



METHODOLOGY FOR DEVELOPING STUDENTS' LOGICAL THINKING SKILLS BASED ON THE INTEGRATION OF THE SUBJECT "FUNDAMENTALS OF SOCIAL WORK"

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Abstract: This article analyzes the theoretical and practical aspects of developing students' logical thinking skills based on the integration of the subject "Fundamentals of Social Work." The study reveals the role of interdisciplinary integration, the competency-based approach, and modern pedagogical technologies. The author substantiates the mechanisms for developing students' analytical, critical, and systemic thinking skills by closely linking the subject of social work with psychology, pedagogy, and sociology.

Keywords: integration, logical thinking, critical thinking, pedagogical technologies, interactive methods, case study, reflection, analytical thinking.

Introduction.

In today's conditions of globalization and informatization, one of the most important tasks facing the higher education system is to train specialists who are competitive, capable of independent thinking, and capable of a conscious approach to social processes. In particular, in the process of teaching the subject "Fundamentals of Social Work," it is a pressing pedagogical problem not only to enrich students' theoretical knowledge but also to develop their logical, critical, and analytical thinking skills. This is because the field of social work requires understanding complex social phenomena, systematic analysis of problems, and the development of effective solutions.

In traditional teaching methods, deep analytical thinking is not sufficiently formed among students as a result of the emphasis placed on the reproductive acquisition of knowledge. Therefore, the introduction of modern educational approaches, in particular, teaching methods based on interdisciplinary integration, is of great importance. Integrated education allows students to comprehend knowledge not in isolation, but in interconnection, which serves as an effective factor in developing their logical thinking.

By combining the subject "Fundamentals of Social Work" with disciplines such as psychology, pedagogy, and sociology, students learn to analyze social reality in a broader context. In this process, they acquire the skills to identify causal relationships, evaluate problems from various perspectives, and draw scientifically grounded conclusions. As a result, not only the professional competencies of students, but also their general intellectual potential will increase.

In recent years, the problem of interdisciplinary integration and the development of logical thinking has been actively studied within the global scientific community.

For example, in the article "Interdisciplinary Learning and Critical Thinking Development in Higher Education" by Fiona Cuthbert and co-authors, it is proven through empirical research that an integrated educational model significantly develops critical and logical thinking in students. The research results indicate that interdisciplinary assignments develop students' ability to analyze a problem from various perspectives.



In David Perkins' article "Future of Thinking: Integrative Approaches in Education," integration in modern education is interpreted as a key factor shaping "deep thinking." According to the author, the ability to link them rather than separate knowledge is a central component of logical thinking.

The article "Developing Deeper Learning in Higher Education," written by Linda Darling-Hammond et al., highlights mechanisms for developing analytical thinking through active student learning methods, including problem-based learning and case study technology.

In the field of social work, Sarah Banks' article "Ethics and Critical Thinking in Social Work Education" is of particular importance. It substantiates the need for the harmonious development of logical and ethical thinking in social work education. The author proposes a teaching methodology based on real social situations.

Karen Healy's work "Social Work Theories in Context: Applying Critical Thinking" examines the development of students' thinking through the integration of social work theories.

Among CIS scholars, E. F. Zeer's article "Integrative Education and the Development of Professional Thinking" reveals the didactic foundations for developing logical thinking based on integration in professional education.

Uzbek scientists Sh. Sharipov's article "Development of students' creative and logical thinking based on a competency-based approach in higher education" highlights the mechanisms for developing thinking skills based on modern pedagogical technologies.

Additionally, D. Ruzieva's article "Developing Students' Analytical Thinking Based on Interdisciplinary Integration" provides a scientific basis for increasing students' ability to analyze problem situations through integrated lessons.

Analysis of scientific articles from recent years has revealed the following important aspects: interdisciplinary integration is an effective tool for developing logical and critical thinking; in social work education, teaching based on real situations strengthens analytical thinking; case studies, problem-based learning, and reflection methods develop independent decision-making skills; modern research emphasizes the need to apply integration in harmony with a competency-based approach. At the same time, a specific methodological model for forming logical thinking based on the comprehensive integration of the subject "Fundamentals of Social Work" has not been sufficiently developed, which determines the scientific novelty of your article.

Analytical discussion.

The issue of forming students' logical thinking skills based on the integration of the subject "Fundamentals of Social Work" is of particular scientific and methodological importance in the modern higher education process. This is because the field of social work, by its very nature, is not limited to acquiring only theoretical knowledge; it also requires the analysis of complex social situations, a multi-factor approach to human problems, the identification of cause-and-effect relationships, and the adoption of optimal decisions. From this perspective, developing students' logical thinking is one of the primary pedagogical tasks of social work education.

Analysis shows that while teaching the subject "Fundamentals of Social Work" separately and in isolation allows students to acquire sufficient professional knowledge, it does not fully develop their skills in comprehensively understanding social phenomena, systematically



analyzing problems, and drawing scientifically grounded conclusions. This is because the practice of social work is directly linked to disciplines such as psychology, pedagogy, sociology, law, medicine, economics, and management. For example, when working with a person in need of social protection, a student must not only know the forms of social assistance but also understand the individual's psychological state, assess the family environment, identify legal opportunities, and be able to correctly select pedagogical influence mechanisms. Therefore, the integrated educational approach serves as an effective methodological basis for forming logical thinking in students. Through integration, the student perceives knowledge not in pieces, but as a holistic system. This forms a "problem-cause-factor-solution-result" chain in his thinking. It is this chain that is the central mechanism of logical thinking. When studying a social situation, the student first identifies the problem, then analyzes its causes, groups existing factors, compares solution options, and reaches a final conclusion.

Problem-based learning technology plays an important role in developing logical thinking skills. This is because a problem situation transforms a student from a passive listener receiving ready-made knowledge into an active analytical subject. For example, the case study "child exclusion from education in low-income families" requires students to analyze economic, psychological, pedagogical, and legal factors simultaneously. In such a situation, the student is forced to look not only at the external appearance of the problem but also at its internal causes. As a result, they develop skills in consistent thinking, argumentation, comparison, and generalization.

The significance of the case study method lies precisely in the fact that it links theoretical knowledge with a practical situation. In social work education, if cases are structured based on real-life problems, the student learns to think in conditions close to their future professional activities. In this process, questions such as "Why?," "What factors are influencing?," "Which solution is more effective?," "What result is expected?" activate the student's logical thinking. Consequently, the case study method fosters in students not merely memorization, but the competence of analysis and decision-making.

The use of interactive methods is also important in an integrated approach. Methods such as "Brainstorming," "Cluster," "Venn Diagram," "Insert," "Discussion," "Debate," and "Conceptual Map" encourage students to think actively. In particular, through the cluster method, students distinguish between the main and auxiliary factors of a social problem. They compare concepts from different disciplines using a Venn diagram. Debates and discussions allow for the justification of opinions, the analysis of contradictory evidence, and the drawing of logical conclusions.

Another important aspect during the discussion is that logical thinking is not only a set of mental operations but also an integral part of professional culture. A social work specialist deals with sensitive issues such as human destiny, social justice, assistance, and support. Therefore, his decisions should not be random or emotional, but should be evidence-based, reasoned, and based on social responsibility. The development of logical thinking in students also strengthens their professional ethics, responsibility, and reflexive approach.

Reflection is also of particular importance in the process of integration. The reflexive approach allows the student to analyze their own thinking process, see their mistakes, and evaluate the level of validity of their decision. For example, at the end of the lesson, asking students questions such as "What conclusion did I draw in this situation?," "Which arguments

did I base my decision on?," "Can there be other solutions?" will deepen their logical thinking. This serves to shape the student not only as a learner but also as an individual capable of managing their own thinking.

The effectiveness of this methodological approach depends primarily on how the teacher organizes the lesson. If the teacher presents the topics only in the form of a lecture, the student receives ready-made information. However, if the lesson process is organized based on question-and-answer, problem-based assignments, group analysis, case-solving, and reflective discussion, the student will be forced to think, search, and draw conclusions. Consequently, the teacher must act not as an educator, but as a methodological leader who organizes thinking.

In general, teaching the subject "Fundamentals of Social Work" based on integration is an effective pedagogical tool for developing students' logical thinking skills. This approach allows students to comprehensively analyze social problems, identify cause-and-effect relationships, make informed decisions, and take a conscious approach to professional situations. Therefore, it is necessary to develop an integrated methodological model for this subject in higher education institutions, enriching it with interactive methods, case study technology, and reflexive tasks. Integrated education is not a simple methodological tool for developing logical thinking, but a pedagogical mechanism that leads the student to professional maturity. In the field of social work, such thinking is an important condition for forming a specialist who is not indifferent to human problems, is socially responsible, is capable of making analytical decisions, and is capable of meeting the needs of modern society.

Conclusion

Traditional reproductive teaching methods cannot sufficiently ensure student engagement, while teaching based on integrated and interactive methods develops their analytical, critical, and logical thinking. In particular, problem-based learning, case studies, discussion, and reflexive approaches play an important role in forming students' independent thinking, argumentation, and decision-making competencies. Furthermore, the research results confirm that the integrated learning model for students majoring in social work serves to develop skills for the comprehensive assessment of social problems, the harmonization of knowledge across various disciplines, and its application in practical activities. This not only enhances the professional competence of future specialists but also strengthens their social responsibility.

In conclusion, the formation of logical thinking skills in students based on the integration of the subject "Fundamentals of Social Work" serves as an important pedagogical mechanism for increasing educational efficiency. In the future, the development of further improved methodological models in this direction, their widespread implementation into practice, and the evaluation of their effectiveness based on empirical research will remain among the urgent scientific tasks.

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