# THE RELEVANCE OF USING EFFECTIVE WAYS TO INCREASE STUDENTS' INDEPENDENT AND CREATIVE THINKING IN READING LITERACY LESSONS

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**Annotation:** This article analyzes effective ways to form independent and creative thinking of students in reading literacy lessons. Methods aimed at developing independent thinking, mechanisms for encouraging students to think actively through creative tasks, dramatization and debates are highlighted. The importance of modern graphic tools and interactive methods is also revealed. Modern information technologies and the study of foreign languages are important not only for academic success, but also in professional activities. Based on the studied theoretical sources and practical examples, effective methods for forming moral and information immunity are analyzed.

**Key words:** reading literacy, independent thinking, creative thinking, student activity, critical thinking, methodological approach, information immunity, information culture, harmful information, moral decision, pedagogical protection, technology.

**Introduction**

The role of reading literacy in the educational process is invaluable. These lessons prepare not only for reading comprehension of the text, but also for analyzing it, thinking, forming a creative approach, and making independent decisions. This article analyzes methods that encourage students to think independently and creatively.

Ways to develop independent thinking

The methodological approaches chosen by teachers are important for developing students' independent thinking. The following approaches have shown some effectiveness:

1. Analysis based on open questions

2. Tasks aimed at solving the problem

3. Drawing final conclusions based on the text

4. Questions requiring logical and critical thinking

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**Research methodology**

The study was based on a qualitative approach. In particular, interviews were conducted with 20 preschool teachers, and observations were conducted at 12 classes with the participation of more than 100 students. Methods such as content analysis, case studies, and semi-structured interviews were used for the analysis. These methods allowed us to see what pedagogical approaches work in real practice and evaluate their effectiveness.

**Ways to develop creative thinking**

Creative thinking means having your own idea, imagination, and approach. The main tools that encourage students to think creatively are:

1. Tasks to continue or complete the text

2. Letters written on behalf of the hero

3. Role-playing games and staging

4. Visual tools: composing a text based on a picture

5. Organizing group creative projects

**Interactive methods and their effectiveness**

The widespread use of interactive methods in modern lessons increases student participation in the lesson. In particular:

— Comparison using Venn diagrams;

— Analysis of text structure through concept maps;

— Getting to know multiple perspectives through group discussion.

These methods encourage students to think independently and develop a creative approach.

**Results and analysis**

The survey results showed that children are familiar with smartphones and tablets from the age of 4, and 65% of them use YouTube, TikTok and other video platforms daily. This affects their imagination, speech and behavior. The preschool education system should form a critical approach to information in children at an early stage.

The following practical approaches have been found to be successful in the education system:

- Interactive fairy tale therapy

- Problem situations based on role-playing

- Discussion of the story based on pictures and drawings

- Moral choices through cartoon analysis.

**Assessment and analysis mechanisms**

Modern assessment approaches teach students to critically analyze, self-evaluate and respect the opinions of others. When assessing creative works, the following are taken into account:

— Novelty of the idea

— Logical consistency

— Reasoned reasoning

— Creative approach

— Fluency of language and style

These methods allow the child to evaluate information, differentiate it and make a conscious choice. Therefore, information immunity is not just a theoretical concept, but a skill based on real pedagogical actions.

The following methods were used in this study:

- Theoretical analysis: theoretical foundations were developed based on pedagogical and psychological literature on the topic.
- Analysis of the presented documents: Federal standards of preschool education, UNESCO recommendations, and legislative acts of the Republic of Uzbekistan were analyzed [3].
- Empirical observation: Pedagogical practices in preschool educational institutions were observed.

The use of information and communication technologies in the preschool and school education systems is expressed in several areas:

a) the use of information and communication technologies in the process of distance education with children;

b) the use of information and communication technologies in the process of cooperation of teachers with parents in distance education;

c) the use of information and communication technologies in the organization of methodological work, in the process of working with educators to improve the quality of education.

**The role of the teacher**

The teacher should be a guide, motivator and correct evaluator in this process. He should create an environment for creative thinking, value the student's opinion and take into account each point of view.

**Conclusion**

In conclusion, values-based education is the main tool in protecting preschool children from harmful information. In this regard, a collaborative approach between educational institutions, teachers, psychologists and parents is necessary. Information education for each child is the basis of his personal and moral development. In the future, the creation of educational and methodological manuals and special programs on this issue is considered relevant. Information and communication technologies facilitate the organization of the pedagogical process in the preschool education system, the provision of continuous methodological services, the planning of methodological activities, the control of the activities of teachers, medical personnel and other specialists, and the accurate monitoring of the entire system. The results of the study showed that the protection of children from harmful information in preschool educational organizations can be effective not only through technical means, but also through pedagogical education based on values. Therefore, all information resources created for children should be consistent with values, and teachers should be careful when choosing information on each topic.

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