

Article

## An Innovative Approach to Achieving The Effectiveness of Independent Thinking

Jumayeva Shakhlo Suyunovna<sup>1</sup>

1. Lecturer, Karshi State Technical University  
[jumayevashaxlo507@gmail.com](mailto:jumayevashaxlo507@gmail.com)

**Abstract:** As is known, the development of education in the current era has brought a new direction - innovative activities. This article discusses independent thinking and its main characteristics. In this regard, the types of innovative approaches are analyzed.

**Keywords:** Exhibition perception, electron presentation, consumption costs, illustrated banners-posters, handouts, picturers.

**Citation:** Suyunovna J S.  
An Innovative Approach to  
Achieving The Effectiveness  
of Independent Thinking.  
Web of Synergy :  
International  
Interdisciplinary Research  
Journal 2026, 5(1), 222-226.

Received: 10<sup>th</sup> Feb 2026

Revised: 11<sup>th</sup> Mar 2026

Accepted: 19<sup>th</sup> Apr 2026

Published: 19<sup>th</sup> May 2026



**Copyright:** © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

### INTRODUCTION

In the first years of our republic's independence, fundamental reforms were initiated in the field of education. From now on, "the cultivation of a spiritually fully developed individual, the improvement of education and upbringing, and the development of a new generation that will realize the idea of national awakening will become one of the most important tasks of our state" [1]. In particular, "Innovation is something completely new in a specific situation, which we can use when we understand it" "Innovation is a novelty in the innovative, production, institutional, financial, scientific and technical and other spheres", "Innovation is a material result obtained from the introduction of capital into new techniques or technologies, new forms of organization of production, labor, service provision and management, including new forms of control and accounting, planning and analysis methods", "Innovation is a socio-economic process that leads to the creation of products and technologies that are the best in their characteristics through the practical use of ideas and inventions; when innovation is directed to economic benefit, its appearance on the market can bring additional income". This is evidenced by the following definitions [2].

In this short period, the "Language Teaching Concept," the Law of the Republic of Uzbekistan "On Education," and the "National Personnel Training Program" have been adopted. State educational standards have been approved and verified according to their requirements, and textbooks with new content have been created. Teachers are increasingly interested in the development and application of pedagogical technologies, information technology, and innovation in their work.

Interest is growing, and developing students' creative skills and abilities has become a primary goal. There is a growing desire to implement the most effective, especially non-traditional, interactive teaching methods, tools, and techniques [3]. Demonstrating success in innovation, identifying shortcomings, and identifying outstanding work has become a pressing issue. The use of demonstration methods of teaching stems from the didactic principle of demonstration, expressed in J. A. Comenius's work, "The Great Didactic." [4]. "Students should learn about things they can perceive, and perceive, of course, through the senses—that is, by seeing with the eyes what can be seen, hearing with the ears what can be heard, smelling with the nose what can be smelled, tasting with the taste buds, and touching with the hands what can be felt," he wrote.

#### LITERATURE ANALYSIS AND METHODOLOGY

As is known, the development of education in the modern era has brought a new direction to the fore - innovative activity. The term "innovative pedagogy" and the research associated with it appeared in the 60s of the 20th century in Western Europe and the USA. The initial studies covered the practice of innovative activity and the widespread dissemination of advanced pedagogical experiences, while later the issues of managing innovative developments, organizing changes in education, and the conditions necessary for the "life and activity" of innovation were analyzed. The concept of "innovation" began its new life in the scientific works of the Austrian economist Y. Schumpeter at the beginning of the 20th century as a result of the analysis of "innovative combinations" and changes in the development of economic systems. [5]. Schumpeter is one of the first scientists to introduce this term into scientific use in economics in the 1900s. Innovation is a change in the factors of production (new combinations) motivated by an entrepreneurial spirit. Expository teaching methods were endorsed and developed by all great educators. J. G. Pestalozzi wrote: "My most important starting point is this: human observation of nature itself is the only true basis of education, because it is the only basis of human knowledge. Everything that follows is simply the result or conceptual concept of this sense perception." [6]. Pestalozzi to a certain extent enriched the principle of proof. Defending the need for proof, he believed that the senses provide us with disordered information about the world around us. Education should eliminate clutter in observations, clearly define objects, and group objects of the same kind and those that are closely related—that is, form concepts.

The importance of visualization in learning is confirmed not only by everyday observations and people's work experience (a picture is worth a thousand words), but also by specific experiments.

Visual perception has great potential. It is not visualization itself, but its combination with speech and practical activities that is most effective for memorization.

Visual aids used in teaching include teacher demonstrations and real natural objects that students encounter during excursions, walks, etc. Visual teaching methods can be divided into two groups: illustrative and demonstration. Illustrative methods include posters, maps, drawings, diagrams, handouts, pictures, photographs, tables, and graphs. Demonstration methods include devices, dynamic applications, and technical means of demonstration—films, filmstrips, slides, sound, and audiovisual media.

In lessons, handouts, among other tools, stimulate students' thinking and verbal activity. That is, what students should memorize deeply and firmly, what they retain in their memory, what becomes part of their level and worldview—these are objects they memorize firmly.

As is well known, teachers use handouts in every lesson throughout the school year. These materials supplement the native language textbook and also serve as support for the teacher when reviewing, memorizing, and deepening previously covered material.

First, the student reads the assignments in the textbook, sometimes with the teacher's assistance, sometimes independently, and studies the order and methods for completing them. Then, they work independently with the handouts [7].

#### RESULTS AND DISCUSSION

The assignments contained in the handouts are varied; they help students organize their independent work, thereby enabling them to think independently, search for

information, and develop important skills such as analysis and drawing conclusions. Handouts can be used both as in-class assignments and as homework. One card can also be used for a different topic.

When using these teaching materials, teachers must consider students' knowledge levels and ability to work independently. Teachers can modify each condition on a card, or use a card issued in one round as material for another round. It is also possible to use multiple conditions attached to a single card, selecting only a few. Thus, these teaching materials are created to accommodate the varying levels of students learning them [8].

The main goal of innovative pedagogical technology is to achieve mastery of the material presented as a specific assignment in each lesson. Each teacher clearly defines the scope of knowledge students should master, based on their lesson plan. Innovative pedagogical technology is a necessary element of students' active work and thinking during the acquisition of knowledge. "New pedagogical technology" requires teaching students critical thinking. Critical thinking means understanding various aspects of the knowledge being studied. Critical thinking can also be called reflective thinking. The educational process is only effective when students reach a level of independent thinking. The main goal and essence of educational technologies is the development of critical thinking and the teaching of thinking. Because only knowledge acquired through independent study and reflection becomes solid, and the owner of this knowledge can apply it in various contexts.

A number of scientists have expressed their opinions on the use of computers in education, its advantages and disadvantages [9-11]. In recent years, Uzbek scientists have also conducted specialized research in this area. A computer can become a teacher's closest assistant. Especially at a time when there is a great need for textbooks and teaching aids, and it is impossible to provide all students with the necessary materials, we need computer services. Necessary texts, assignments, handouts, various drawings, and tables for a lesson can be efficiently prepared on a computer and transmitted to students. As Sh. Begimkulov acknowledged, the introduction of new technologies into the educational process does not lead to the replacement of the teacher by technical means, but rather to a change in their tasks and role, as well as to a more complex educational process [12]. Now a teacher is:

- a course developer – a creator of courses;
- a facilitator – a consultant on teaching methods;
- a tutor – a specialist in interactive course presentation;
- an observer – requires a specialist in learning outcomes monitoring methods.

When creating a course, the following should be considered:

- learning objectives;
- methods for achieving these objectives;
- methods for presenting educational materials;
- teaching methods;
- types of learning assignments;
- discussion questions;
- methods for organizing debates and discussions;

In addition to computer technology skills, teachers should be able to apply the following:

- computer demonstrations when explaining new educational materials.

Leveraging these capabilities;

- preparing presentations for each lesson;
- organizing lessons using the internet, educational software, and assessment software;
- methodological preparation for the lesson, searching for and organizing additional information, preparing teaching materials;
- skills for organizing and managing the educational process using computer technology.

A slide is a communication sheet of a certain size on which presentation elements created for a specific purpose are placed. Presentation tools created for a specific purpose should be based on the lesson objective and the content—the essence of the lesson. Presentation tools include any text, image, table, or diagram placed on a slide, as well as animation and sound [13][14].

Using slides as demonstration material in an electronic presentation opens a wide range of possibilities for teachers. In an electronic presentation of educational material, the presentation of material through animation facilitates student learning and enhances clarity. Demonstration slides can also be distributed to students as handouts. Students can respond to and analyze the slides.

This will help students acquire the following skills:

- Long-term retention of assigned data;
- A broader perception of the world;
- Systematization of thoughts;
- Developing thinking skills;
- Expanding vocabulary;
- Forming conclusions and questions on the topic under discussion;
- Analyzing and systematizing their knowledge and skills;
- Planning their educational activities;

Based on the subject content, lessons can utilize information resources such as reference books, encyclopedias, virtual libraries, geographic maps, drawings, animations, texts, statistical and dynamic representations of visual information, and audio images (recorded audio, music, etc.) [15].

### CONCLUSION

Conducting lessons based on this new pedagogical approach is both simple and quick, and, most importantly, very cost-effective.

"In a democratic society, children, and every individual, are raised as free thinkers. If children don't learn to think freely, the effectiveness of the education provided will inevitably be low. Of course, knowledge is necessary. But... independent thinking is a great asset," he said, demonstrating the importance of independent thinking for the development of a nation and society. Handouts are used to review, reinforce topics, and systematize acquired knowledge. Before handing out cards, students must work with the teacher to complete the exercises presented in the textbook, understanding the conditions, order, and methods for completing them. In short, the main factor ensuring effective learning is the student's interest and engagement in the learning process. Therefore, every teacher must be a creator and popularizer of new modern technologies and methods that spiritually nourish students and encourage them to be active.

### REFERENCES:

- [1] President Shavkat Mirziyoyev, "Appeal to the Oliy Majlis," Khabar.uz. [Online]. Available: <https://www.khabar.uz/siyosat/prezident-shavkat-mirziyoyev's-reference-to-the-oliy-majlis>
- [2] I. Balabanov, *Innovative Management*. Saint Petersburg, Russia, 2001.
- [3] M. Jumanyozova, "Innovative activity is a guarantee of the quality of education," *Continuous Education*, no. 6, p. 89, Tashkent, Uzbekistan, 2004.
- [4] Yu. V. Yakovets (Ed.), *Innovation: Theory, Mechanism, State Regulation*. Moscow, Russia: RAGS, 2000.
- [5] A. Kulagin, "Assessment and self-assessment of scientific organizations," *Innovative Economy*, pp. 54–55, 2011.
- [6] N. S. Mamadov, *Innovative Management of General Education School*, Candidate of Pedagogical Sciences Dissertation, Tashkent, Uzbekistan, 2009, p. 17.
- [7] B. Santo, "Innovation and global intellectualism," *Innovation*, no. 9, p. 5, 2006.
- [8] OECD, *Innovation and Growth in Education Systems*, Paris, France: OECD Publishing, 2020.
- [9] World Bank, *Innovation Policy and Economic Development*, Washington, DC, USA: World Bank Group, 2021.

- 
- [10] United Nations, Science, Technology and Innovation for Sustainable Development, New York, NY, USA: UN, 2022.
  - [11] European Commission, Innovation Scoreboard Report, Brussels, Belgium, 2023.
  - [12] Harvard Business Review, "The Role of Innovation in Modern Management," 2021.
  - [13] Drucker, P. F., Innovation and Entrepreneurship. New York, NY, USA: Harper & Row, 1985.
  - [14] Schumpeter, J. A., The Theory of Economic Development. Cambridge, MA, USA: Harvard University Press, 1934.
  - [15] Global Innovation Index, World Intellectual Property Organization Report, Geneva, Switzerland, 2023.