development of values and information.

Coping with thinking challenges, as with the example of riddles, has steadily been increasing representation in science, society, and the media and it also serves as a basis of the reciprocal activity among people in the different media channels in Israel and around the world.

Many resources have been invested in the past decade in the educational system in Israel in the development of the students' abilities, as well as the integration of technology and computers in the teaching

and learning process of many content realms. In spite of these efforts, it appears that the potential is far from being completely exploited. According to modern educational approaches, teaching must focus on the creation of opportunities for the development of learning abilities through active learning, the development of critical thinking using tasks, and the adjustment of learning styles to thinking styles.

The present research study focused on the achievements of students who learned in a challenging learning environment (Hamizer riddles) in two frameworks (traditional class and gifted class, Gordon Center) and thinking styles as a learning strategy. The goal is to develop the learning framework as a predictor of achievements in the challenging learning environment

To guess the riddle, you need to carefully observe life, remember what you have seen, compare, contrast phenomena, mentally dismember, highlight the necessary sides each time, combine, synthesize what was found. Guessing riddles develops resourcefulness, ingenuity, speed of reaction, mental activity, independence, the habit of more deeply and versatile comprehending the world.

Guessing such riddles is proof from the contrary: the guesser must alternately compare different and at the same time somewhat similar objects, highlight similar signs in them, group them in a new way, in a new combination and by eliminating erroneous answers, with the accumulation of new signs to find a clue. Such analysis develops the ability to think logically and reason in the required sequence.

The most extensive type of riddles is metaphorical riddles: “The little red cock runs along the neck” (fire). Solving such riddles is deciphering metaphors.

Penetrating into the hidden meaning of the metaphor, the guesser must compare, compare objects or phenomena from different, often distant areas, see features of similarity in them, highlight them, refer them to one semantic category and, on the basis of this, determine what was conceived, solve a logical problem. Solving metaphorical riddles develops both figurative and logical thinking.

Thus, different riddles are based on a different logical mechanism. The features of this mechanism determine the types of logical tasks and the nature of mental operations when guessing.

The success of solving the problem, enclosed in the riddle, depends on which aspects of objects and phenomena and with what completeness are reflected in it. Observation and study of life phenomena in complex and diverse relationships contributes to the construction of logically correct judgments and conclusions.

The logical task in the riddle is dressed in a peculiar art form. This makes the riddle especially attractive. Both its construction and its vocabulary sharpen the listener's attention, arouse interest in the task at hand.

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