

Riddles in the development of logical thinking of a child

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Abstract: *In this article the development of logical thinking of children was considered. Formation of personal ability of children, development of speech and thinking. Solving riddles is a kind of gymnastics for a child, mobilizing and training his mental strength.*

Keywords: *riddle, development, thinking, ability, child's speech, metaphor, personality, pedagogical values.*

INTRODUCTION

The term "riddle" is of ancient origin. In Old Russian, the word "guess" meant "think", "ponder. Hence the word "riddle" originated. The riddle gives a substantive description of some phenomenon, for the recognition of which requires considerable thought. In the past, riddles were one of the forms of education of youth, through them passed the life experience of people, but also tested the mental ability, ingenuity, observation, the ability to overcome considerable logical difficulties posed by the riddle. Justly wrote A. P. Kvyatkovsky: "A riddle is an intricate poetic expression, in which features of the guessed object are given in the cipher, taking away the way. The riddle is a peculiar form of detachment and is usually built on the principle of delayed metaphor" [4].

The riddle occupies a special place in the work on the development of children's thinking. Ushinsky in his book "Native Word" said that the riddle "gives the child's mind a useful exercise. Solving riddles is a kind of exercise for a child, mobilizing and training his mental strength. To guess a riddle, you need to carefully observe life, recall what he saw, compare, compare phenomena, mentally dissect, highlight each time the necessary side, combine, synthesize what he found. Guessing riddles develops ingenuity, ingenuity, reaction time, mental activity, independence, the habit of a deeper and more versatile understanding of the world.

The riddle belongs to small genres of folklore. It is very concise, figurative form given the most characteristic features of objects or phenomena. The thought in the riddle is not expressed directly, but metaphorically. To guess a riddle, the student must recall everything he or she has seen, compare the phenomena, mentally dissect them, combine them, and analyze what he or she has found.

B. I. Chicherov treats riddle as "an allegorical description of some object or phenomenon, given usually in the form of a question" [6, p. 322]. V. P. Anikin defines the riddle as "an intricate question, presented in the form of an intricate, brief, usually rhythmically organized description of some object or phenomenon" [1, p. 54]. Y. G. Illarionova believes that a riddle is "a brief description of an object or phenomenon, often in poetic form, which contains an intricate task in the form of an explicit (direct) or implied (hidden) question" [3, p. 8].

Formation of a personality of preschool children is carried out during the whole period of education in a preschool establishment. The concept of "personality" includes the social image which the person



assumes when he or she plays certain roles in life - a certain "guise", a public face addressed to others. The personality of an older preschooler is a relatively stable system of his or her behavior, built primarily on the basis of his or her inclusion in the social context. The core formation of the personality is self-esteem which is built on the estimations of other people and the estimation which the child gives to himself.

Children like to guess riddles. They enjoy both the process and the result of this peculiar mental contest. Guessing riddles sharpens and disciplines the mind, teaches children a clear logic, reasoning and proof. Solving riddles develops the ability to analyze, generalize, forms the ability to draw conclusions and inferences independently.

The well-known psychologist D.B. Elkonin noted that in early childhood, a child's speech, acting as a means of socialization with an adult and with other children, is directly connected to the practical activity which he or she performs, or to the visual situation in which or concerning which socialization takes place. The child of this age carries out activities either jointly with adults, or with their help; therefore, his or her communication is situational in nature. This gives speech a special form - situational speech, which is dialogic in most cases. This speech represents either answers to questions to adults in connection with difficulties arising in the course of activity, or a demand for satisfaction of certain needs, or, at last, questions arising from acquaintance with objects and phenomena of the surrounding reality.

Guessing riddles contribute to the active development of children's speech. Riddles enrich their vocabulary, help to see the secondary meanings of words. For example, besides the basic meaning of the verb to go ("to move"), the child becomes aware of other meanings: the mechanism works ("the clock goes"), it pours rain ("it rains"). Of course, children have more than once had the opportunity to hear and use these combinations, but in the riddle they perceive the words juxtaposed, united: "They go all day long, not a minute stands still, but all in one place" (clock). "Look through the window - a long Antoshka is coming" (rain).

The riddles expand children's understanding of the possibilities of figurative use of words:

We, when we walk, stand, And we can stand lying down. Even if we run away, we don't move either, (clock.)

The riddle in some cases gives an idea of the subject, in others - trains memory and develops imagination, thinking and speech, serves as a signal in a collective game.

N.I. Melnikov wrote that there is no exact indication when the riddle came to children, but already in the nineteenth century it existed in parallel with adults and children, it was introduced into literature.

This was a fact of recognition of its pedagogical value. It introduces the child to the joy of thinking, directs attention to objects and their prominent features, encouraging to delve into the meaning of verbal denotations of these features, increases the ability and certainty of thinking and the power of imagination. This is, so to speak, the pedagogical prerequisites of riddles.



When familiarizing preschool children with the works of oral folklore is often in the foreground content aspect and not enough attention is paid to the genre and linguistic features of these forms of folklore.

Therefore, this problem is very relevant today and requires in-depth development of specific methods of introducing children to the actual artistic merits of different genres of folklore, the methodology of working with the riddle to develop coherent figurative speech of children.

Riddles are full of cognitive meaning.

Children are interested not only to show their abilities and prove their intelligence, but also to understand what they can do without help.

The riddle as a genre of oral folk art opens up many opportunities for children. It develops logical thinking, memory, imagination, the ability not only to listen, but also to hear the content of the riddle.

Children gradually begin to understand figurative speech, metaphors, aphorisms.

The very process of riddling and guessing riddles is not a boring activity. It's fun for a child to try to find and find the right answer to a riddle that has an intricate clue.

Short questions, which may be on a variety of topics, are sure to arouse a child's interest.

This makes it possible to use riddles for the development of observation, consolidation of knowledge about the features of objects, for consolidation of the material in the classroom.

The need to enumerate features entails the use of homogeneous members of a sentence in riddles: "Small, remote, went through the earth, found a red cap" (mushroom).

The use of a word in figurative meaning is the most common technique for creating a riddle. [121]

Example of riddles:

He is both summer and winter.

Between Heaven and Earth.

I may go to him all my life.

He will always be ahead.

(Horizon)

To help children quickly master the descriptive form of speech, it is necessary to enrich their attention to the linguistic features of the riddle, to teach them to notice the beauty and originality of the artistic image

(The painted loom over the city hangs).

To understand what speech means are used to create it, to develop a taste for exact and figurative words.

Considering the material of the riddle, it is necessary to teach children to see the compositional features of the riddle, to feel the originality of its rhythms and syntactic constructions (Not a bush, but with leaves, not a shirt, but sewn - parallelism, antithesis; the maiden sits in the dungeon, and the plait in the street - embodiment, opposition; hanging pear - you cannot eat it - metaphor, etc.)

Conclusion.

Under the influence of riddles, a child develops the habit of viewing the word as a living and multifaceted speech tool. This improves not only the linguistic training of the child, but naturally and successfully develops his thinking abilities, expands ideas about the material and spiritual world.

Thus, the riddle occupies a special place in the work on the development of students' thinking, namely: "guessing riddles sharpens and disciplines the mind, accustoming children to a clear logic; develops the ability to analyze, generalize; forms the ability to draw conclusions and inferences independently" [4, p.83]. It is an excellent stimulus for the development of thinking, education of moral and aesthetic feelings of students, as well as an accessible, very effective and exciting means of learning.

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