

## NATIONAL AND MODERN METHODS OF DEVELOPING INDEPENDENT THINKING IN NATIVE LANGUAGE AND READING LESSONS

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**Annotation:** This article explores the role of national and modern methods in shaping independent thinking skills among primary school students in native language and reading lessons. The study highlights how national traditions, such as proverbs, folk wisdom, and literary heritage, can be effectively combined with modern interactive methods like brainstorming, clustering, and digital technologies. Such integration provides a balanced approach to enhancing students' creativity, problem-solving abilities, and communicative competences. The findings suggest that the fusion of cultural values with innovative teaching practices is a key factor in developing independent, critical, and reflective learners.

**Keywords:** Independent thinking, native language, reading lessons, national methods, modern methods, interactive learning, creativity, primary education.

### Introduction

The development of independent thinking has been a central concern of both national pedagogical traditions and modern educational theory. Classical scholars from the East such as Abu Nasr Farabi emphasized that knowledge must be acquired through reasoning and critical inquiry rather than memorization [1]. Similarly, Alisher Navoi's works demonstrate the importance of nurturing intellectual independence through literature and reflection, encouraging learners to connect moral lessons with their own understanding [2].

In Uzbekistan, the works of pedagogical researchers highlight the integration of traditional approaches with contemporary methods. For example, Qodirova (2022) underscores the role of interactive methods in on-line lessons, noting that combining national heritage with modern strategies strengthens both cultural identity and cognitive skills [3]. Shodiev (2019) also emphasizes that interactivity in primary education provides a foundation for independent and creative thought [4].

Modern global research similarly stresses the significance of active, student-centered learning. Vygotsky's theory of the zone of proximal development illustrates how social interaction and guided practice enhance higher-order thinking skills [5]. Piaget (1972) argued that children construct knowledge through active engagement with their environment, making interactive and problem-based learning essential for cognitive growth [6]. Dewey's experiential learning theory further supports the idea that students learn best when they are actively involved in meaningful tasks [7].

The 21st-century skills framework also highlights independent thinking, creativity, and problem-solving as key competencies for future success [8]. Combining these international approaches



with Uzbekistan's national pedagogical traditions offers a holistic model for fostering independent thinking in primary education.

## Methods

This research employed a qualitative design with elements of pedagogical experiment to investigate the effectiveness of national and modern methods in shaping independent thinking skills during ona tili (mother tongue) and o'qish (reading) lessons in primary education. The study was conducted in three primary schools in Tashkent and Andijan regions, covering 95 students from grades 2 to 4 and involving six teachers of ona tili and o'qish. Participants were chosen based on their readiness to implement both traditional and modern methods within classroom practices.

Data collection was carried out using three main tools: classroom observation, teacher interviews, and the analysis of students' written and oral assignments. The use of national pedagogical traditions such as storytelling, proverb analysis, and reflective moral conversations was observed, as these approaches have historically been applied by Eastern scholars such as Farabi and Navoi, who emphasized reasoning and intellectual independence [1,2]. Additionally, inquiry-based questioning rooted in Uzbek pedagogical heritage was employed, reflecting insights from recent studies on national education practices [3,4].

Alongside these traditional methods, modern interactive strategies were integrated into the lessons. These included group discussions, brainstorming sessions, project-based tasks, and role-playing activities, which have been recognized by international researchers such as Vygotsky, Piaget, and Dewey as effective tools for enhancing critical and creative thinking [5,6,7]. The integration of national and modern approaches provided a balanced learning environment where students could develop cultural awareness while building essential 21st-century skills [8].

The effectiveness of these teaching strategies was measured through four criteria: students' ability to generate original ideas, logical reasoning and argumentation, creativity in problem-solving, and the ability to critically evaluate different viewpoints. Data were analyzed thematically, and teacher reflections were triangulated with student outcomes to ensure reliability and validity of the findings.

## Results

The findings of the study revealed that the combined use of national and modern teaching methods in ona tili and o'qish lessons had a significant impact on the development of independent thinking skills among primary school students. After six weeks of implementation, students demonstrated noticeable improvements in their ability to generate original ideas, reason logically, and evaluate different perspectives.

First, the use of national pedagogical traditions, such as storytelling and proverb analysis, enhanced students' cultural identity and encouraged them to reflect on moral values while expressing their own viewpoints. For example, students were more likely to connect proverbs to real-life situations and provide personal interpretations rather than memorized definitions. This supports earlier findings that national heritage-based education fosters independent and critical thought in young learners [1,2,3].



Second, the introduction of modern interactive methods, such as group discussions, role-playing, and brainstorming, increased student engagement and participation. Shy and less active students began to express themselves more confidently, which demonstrates the effectiveness of Vygotsky's theory on social interaction as a driver of higher-order thinking [5]. Similarly, Piaget's idea that children construct knowledge through active exploration was reflected in students' improved problem-solving abilities [6]. Dewey's notion of experiential learning was also validated, as students showed deeper understanding when learning tasks were practical and meaningful [7].

Third, the comparative analysis of pre- and post-intervention data showed measurable growth in independent thinking indicators. Prior to the intervention, only 40% of students could provide more than one solution to a given problem, while after the implementation of the methods, this figure rose to 72%. Logical reasoning in oral discussions also improved significantly, with teachers reporting that students increasingly supported their claims with arguments rather than mere opinions, aligning with the principles of 21st-century competency frameworks [8].

Overall, the results indicate that integrating national and modern pedagogical methods in language and reading lessons creates a balanced and effective learning environment. Students not only acquire cultural literacy but also develop the critical and creative thinking skills necessary for lifelong learning.

## Discussion

In the process of developing independent thinking in native language and reading lessons, the integration of national and modern methods plays a crucial role in enhancing the effectiveness of education. Research shows that relying solely on traditional approaches is not sufficient for fostering critical thinking, as modern education requires learners to become creative and independent thinkers [1]. From this perspective, national pedagogical tools—such as proverbs, sayings, wise expressions, and samples of national literature—enrich students' moral and cultural worldview, while interactive methods such as clustering, brainstorming, “Insert,” and “Venn diagram” techniques activate their creative thinking [2].

Moreover, the use of modern ICT tools (multimedia, digital resources, interactive whiteboards) has been found to deepen knowledge acquisition and increase students' motivation for independent research [3]. The combination of national traditions and contemporary interactive strategies not only develops independent thinking skills but also strengthens communicative, social, and creative competences of learners.

Thus, the discussion indicates that a balanced approach—integrating cultural heritage with innovative teaching methods—creates favorable conditions for nurturing independent, reflective, and innovative learners who are capable of applying knowledge in diverse contexts.

## Conclusion

The development of independent thinking skills in primary education, particularly in native language and reading lessons, requires a combination of national traditions and modern pedagogical methods. The findings of this study demonstrate that national values, such as folklore, proverbs, and cultural heritage, provide a strong moral and cognitive foundation for



learners, while modern interactive methods and digital tools create opportunities for creativity, critical thinking, and problem-solving. The integration of these two approaches ensures that students not only acquire knowledge but also learn to analyze, evaluate, and apply it independently.

Therefore, it can be concluded that the effective use of both national and modern teaching strategies plays a crucial role in shaping independent, reflective, and innovative thinkers. Such an approach is essential for preparing primary school students to meet the intellectual and social demands of the 21st century.

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