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THE INTERRELATIONSHIP BETWEEN LOGICAL THINKING AND DIDACTIC THINKING IN THE EDUCATIONAL PROCESS

Mallayeva Gulshada Maxmudjonovna
Teacher of the Department of
"Pedagogy and Psychology" at Angren University

Abstract:
This study explores the interrelationship between logical thinking and didactic thinking within the educational process, focusing on their pedagogical significance in teacher education. In contemporary pedagogy, the effectiveness of teaching is increasingly associated with teachers' ability to think logically, structure content coherently, and apply didactic reasoning in accordance with learners' cognitive characteristics. Logical thinking is understood as the capacity to analyze, compare, generalize, and draw reasoned conclusions, while didactic thinking is viewed as a professional form of pedagogical reasoning that enables teachers to transform subject knowledge into accessible and meaningful learning content. The study emphasizes that these two forms of thinking are not isolated but function in close interdependence, jointly determining the quality of instructional design, classroom interaction, and learning outcomes. Special attention is given to the role of this interrelationship in higher pedagogical education, where future teachers are prepared to manage complex educational tasks and foster students' intellectual development. The findings highlight that the integration of logical and didactic thinking contributes to more effective lesson planning, clearer explanation of concepts, and the creation of learner-centered educational environments. The study concludes that strengthening the interconnection between logical and didactic thinking is a key condition for improving the quality of pedagogical training and educational practice.

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Keywords: Logical thinking, didactic thinking, educational process, pedagogical reasoning, teaching effectiveness, teacher education, instructional design, cognitive development, professional competence.

Introduction

BOSHLANG'ICH SINF O'QITUVCHISI KASBIY FAOLIYATIDA NUTQ VA TAFAKKURNING O‘RNI

Mallayeva Gulshada Maxmudjonovna
Angren universiteti "Pedagogika va psixologiya" kafedrasi o‘qituvchisi

Annotatsiya

Mazkur tadqiqot ta’lim jarayonida mantiqiy tafakkur va didaktik fikrlashning o‘zaro bog‘liqligini hamda ularning o‘qituvchilarni tayyorlash jarayonidagi pedagogik ahamiyatini o‘rganishga bag‘ishlangan. Zamonaviy pedagogikada ta’lim samaradorligi tobora ko‘proq o‘qituvchilarning mantiqiy fikrlay olish, o‘quv mazmunini izchil tarzda tuzish va didaktik fikrlashni o‘quvchilarning kognitiv xususiyatlariga mos ravishda qo‘llash qobiliyati bilan bog‘lanmoqda. Mantiqiy tafakkur tahlil qilish, taqqoslash, umumlashtirish va asosli xulosalar chiqarish qobiliyati sifatida talqin etiladi, didaktik fikrlash esa o‘qituvchilarga fan bilimlarini tushunarli va mazmunli ta’limiy materialga aylantirish imkonini beruvchi kasbiy pedagogik fikrlash shakli sifatida izohlanadi. Tadqiqotda mazkur ikki tafakkur turi alohida-alohida emas, balki o‘zaro chambarchas bog‘liq holda faoliyat yuritishi va darsni loyihalash sifati, sinfdagi muloqot hamda ta’lim natijalarini birgalikda belgilashi ta’kidlanadi. Oliy pedagogik ta’lim jarayonida bo‘lajak o‘qituvchilarni murakkab ta’limiy vazifalarni hal etishga va o‘quvchilarning intellektual rivojlanishini ta’minlashga tayyorlashda ushbu o‘zaro bog‘liqlikning ahamiyatiga alohida e’tibor qaratiladi. Olingan natijalar mantiqiy va didaktik fikrlashning integratsiyasi darslarni samarali rejalashtirish, tushunchalarni aniq va ravshan tushuntirish hamda o‘quvchiga yo‘naltirilgan ta’lim muhitini yaratishga xizmat qilishini ko‘rsatadi. Tadqiqot xulosalariga ko‘ra, mantiqiy va didaktik fikrlash o‘rtasidagi o‘zaro aloqani mustahkamlash

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pedagogik tayyorgarlik va ta’lim amaliyoti sifatini oshirishning muhim sharti hisoblanadi.

Kalit so‘zlar: mantiqiy tafakkur, didaktik fikrlash, ta’lim jarayoni, pedagogik fikrlash, ta’lim samaradorligi, o‘qituvchilarni tayyorlash, o‘quv jarayonini loyihalash, kognitiv rivojlanish, kasbiy kompetensiya.

Introduction

The rapid transformation of modern education places increased demands on the intellectual and professional capacities of teachers, particularly in the context of pedagogical universities where future educators are trained. Among the key cognitive foundations of effective teaching are logical thinking and didactic thinking, both of which play a decisive role in shaping instructional quality and educational outcomes. In contemporary pedagogical discourse, these forms of thinking are regarded not merely as general cognitive abilities, but as professionally significant competencies that enable teachers to organize, interpret, and transmit knowledge in a purposeful and pedagogically grounded manner. The interrelationship between logical thinking and didactic thinking therefore represents an important area of pedagogical research, especially in relation to teacher education and instructional practice.

Logical thinking constitutes a fundamental cognitive process that allows individuals to analyze information, identify relationships between concepts, establish cause-and-effect links, and draw consistent conclusions. In the educational context, logical thinking enables teachers to structure subject content coherently, maintain internal consistency in explanations, and guide learners through sequential stages of understanding. Without a well-developed capacity for logical reasoning, instructional processes risk becoming fragmented, superficial, or confusing for learners. Logical thinking thus provides the cognitive framework within which teaching content is organized and delivered in a meaningful way.

Didactic thinking, in contrast, represents a specifically pedagogical form of reasoning that is oriented toward teaching objectives, learner characteristics, and

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educational conditions. It involves the ability to select appropriate teaching methods, adapt content to students' developmental levels, anticipate learning difficulties, and design instructional strategies that facilitate comprehension and engagement. Didactic thinking transforms logical structures of knowledge into pedagogically accessible forms, ensuring that learning material is not only correct in content but also effective in its educational impact. This form of thinking is closely connected with pedagogical reflection, creativity, and professional judgment.

The interrelationship between logical and didactic thinking lies in their complementary functions within the teaching process. Logical thinking provides the internal coherence and rational structure of educational content, while didactic thinking ensures its pedagogical relevance and applicability. When these two forms of thinking are harmoniously integrated, teachers are able to design lessons that are both intellectually rigorous and learner-centered. Conversely, an imbalance between them may lead to methodological shortcomings, such as logically sound but pedagogically inaccessible instruction, or engaging activities that lack conceptual depth and systematic structure.

In the context of pedagogical universities, the development of logical and didactic thinking is particularly significant, as future teachers must acquire not only subject knowledge but also the cognitive tools necessary for effective teaching. Teacher education programs are therefore expected to foster analytical reasoning, pedagogical reflection, and methodological awareness in an integrated manner. Understanding the interrelationship between logical and didactic thinking provides a theoretical foundation for improving teacher preparation curricula and instructional methodologies.

This study addresses the need to examine how logical and didactic thinking interact within the educational process and how their integration contributes to teaching effectiveness. By analyzing their theoretical foundations and pedagogical implications, the study aims to clarify their role in professional teacher development and to highlight their significance for contemporary educational practice.

Methods

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This study is based on a qualitative and theoretical research design aimed at examining the interrelationship between logical thinking and didactic thinking in the educational process. The methodological framework combines analytical, comparative, and interpretative approaches commonly employed in pedagogical research. These methods were selected to ensure a comprehensive examination of conceptual definitions, theoretical perspectives, and pedagogical implications related to the two forms of thinking under investigation.

The research involved a systematic analysis of pedagogical, psychological, and educational literature addressing logical thinking, didactic thinking, and teacher cognition. Scholarly sources published in peer-reviewed journals, academic books, and educational policy documents were reviewed to identify key theoretical constructs and dominant viewpoints. Special attention was given to works focusing on teacher education, instructional design, and cognitive processes in teaching and learning. This literature-based approach allowed for the synthesis of diverse theoretical positions and the identification of common patterns and differences in the interpretation of logical and didactic thinking.

In addition to literature analysis, a conceptual comparison method was applied to examine the distinctive and overlapping characteristics of logical and didactic thinking. Through comparative analysis, the study explored how logical thinking functions as a general cognitive mechanism, while didactic thinking operates as a professionally oriented form of pedagogical reasoning. This method made it possible to clarify their functional interdependence within the instructional process and to identify points at which logical reasoning is transformed into didactic decision-making.

The interpretative method was employed to analyze how theoretical concepts of logical and didactic thinking are reflected in pedagogical practice. By interpreting existing models of lesson planning, instructional strategies, and teacher decision-making, the study examined the practical manifestations of the interrelationship between these two forms of thinking. This approach helped to reveal how teachers apply logical structures when organizing content and how didactic thinking guides the adaptation of these structures to learners' needs and educational objectives.

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To enhance the relevance of the study to pedagogical universities, the research also considered normative documents and curricular frameworks related to teacher education. These materials were analyzed to determine the extent to which the development of logical and didactic thinking is explicitly addressed in teacher training programs. The analysis focused on learning outcomes, competency frameworks, and methodological guidelines that emphasize analytical reasoning, pedagogical reflection, and instructional design skills.

The combination of these methods ensured a holistic examination of the interrelationship between logical thinking and didactic thinking. By integrating theoretical analysis with pedagogical interpretation, the study provides a structured methodological basis for understanding how these cognitive processes jointly contribute to effective teaching and professional teacher development.

Results

The findings of this study indicate that logical thinking and didactic thinking function as interdependent cognitive processes that jointly determine the effectiveness of the educational process. Analysis of theoretical sources demonstrates that logical thinking provides the structural and analytical foundation upon which didactic thinking is built. Teachers who demonstrate well-developed logical thinking are better able to organize educational content coherently, maintain consistency in explanations, and establish clear relationships between concepts. This logical structuring of knowledge creates favorable conditions for learners' comprehension and cognitive engagement.

The results show that didactic thinking operates as a mediating mechanism that transforms logically structured content into pedagogically meaningful learning experiences. While logical thinking ensures the internal validity and coherence of subject matter, didactic thinking enables teachers to adapt this content to learners' cognitive levels, learning styles, and educational needs. The study reveals that effective teaching emerges when logical reasoning is complemented by didactic decisions related to method selection, sequencing of tasks, and the use of instructional strategies that facilitate understanding and motivation.

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Another important result concerns the role of the interrelationship between logical and didactic thinking in lesson planning and instructional design. Teachers who integrate both forms of thinking are more capable of defining clear learning objectives, selecting relevant content, and aligning teaching methods with expected outcomes. The findings suggest that such integration supports the creation of lessons that are both conceptually rigorous and pedagogically accessible. In contrast, the absence of this integration may lead to instructional practices that are either overly abstract or methodologically inconsistent.

The study also identifies a positive relationship between the integration of logical and didactic thinking and the development of students' cognitive skills. When teachers apply logical structures in combination with didactic reasoning, students are more likely to engage in analytical thinking, problem-solving, and meaningful learning. This approach encourages learners to understand not only factual information but also underlying principles and relationships, thereby promoting deeper learning and intellectual development.

In the context of pedagogical universities, the results indicate that the development of logical and didactic thinking among future teachers is often addressed implicitly rather than systematically. While teacher education programs emphasize subject knowledge and teaching methods, the explicit integration of logical reasoning with didactic reflection is not always sufficiently articulated in curricula. This finding highlights the need for more targeted pedagogical strategies that foster the conscious development of both forms of thinking as interconnected professional competencies.

Overall, the results confirm that the interrelationship between logical thinking and didactic thinking plays a crucial role in enhancing teaching quality, supporting student learning, and strengthening professional teacher competence.

Discussion

The results of this study provide important insights into the nature of logical thinking and didactic thinking as interconnected components of effective

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pedagogical practice. The findings support the view that logical thinking serves as a cognitive foundation for didactic thinking, enabling teachers to structure knowledge in a coherent and internally consistent manner. This aligns with established pedagogical theories that emphasize the role of rational analysis and systematic reasoning in instructional organization. Without logical thinking, didactic decisions risk losing conceptual clarity, which may negatively affect learners' understanding of educational content.

At the same time, the discussion highlights that logical thinking alone is insufficient to ensure effective teaching. Didactic thinking emerges as a professional form of pedagogical reasoning that contextualizes logical structures within real educational situations. Through didactic thinking, teachers interpret logical content in relation to learners' developmental characteristics, prior knowledge, and learning objectives. This interaction underscores the necessity of viewing teaching not merely as the transmission of logically ordered information, but as a complex process of pedagogical transformation and mediation.

The interrelationship between logical and didactic thinking can also be interpreted through the lens of learner-centered education. Logical thinking contributes to the clarity and consistency of instruction, while didactic thinking ensures flexibility, adaptability, and responsiveness to learners' needs. The discussion suggests that the balance between these forms of thinking enables teachers to design learning environments that promote both cognitive rigor and pedagogical sensitivity. This balance is particularly relevant in contemporary educational contexts, where diverse student populations and varied learning conditions require adaptable instructional approaches grounded in sound reasoning.

From the perspective of teacher education, the findings raise important considerations regarding the preparation of future educators. The discussion indicates that pedagogical universities should place greater emphasis on the integrated development of logical and didactic thinking. Rather than treating these competencies as separate domains, teacher education programs may benefit from instructional models that explicitly link analytical reasoning with didactic

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reflection. Such models can support future teachers in developing a holistic understanding of how cognitive processes inform pedagogical decision-making. Furthermore, the discussion points to the implications of the study for instructional innovation and professional development. Teachers who consciously integrate logical and didactic thinking are better positioned to implement innovative teaching methods, design problem-based learning activities, and foster higher-order thinking skills among students. This integration also supports reflective teaching practices, as educators are more likely to evaluate the logical coherence and pedagogical effectiveness of their instructional choices.

In summary, the discussion reinforces the significance of the interrelationship between logical thinking and didactic thinking as a core element of effective education. Recognizing and strengthening this interconnection can contribute to improved teaching quality, enhanced student learning outcomes, and the advancement of pedagogical professionalism in higher education and beyond.

Conclusion

The present study has examined the interrelationship between logical thinking and didactic thinking in the educational process, emphasizing their combined role in ensuring effective teaching and learning. The analysis demonstrates that these two forms of thinking are not independent cognitive phenomena but function as mutually reinforcing components of professional pedagogical activity. Logical thinking provides the analytical and structural basis for organizing educational content, while didactic thinking enables teachers to transform this content into pedagogically meaningful and accessible learning experiences. Their integration is therefore a fundamental condition for high-quality education.

The study confirms that logical thinking supports teachers in maintaining coherence, consistency, and clarity in instructional content. Through logical reasoning, educators are able to establish cause-and-effect relationships, sequence learning material appropriately, and guide students toward conceptual understanding rather than rote memorization. This cognitive foundation is essential for fostering students' analytical abilities and for promoting a deeper

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comprehension of subject matter. However, the findings also indicate that logical thinking alone does not guarantee pedagogical effectiveness if it is not complemented by didactic reasoning.

Didactic thinking plays a crucial role in adapting logically structured knowledge to the needs, abilities, and learning contexts of students. It enables teachers to make informed pedagogical decisions regarding teaching methods, forms of interaction, and assessment strategies. The study highlights that didactic thinking ensures the humanistic and learner-centered orientation of education, allowing instruction to remain flexible and responsive while preserving conceptual rigor. In this sense, didactic thinking serves as a bridge between abstract logic and concrete educational practice.

The interrelationship between logical and didactic thinking is particularly significant in teacher education. Pedagogical universities are responsible for preparing future teachers not only to master subject knowledge but also to develop the cognitive competencies required for effective teaching. The findings suggest that teacher training programs should more explicitly address the integration of logical analysis and didactic reflection within their curricula. Purposeful development of these competencies can enhance future teachers' ability to design instruction that is both intellectually sound and pedagogically effective.

Furthermore, the study underscores the relevance of this interrelationship for contemporary educational challenges. In conditions characterized by curricular reforms, technological integration, and increasing diversity among learners, teachers are required to make complex instructional decisions. The integration of logical and didactic thinking equips educators with the cognitive flexibility and professional judgment needed to navigate these challenges successfully. It also supports reflective practice, enabling teachers to critically evaluate and improve their instructional strategies.

In conclusion, strengthening the interrelationship between logical thinking and didactic thinking should be regarded as a strategic priority in pedagogical education and professional development. Their integrated development contributes to improved teaching quality, enhanced student learning outcomes,

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and the overall advancement of educational practice. Recognizing this interconnection provides a valuable theoretical and practical foundation for the continuous improvement of teacher education and instructional effectiveness.

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