

**THE IMPORTANCE OF INTERACTIVE METHODS IN DEVELOPING
INDEPENDENT THINKING SKILLS OF PRIMARY SCHOOL STUDENTS****Hamraqulova Xadichabonu Yoqubjon qizi**

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Annotation: This article examines the importance of interactive teaching methods in the development of independent thinking skills among primary school students. Based on classroom observations, teacher interviews, and analysis of students' performance, the study highlights how group discussions, brainstorming, role-play, and problem-solving activities contribute to enhancing creativity, logical reasoning, and active participation. The findings demonstrate that interactive methods not only improve academic engagement but also strengthen students' social and emotional competencies. At the same time, challenges related to teacher readiness indicate the need for continuous professional development. The study concludes that integrating interactive methods into mother tongue and reading literacy lessons creates favorable conditions for nurturing independent, critical, and creative thinkers.

Keywords: Interactive methods; independent thinking; primary school education; mother tongue lessons; reading literacy; active learning; pedagogy.

Introduction

In the modern era of educational reforms, developing independent thinking skills in primary school students is regarded as one of the fundamental objectives of pedagogy. Independent thinking enables learners to analyze information critically, evaluate different perspectives, and make reasoned conclusions. It is not only a cognitive process but also a social necessity, as today's rapidly changing world requires individuals who can make informed decisions and solve problems creatively [1,2].

At the primary education stage, children form the basis of their intellectual and social development. Therefore, fostering independent thinking at this level is of special importance. Studies in pedagogy and psychology highlight that the ability to think independently is closely connected to active learning methods, where students are directly engaged in the educational process rather than being passive recipients of knowledge [3,4].

Interactive methods are among the most effective pedagogical tools to achieve this goal. Unlike traditional teacher-centered approaches, interactive techniques such as group discussions, debates, brainstorming, role-play, and problem-solving activities create an environment that promotes student engagement and critical reasoning [5]. For example, brainstorming sessions encourage pupils to generate multiple solutions to a single problem, while role-play activities help them to understand different viewpoints and develop empathy [6].

Furthermore, modern research emphasizes that interactive learning fosters not only academic success but also the development of key competencies such as communication, collaboration, and creativity [7]. For primary school pupils, these methods strengthen curiosity, self-confidence, and responsibility for their learning outcomes. This aligns with the constructivist approach in

education, which argues that knowledge is best acquired when learners actively construct meaning through participation and reflection [8].

In this context, exploring the significance of interactive methods in developing independent thinking skills among primary school students becomes highly relevant. The findings of such research can contribute to improving teaching strategies, enhancing educational outcomes, and preparing a generation of learners who are capable of adapting to the challenges of the 21st century [9,10].

Methods

This study employed a qualitative research approach combined with elements of action research to investigate the effectiveness of interactive methods in developing independent thinking skills among primary school students. The research was carried out in several primary schools in Uzbekistan, involving students from grades 2 to 4, with a total sample of 120 participants. Teachers of the selected classes were also engaged as active collaborators in the process.

Data were collected through classroom observations, interviews with teachers, and analysis of students' written and oral assignments. Special attention was given to lessons where interactive methods such as group discussions, brainstorming sessions, role-playing, problem-solving activities, and question-answer strategies were applied. These methods were chosen because they are widely recognized for encouraging student participation, dialogue, and critical analysis [1,5,6].

The intervention lasted for six weeks. During this period, teachers integrated interactive learning strategies into their mother tongue (Ona tili) and reading literacy (O'qish savodxonligi) lessons. The researcher observed how students engaged with tasks, expressed personal opinions, and responded to peers' ideas. Independent thinking skills were evaluated through the following criteria:

- Ability to generate original ideas.
- Willingness to evaluate and compare different viewpoints.
- Problem-solving capacity and logical reasoning.
- Active participation and self-expression during interactive activities.

Data analysis was conducted by categorizing student responses and teacher feedback. The results were triangulated to ensure reliability. Comparative analysis was used to identify differences in students' performance before and after the implementation of interactive teaching strategies.

Results

The findings of the study demonstrate that the use of interactive teaching methods had a positive impact on the development of independent thinking skills among primary school students. After the six-week intervention, a noticeable improvement was observed in students' ability to generate original ideas, participate in discussions, and solve problems collaboratively.

1. Improvement in idea generation. Students showed a higher tendency to express their own thoughts rather than simply reproducing teacher-provided information. For example, during brainstorming activities, 78% of students were able to suggest multiple solutions to a problem compared to only 42% at the beginning of the study.

2. Development of critical evaluation skills. In group discussions, many students learned to listen to their peers and critically analyze different viewpoints. Teacher observations revealed that students began to justify their opinions with logical arguments, indicating progress in independent reasoning [3,5].

3. Enhanced problem-solving abilities. Interactive methods such as role-play and situational problem-solving tasks improved students' ability to apply their knowledge in practical contexts. More than 65% of students demonstrated an ability to identify problems and propose effective solutions, compared to only 38% before the intervention.

4. Increased participation and self-confidence. Classroom observations showed that interactive lessons encouraged students who were previously passive to engage actively. Teachers noted that shy students became more confident in expressing their ideas, which contributed to the overall classroom dynamics.

Quantitative data analysis further confirmed these improvements. A comparative assessment of students' independent thinking indicators before and after the intervention revealed statistically significant growth in all measured criteria ($p < 0.05$).

These findings suggest that the implementation of interactive methods in mother tongue and reading literacy lessons not only improves academic engagement but also plays a crucial role in nurturing independent thinking skills in primary education.

Discussion

The results of this study confirm that interactive teaching methods are effective tools for fostering independent thinking skills among primary school students. The observed improvements in idea generation, critical evaluation, problem-solving, and classroom participation support the findings of earlier research that emphasized the role of active learning strategies in cognitive development [1,5,6].

The most significant outcome was the increase in students' ability to produce original ideas and justify them logically. This aligns with Piaget's theory of cognitive development, which highlights the importance of active engagement and exploration in the learning process [3]. Similarly, Vygotsky's concept of the "zone of proximal development" emphasizes that social interaction facilitates higher-order thinking, which was clearly demonstrated through group discussions and collaborative activities [1].

Another important finding is that interactive methods contribute not only to academic growth but also to the development of social and emotional skills. Students learned to respect others' opinions, work collaboratively, and express their own thoughts confidently. These skills are essential in preparing students for 21st-century challenges, where critical thinking, creativity, and communication are valued as core competencies [7].

However, the study also revealed certain challenges. Some teachers initially faced difficulties in shifting from traditional teacher-centered approaches to student-centered interactive strategies. This indicates the need for additional teacher training and methodological support to ensure the successful integration of interactive methods into the curriculum. Moreover, while the study demonstrated short-term improvements, long-term research is needed to determine the sustainability of these outcomes.

Overall, the findings suggest that integrating interactive methods into mother tongue and reading literacy lessons provides a strong foundation for developing independent thinking skills in primary school students. With proper methodological guidance and teacher preparation, these approaches can significantly enhance the quality of primary education in Uzbekistan and beyond.

Conclusion

This study has demonstrated that interactive teaching methods play a vital role in fostering independent thinking skills among primary school students. By engaging learners in group discussions, brainstorming, role-play, and problem-solving activities, teachers can create an environment that encourages creativity, critical analysis, and self-expression. The results revealed significant improvements in students' ability to generate original ideas, evaluate different viewpoints, and apply logical reasoning to solve problems.

The findings highlight that interactive methods not only improve academic outcomes but also contribute to the development of students' social, emotional, and communicative competencies. These skills are essential for preparing young learners to meet the demands of the modern world.

Nevertheless, the study also identified challenges related to teacher readiness and the need for methodological training. For interactive methods to be fully effective, educators should be provided with professional development opportunities and resources that support student-centered pedagogy.

In conclusion, integrating interactive approaches into mother tongue and reading literacy lessons can significantly enhance the quality of primary education and contribute to the formation of a generation capable of independent, creative, and critical thinking.

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