

THE PEDAGOGICAL SIGNIFICANCE OF A SYSTEMIC APPROACH IN DEVELOPING ANALYTICAL THINKING AMONG PRIMARY EDUCATION STUDENTS

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Abstract: This article examines the pedagogical significance of a systemic approach in developing analytical thinking skills among primary education students. A systemic approach enhances students' cognitive abilities by organizing lessons logically and step by step, applying interactive methods, and incorporating problem-based tasks. Theoretical and methodological analyses indicate that a systemic approach serves as an effective pedagogical foundation for fostering analytical thinking in primary education. The article also emphasizes the need to reinforce the systemic approach with empirical research and to develop methodological tools.

Keywords: systemic approach, primary education, analytical thinking, pedagogical significance, methodological recommendations

Developing analytical thinking in students of the Primary Education program is currently one of the most pressing tasks of pedagogy. Analytical thinking enables students to systematically analyze problem situations, identify cause-and-effect relationships, and make informed decisions [1]. A systemic approach views the pedagogical process as an integrated whole, ensuring interdisciplinary integration, continuity of knowledge, and the development of students' thinking skills [2].

Applying a systemic approach in education ensures coherence in curriculum design and fosters critical thinking among students.[3]

A system is more than the sum of its parts; it is an organized whole whose elements are interrelated and interdependent.[4]

The purpose of the article is to analyze the theoretical and methodological foundations of developing analytical thinking based on a systemic approach in the field of primary education. The research was conducted using a theoretical and methodological approach. The main sources include pedagogical and psychological literature, methodologies of mathematics education, and scientific articles on the systemic approach.

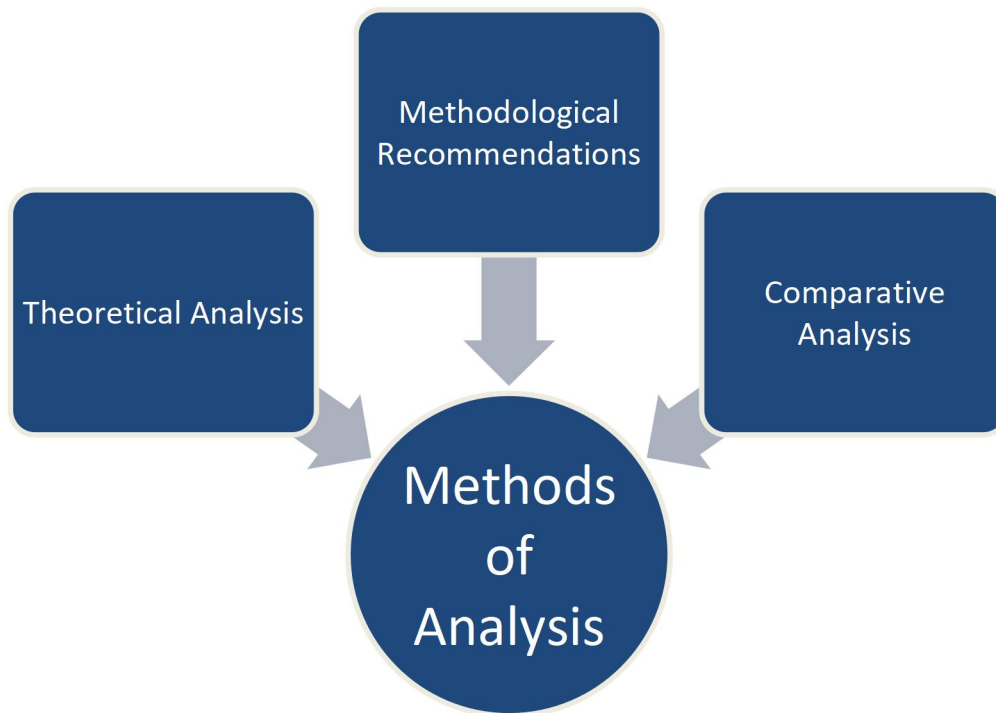
Methods of Analysis

1. Theoretical analysis – the study of the concepts of a systemic approach and analytical thinking, as well as pedagogical concepts.
2. Comparative analysis – the evaluation of the effectiveness of various methodological approaches.
3. Methodological recommendations – the development of strategies for implementing a systemic approach in the training of primary education students.



Through theoretical approaches, mechanisms of systematic planning, interactive and problem-based methods, as well as the formation of analytical thinking were analyzed [5].

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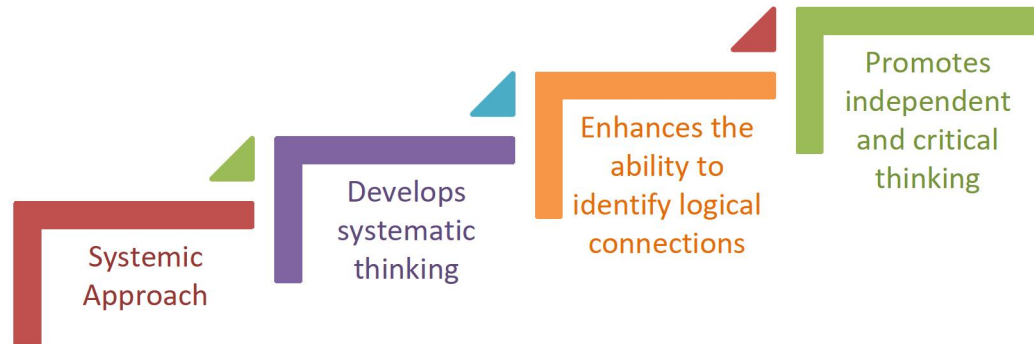
Results of Analysis

1. A systemic approach helps primary education students develop skills for consistent learning and systematic analysis of problems.

2. Problem-based tasks and interactive methods are considered effective in developing analytical thinking.

3. The theory of a systemic approach supports the development of students' thinking by organizing lessons step by step and in a logical sequence.





In the future, it is important to reinforce this theoretical approach with empirical research and to develop methodological tools aimed at assessing analytical thinking in primary education students [5],[6].

A systemic approach is considered an effective pedagogical foundation for developing analytical thinking in primary education. Systematic lesson planning, the use of interactive methods, and the incorporation of problem-based tasks enhance students' cognitive potential.

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