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INTERACTIVE METHODS IN FORMING INDEPENDENT THINKING SKILLS IN PRIMARY GRADE STUDENTS

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Abstract

The article highlights the pedagogical importance of using interactive teaching methods in the process of developing independent thinking skills in primary school students. During the writing of the article, an experiment was conducted with grades 1–4 and various interactive methods were used to study the impact of students' analytical thinking, logical conclusions, and reasoning skills, and their impact was analyzed scientifically and theoretically.

Keywords

Globalization, information, independent thinking, creative approach, interactive methods, primary school, independent thinking, creativity, educational effectiveness.

Introduction. In our republic, teaching the younger generation to think independently and creatively has become a state-level issue. The problem of directing primary school students to creative activities in the educational process is given special attention in world pedagogy and psychology. In today's globalization and information society, new requirements are being placed on the education system. Now it is not enough to give students ready-made knowledge, but it is important to educate them as independent thinkers who can make the right decisions in problem situations. In the formation of independent thinking skills in primary school students, interactive methods, such as question-and-answer, discussion, group project work, "Brainstorming", "Venn diagram", "Role playing", "Think-Pair-Share" encourage students to actively participate, solve problems and justify their opinions, which develops their creative and critical thinking.

Literature and materials analysis. Among the scientists of our republic, Sh.Abdullaeva [1], M.Kulaxmetova [12], Ch.T.Shakirova [13] can be recognized for their work on organizing lessons in primary grades based on modular innovative technologies and forming students' creative thinking abilities. Also, various aspects of teaching in primary grades of general secondary schools were studied by B.R.Adizov [2], R.Ibragimova [4], Sh.Nurullayeva [10], Sh.Sharipov [14], F.Kho‘jjiyeva [16]. The psychological foundations of the thinking process were studied by E.G‘oziyev [3], V.Karimova [8], R.Sunnatova [15] and Z.Nishonova [9], while the problem of developing sanogenic (healthy) thinking was studied by M.Ismailov [5; 6; 7] was studied by. The development of students' thinking in the general secondary education system, the creative organization of the educational process, the method of problem-based research, creative work, and the impact of didactic games on students' educational activities and thinking have been the object of research by a number of scientists [2; 4; 10; 12]. For example, the process of teaching students to think creatively in the process of literary education was reflected in the research of K. Husanbayeva. The researcher noted that positive results can be achieved in teaching students to think creatively in the process of primary education if the following are followed: 1) the necessary conditions for students' creative thinking are created in lessons; 2) didactic games and tasks that teach students to think creatively are consistently used in lessons; 3) if creative work methods are consistently and systematically used in the educational process; 4)

if problem situations are created during the lesson and students' participation is ensured; 5) if the teacher himself has mastered the skills of creative thinking; 6) if teacher-student cooperation is properly established, the set goal can be achieved.

Discussion and results. Independent thinking is the ability of a person to think freely about a specific problem, draw conclusions based on existing knowledge, and justify their point of view. The formation of this skill in the primary grades serves as a solid foundation for subsequent stages of education. According to experts, independent thinking develops the following main characteristics in a person: Self-awareness - a person acquires the ability to recognize and evaluate his own thoughts and views. Critical evaluation - when receiving information, he is able to check its source, reliability, and logic. Making new decisions - developing new solutions based on existing information and experience. Creative approach - the ability to freely express one's thoughts and find new solutions develops. Today, the use of effective educational and methodological approaches in the educational process is of great importance. From this perspective, interactive methods are recognized as an important tool for improving the quality of education and developing students' independent thinking, creative and critical thinking skills. Interactive methods, unlike traditional teaching methods, involve students as active participants, forming their ability to exchange ideas, communicate and solve problems. Interactive methods are a set of pedagogical approaches that organize an active and effective learning process based on interaction between teachers and students. They allow students to independently form, analyze and apply their knowledge in practice. Each method serves to increase the activity of students and the level of understanding of the subject. Interactive methods are of great importance in the pedagogical process, serving to develop students' knowledge, skills and personal qualities. They not only improve the quality of education, but also form independent thinking, creative approach and social skills. Therefore, the widespread use of interactive methods in the modern educational process is an important pedagogical task. Methods used in class:

Grade 1: Children's imagination and speech were developed through the "Storytelling" method.

Grade 2: Students' creativity was increased through the "Scene View" method.

Grade 3: Analytical thinking was developed through questions and answers and open lessons.

Grade 4: Logical and independent thinking was strengthened through the "Intelligence" game. Problem-based learning is a teaching method that is formed through students' independent study of the subject, analysis of their knowledge, and solving practical problems. This method activates the learning process, turning students from passive spectators into active participants. Problem-based learning is important in the modern pedagogical process, forming students' independent thinking, critical thinking, creative approach, and social skills. This method allows students to consolidate knowledge and develop their abilities by analyzing real-life problems and finding solutions. Therefore, problem-based learning should be widely used as an effective pedagogical tool in the educational process. For example, by asking students problematic questions on the topic of “Nature Conservation”, their skills in identifying cause-and-effect relationships were developed. This approach encourages students to find independent solutions. A total of 32 primary school teachers and 195 respondent students participated in the experimental work. In the process of scientific research, scientific research methods such as interviews, question-and-answer, observation, experiments, questionnaires, and studying students' creativity were used. At the beginning of the experiment, interviews were conducted with subject teachers and they filled out a questionnaire designed to develop creative thinking skills in students. According to the responses given by the teachers, most teachers (27)

emphasized the need to create favorable conditions for the effective process of teaching students to think creatively. However, when asked about the guidance of creative work, 21 teachers said that they give instructions. In addition, teachers noted that students are hesitant in communicating with teachers (29) and that they strictly control every action of students (23). This situation does not allow students to develop creative thinking skills in the educational process. Analysis of the results of the questionnaires conducted with teachers showed that it is necessary to further enrich the methods of teaching creative thinking in the process of teaching native language and reading literacy. At the exploratory experimental stage, pedagogical activities were also organized to determine the level of development of creative thinking skills in students.

To achieve the goal, the content of general secondary school textbooks, lessons and extracurricular activities was studied and their potential for developing creative thinking skills in students was identified. The results of the exploratory stage showed that students in all grades had almost the same indicators, with the lowest level of development of creative thinking skills in students in terms of average significance being 50.9%, the middle level 22.8%, and the highest level 26.3% (see Table 1). Table 1 Average significance level of development of creative thinking skills in primary school students (exploratory stage)

Classes	Levels of development		
	Lower	Middle	High
Experience classes	51 / 51,2%	22 / 22,5%	25 / 26,3%
Control classes	48 / 50,5%	23 / 23,0%	26 / 26,5%
Average	99 / 50,9%	45 / 22,8%	51 / 26,3%

If we pay attention to the results of the exploratory research stage, there is almost no significant difference in the levels of development of creative thinking skills in students of the experimental and control groups. Therefore, it is necessary to clarify the didactic conditions that allow developing creative thinking skills in primary school students.

Conclusion. Interactive teaching methods are important in forming independent thinking skills in primary school students. These methods increase students' interest in knowledge, educate them as active and independent individuals. A positive environment created by the teacher, effective methods used, and communication built on trust in the child are the main guarantees of raising an independent-thinking generation. A child who can think independently is a modern, open-minded person who can solve life problems. Therefore, paying attention to the formation of this skill is an important task of every teacher.

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