

PEDAGOGICAL SIGNIFICANCE OF PROBLEM-BASED LEARNING TECHNOLOGIES IN DEVELOPING INDEPENDENT THINKING SKILLS OF PRIMARY SCHOOL STUDENTS**Khudoynazarova Mukhlisa Bakhadirovna**Shahrisabz State Pedagogical Institute Theory and Methodology of
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Annotation. This article analyzes the scientific-theoretical and practical aspects of using problem-based learning technologies in developing independent thinking skills among primary school students. It is scientifically substantiated that learning activities organized on the basis of problem situations contribute to increasing students' cognitive activity, developing logical thinking, and ensuring conscious acquisition of knowledge.

Keywords: primary education, independent thinking, problem-based learning, cognitive activity, pedagogical technology, learning effectiveness, thinking.

Introduction

In the modern education system, an individual's ability to think independently and consciously approach problem situations is considered one of the key competencies. Especially at the primary education stage, developing students' independent thinking skills is regarded as a determining factor for success in subsequent stages of education. During this period, students' thinking abilities, capacity for logical reasoning, and interest in learning develop intensively.

Educational reforms being implemented in the Republic of Uzbekistan require organizing the educational process based on innovative approaches. From this perspective, introducing problem-based learning technologies in primary classes is considered one of the urgent pedagogical tasks. Problem-based learning contributes to increasing students' activity, encouraging independent inquiry, and ensuring deep mastery of knowledge.

Literature Review and Methodology

Issues related to independent thinking and problem-based learning have been widely studied in pedagogy and educational psychology. In L. S. Vygotsky's socio-cultural theory of development, it is scientifically substantiated that students' thinking becomes more active through problem situations in the learning process. In the studies of J. Dewey and J. Bruner, problem-based learning is interpreted as an effective means of engaging students in an active knowledge acquisition process. In A. N. Leontiev's activity theory, the cognitive process is emphasized as being inseparably linked with an individual's active practical actions.

In Uzbek pedagogical science, issues related to introducing problem-based learning technologies into the primary education process are addressed in the scientific works of D.

O‘rinboyeva, N. To‘xtayeva, and E. Ziyayev. These studies substantiate the importance of problem-based learning in developing students’ cognitive activity and independent thinking.

Methodologically, this research is based on learner-centered, activity-based, and systemic approaches. During the study, empirical data were collected and analyzed through pedagogical observation, interviews, and experimental teaching sessions.

Experimental Work and Results

Experimental work was carried out in primary classes of general secondary schools. Learning activities were organized based on problem situations, and students were given tasks aimed at analysis, comparison, and drawing conclusions. During the lessons, students’ willingness to express independent opinions, questioning activity, and level of mastery of learning material were regularly observed.

The experimental results showed that students’ cognitive activity and independent thinking skills developed significantly in lessons where problem-based learning technologies were applied. Students began to demonstrate a more active attitude toward problem situations, while their ability to justify opinions and draw logical conclusions was strengthened. The obtained results confirm that problem-based learning technologies have high pedagogical effectiveness in primary education.

Conclusion

Developing independent thinking skills among primary school students is one of the important tasks of the educational process. The use of problem-based learning technologies increases students’ cognitive activity, develops their thinking abilities, and promotes conscious acquisition of knowledge. The research results indicate that problem-based learning is an important pedagogical factor in improving the effectiveness of primary education.

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