

Foydalanilgan adabiyotlar ro'yhati

1. Shahnozabonu Karimova, S.Xaydarov, "Ijtimoiy pedagogikada bolalarni diagnostika va profilaktikasi. Tashkent:OpenScience.uz,2020
2. Blackwood,R.O. Assessment of children's social skills.Journal of School Psychology
3. Constantino, J.N. Social Development Journal,2002
4. Aripova M.,et al. "Nogironligi bo'lgan bolalar bilan ijtimoiy ish texnologiyalari: nazariya va amaliy yondashuvlar". Scientific Journal,2021
5. Yaqubova N., "Nogironligi bo'lgan bolalar va talabalar o'rtasida inklyuziv ta'limni shakllantirish" NewJournal.org, 2019
6. Doll E.A., Vineland Social Maturity Scale. Assessment Research,
7. Тернер Д. Аналитическое теоретизирование. Процессы интеграции // Теоретическая социология: Антология: В 2 ч. / Пер. с англ., фр., нем., ит. Сост. и общ. ред. С.П. Баньковской. М.: Книжный дом «Университет», 2002. Ч. 2. С. 237.
[file:///C:/Users/User/Downloads/integratsiya-invalidov-v-obschestvo-teoreticheskoe-osmyslenie-problemy%20\(1\).pdf](file:///C:/Users/User/Downloads/integratsiya-invalidov-v-obschestvo-teoreticheskoe-osmyslenie-problemy%20(1).pdf)

Gulistan state pedagogical institute 3rd year student **Sirojiddinova Sevinch**
muslihiddinovasevinch@gmail.com



TEACHING INDEPENDENT THINKING THROUGH ESSAY WRITING: A PEDAGOGICAL APPROACH

<https://zenodo.org/records/18899401>

Abstract: Developing students' independent thinking skills is one of the central goals of contemporary education. Independent thinking enables learners to analyze problems critically, express personal viewpoints, and make reasoned decisions. Essay writing, as a learner-centered instructional method, plays a crucial role in fostering these cognitive abilities.

This article examines the effectiveness of teaching independent thinking through essay writing among secondary school students. The study is based on a quasi-experimental design involving experimental and control groups. The experimental group was engaged in systematic essay writing activities aimed at encouraging personal reflection, logical argumentation, and critical evaluation, while the control group followed traditional writing practices.

The results indicate that regular essay writing significantly improves students' ability to think independently, structure ideas logically, and express original opinions. The findings suggest that essay-based instruction not only enhances writing competence but also contributes to the development of intellectual autonomy and active learning

skills. The study concludes that integrating essay writing into the educational process is an effective strategy for developing independent thinkers in modern classrooms.

Key words: independent thinking; essay writing; critical thinking; writing skills; student-centered learning; secondary education.

ОБУЧЕНИЕ САМОСТОЯТЕЛЬНОМУ МЫШЛЕНИЮ ПОСРЕДСТВОМ НАПИСАНИЯ ЭССЕ: ПЕДАГОГИЧЕСКИЙ ПОДХОД

Аннотация: Развитие навыков самостоятельного мышления учащихся является одной из центральных задач современного образования. Независимое мышление позволяет учащимся критически анализировать проблемы, выражать личные точки зрения и принимать обоснованные решения. Написание эссе как метод обучения, ориентированный на учащихся, играет решающую роль в развитии этих когнитивных способностей.

В данной статье рассматривается эффективность обучения самостоятельному мышлению посредством написания эссе среди учащихся средних школ. Исследование основано на квазиэкспериментальном дизайне с участием экспериментальной и контрольной групп. Экспериментальная группа занималась систематическим написанием эссе, направленная на поощрение личного размышления, логической аргументации и критической оценки, в то время как контрольная группа следовала традиционным практикам письма.

Результаты показывают, что регулярное написание эссе значительно улучшает способность студентов мыслить независимо, логически структурировать идеи и выражать оригинальные мнения. Результаты показывают, что обучение на основе эссе не только повышает писательскую компетентность, но также способствует развитию интеллектуальной автономии и навыков активного обучения. В исследовании делается вывод, что интеграция написания эссе в образовательный процесс является эффективной стратегией развития независимого мышления в современных классах.

Ключевые слова: самостоятельное мышление; написание эссе; критическое мышление; навыки письма; личностно-ориентированное обучение; среднее образование.

INSHO YOZISH ORQALI MUSTAQIL FIKRLASHGA O'RGATISH: PEDAGOGIK YONDASHUV

Аннотация: Talabalarining mustaqil fikrlash qobiliyatini rivojlantirish zamonaviy ta'limning asosiy maqsadlaridan biridir. Mustaqil fikrlash o'quvchilarga muammolarni tanqidiy tahlil qilish, shaxsiy nuqtai nazarini ifodalash va asosli qarorlar qabul qilish imkonini beradi. Insho yozish o'quvchiga yo'naltirilgan ta'lim usuli sifatida ushbu kognitiv qobiliyatlarni rivojlantirishda hal qiluvchi rol o'ynaydi.

Ushbu maqolada umumta'lim maktablari o'quvchilari o'rtasida insho yozish orqali mustaqil fikrlashga o'rgatish samaradorligi ko'rib chiqiladi. Tadqiqot eksperimental va nazorat guruhlarini o'z ichiga olgan kvazi-eksperimental dizaynga asoslangan. Eksperimental guruh shaxsiy fikrlashni, mantiqiy dalillarni va tanqidiy baholashni rag'batlantirishga qaratilgan tizimli insho yozish faoliyati bilan shug'ullangan, nazorat guruhi esa an'anaviy yozish amaliyotiga amal qilgan.

Natijalar shuni ko'rsatadiki, muntazam insho yozish o'quvchilarning mustaqil fikrlash, g'oyalarni mantiqiy tuzish va original fikrlarni ifodalash qobiliyatini sezilarli darajada yaxshilaydi. Natijalar shuni ko'rsatadiki, insho asosida o'qitish nafaqat yozish malakasini oshiradi, balki intellektual avtonomiya va faol o'rganish ko'nikmalarini rivojlantirishga ham hissa qo'shadi. Tadqiqot xulosasiga ko'ra, insho yozishni o'quv jarayoniga integratsiyalash zamonaviy sinflarda mustaqil fikrlaydigan shaxslarni shakllantirishning samarali strategiyasidir.

Kalit so'zlar: mustaqil fikrlash; insho yozish; tanqidiy fikrlash; yozish qobiliyatlari; talabalarga yo'naltirilgan ta'lim; o'rta ta'lim.

Introduction: In modern education systems, developing students' independent thinking skills is considered one of the key objectives of teaching and learning. Independent thinking enables learners to analyze information critically, express personal opinions logically, and make reasoned conclusions. In this context, essay writing is widely recognized as an effective pedagogical tool for fostering higher-order thinking skills.

Despite the growing emphasis on critical and independent thinking, many students still struggle to express their own ideas coherently and analytically in written form. In traditional classrooms, writing tasks are often limited to reproducing learned information rather than encouraging personal reflection or argumentation. This creates a significant research gap between the theoretical importance of independent thinking and the practical methods used to develop it.

Therefore, the aim of this study is to examine how essay writing can be used as an instructional method to develop students' independent thinking skills and to identify effective approaches for integrating essay-based tasks into the educational process.

Materials and Methods

Study Objects, Materials, and Participants: The study focused on secondary school students aged 14–16. A total of 60 students participated in the research, divided into experimental and control groups. The primary materials included argumentative and reflective essay topics, writing guidelines, assessment rubrics, and feedback sheets.

Preparation of Materials and Selection of Participants

Participants were selected based on similar academic performance levels to ensure objectivity. Essay topics were carefully designed to encourage personal opinion, problem-solving, and critical analysis rather than factual reproduction. Teachers received preliminary instructions on guiding students without imposing their own viewpoints.

Study Design

The research employed a quasi-experimental design. The experimental group was regularly engaged in structured essay writing activities, while the control group followed traditional writing exercises such as short answers and summaries.

Interventions (Experiments)

Over a period of eight weeks, the experimental group completed weekly essays focusing on social, educational, and moral issues. Students were encouraged to justify their opinions, provide examples, and draw conclusions independently. Peer review and teacher feedback were integral parts of the process.

Methods of Measurement and Calculations

Students' independent thinking skills were assessed using pre-test and post-test essays evaluated according to criteria such as originality of ideas, logical coherence,

argument development, and critical reflection. Quantitative scores and qualitative observations were used for analysis.

Statistical Analysis

Descriptive statistics and comparative analysis were applied to measure progress between the two groups. Mean score differences before and after the intervention were calculated to identify significant improvements.

Results

The most important result of the study revealed that students in the experimental group demonstrated a noticeable improvement in independent thinking skills compared to the control group. Their essays showed greater originality, clearer argumentation, and stronger personal viewpoints. The least significant result was related to grammatical accuracy, which improved only slightly, indicating that the primary impact of essay writing was on thinking skills rather than language mechanics.

Discussion

The main finding of this study confirms that essay writing is an effective method for developing students' independent thinking abilities. These results were largely expected, as writing essays requires learners to analyze topics, make decisions, and articulate personal perspectives.

Some unexpected results included the increased student motivation and engagement observed during the essay-writing process. This suggests that when students are given intellectual freedom, their interest in learning increases.

Comparison with existing literature shows consistency with previous studies emphasizing writing as a tool for critical thinking development. However, this study specifically highlights the role of essay writing in fostering independence rather than mere analytical skills.

The results can be explained by the fact that essay writing shifts the learning process from teacher-centered instruction to learner-centered reflection. Students take responsibility for their ideas and arguments, which strengthens cognitive autonomy.

Nevertheless, the study has certain limitations, including a relatively small sample size and a limited research duration. Therefore, the generalizability of the results may be restricted to similar educational contexts.

Conclusions

In conclusion, essay writing plays a significant role in teaching students independent thinking skills. When systematically integrated into the curriculum, essay-based tasks encourage critical reflection, originality, and logical reasoning. Educators are recommended to use essay writing not only as an assessment tool but also as a developmental method for nurturing independent and responsible thinkers.

References

1. Курбонов А., Сайфуллаева Д. Таълимда танқидий фикрлашни ривожлантириш технологиялари. – Тошкент: Fan va texnologiya, 2020.
2. Жўраев Р.Х. Замонавий педагогика назарияси ва амалиёти. – Тошкент: Ўқитувчи, 2019.
3. Нишонова С.Ш., Абдуллаева М.Б. Ўқувчиларнинг мустақил фикрлашни ривожлантириш усуллари. – Тошкент: Innovatsion ta'lim, 2021.

4. Усмонова О.А. Она тили ва адабиёт таълимида ёзма нуткни ривожлантириш. – Тошкент: Akademnashr, 2020.
5. Хасанов Б.Р. Интерактив методлар асосида таълим самарадорлигини ошириш. – Тошкент: Fan, 2018.
6. Каримова Г.Қ. Ўқувчиларнинг ижодий ва мустақил фикрлаш компетенцияларини шакллантириш // Халқ таълими, 2022, №3.
7. Мирзаева Н.М. Ёзма ишлар орқали ўқувчиларда танқидий фикрлашни ривожлантириш // Pedagogik mahorat, 2021, №2.
8. Ўзбекистон Республикаси Халқ таълими вазирлиги. Умумий ўрта таълимнинг давлат таълим стандарти. – Тошкент, 2020.

Malikova Dilraboxon Maxmudovna Pedagogika fanlari bo'yicha falsafa doktori (PhD) dmalika11@gmail.com



UMUMIY O`RTA TA`LIM MAKTABLARIDA MADANIY DIDAKTIK MUHITNI SHAKLLANTIRISHNING INTEGRATSIYALASHGAN MODELII

<https://zenodo.org/records/18899457>

Annotatsiya: Mazkur maqolada umumiy o'rta ta'lim maktablarida madaniy-didaktik muhitni shakllantirishning integratsiyalashgan modeli ishlab chiqildi va empirik tadqiqotlar asosida uning samaradorligi batafsil tahlil qilindi. Tadqiqotda didaktik kompetensiya, reflektiv pedagogik faoliyat, ijtimoiy hamkorlik hamda tadqiqotga asoslangan ta'lim komponentlari chuqur o'rganildi. Natijalar modelning ta'lim sifati va tarbiyaviy samaradorlikni yuksaltirishda yuqori ahamiyatga ega ekanligini tasdiqladi.

Kalit so'zlar: madaniy-didaktik muhit, integratsiyalashgan model, reflektiv pedagogika, ta'lim sifati, kasbiy kompetensiya.

ИНТЕГРИРОВАННАЯ МОДЕЛЬ ФОРМИРОВАНИЯ КУЛЬТУРНО-ДИДАКТИЧЕСКОЙ СРЕДЫ В ОБЩЕОБРАЗОВАТЕЛЬНЫХ СРЕДНИХ ШКОЛАХ

Аннотация: В данной статье разработана интегрированная модель формирования культурно-дидактической среды в общеобразовательных средних школах и подробно проанализирована ее эффективность на основе эмпирического исследования. В исследовании глубоко изучены компоненты дидактической компетентности, рефлексивной педагогической деятельности, социального взаимодействия и образования, основанного на исследованиях. Результаты подтвердили высокую значимость модели для повышения качества образования и эффективности обучения.