

PRINCIPLES FOR FOSTERING INDEPENDENT THINKING IN GRADES 7-8 THROUGH ENGLISH EDUCATION

Khamidova Irodakhon Bobir kizi
PhD student, Namangan State University
E-mail: irodaxonbobirqizi@gmail.com
Tel: +99893 506-19-96

Abstract: This article explores the foundations for fostering independent thinking in 7th- and 8th-grade students through English language education. Drawing on perspectives from both Uzbek and international experts, the research outlines four primary categories of principles: linguistic, didactic-pedagogical, psychological-psycholinguistic, and methodological. Each category contributes to enhancing students' critical reflection, creativity, autonomy, and problem-solving skills. The research highlights that principles such as student-centered instruction, the integration of teaching and learning, awareness, engagement, clarity, accessibility, sustainability, and a scientific basis form a strong groundwork for encouraging higher-order thinking in secondary education. By consistently implementing these principles, English lessons become more than just a means of language acquisition; they serve as an effective platform for cultivating independent, self-directed thinkers.

Keywords: independent thinking, English language teaching, secondary school learners, linguistic principles, didactic-pedagogical principles, psychological-psycholinguistic principles, methodological principles, critical reflection.

ПРИНЦИПЫ РАЗВИТИЯ НЕЗАВИСИМОГО МЫШЛЕНИЯ У УЧЕНИКОВ 7-8 КЛАССОВ ПОСРЕДСТВОМ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: В данной статье рассматриваются основы развития независимого мышления у учащихся 7-8 классов посредством изучения английского языка. Опираясь на мнения узбекских и международных экспертов, исследование выделяет четыре основные категории принципов: лингвистические, дидактически-педагогические, психолого-психолингвистические и методологические. Каждая категория способствует развитию у учащихся критического мышления, креативности, самостоятельности и навыков решения проблем. Исследование подчеркивает, что такие принципы, как ориентированное на ученика обучение, интеграция преподавания и обучения, осведомленность, вовлеченность, ясность, доступность, устойчивость и научная основа, формируют прочную основу для развития мышления более высокого порядка в средней школе. Последовательное применение этих принципов делает уроки английского языка не просто средством усвоения языка, а эффективной платформой для воспитания независимых, самостоятельных мыслителей.

Ключевые слова: независимое мышление, преподавание английского языка, учащиеся средней школы, лингвистические принципы, дидактически-педагогические принципы, психолого-психолингвистические принципы, методологические принципы, критическое осмысление.

7-8-SINFLARDA INGLIZ TILI TA'LIMI ORQALI MUSTAQIL FIKRLASHNI RIVOJLANTIRISH TAMOIYILLARI

Annotatsiya: Ushbu maqolada 7 va 8-sinf o'quvchilarida ingliz tili ta'limi orqali mustaqil fikrlashni rivojlantirish asoslari o'rganiladi. O'zbek va xalqaro mutaxassislarning nuqtai nazaridan kelib chiqqan holda, tadqiqot tamoyillarning to'rtta asosiy toifasini ajratib ko'rsatadi: lingvistik, didaktik-pedagogik, psixologik-psixolingvistik va metodologik. Har bir toifa o'quvchilarning tanqidiy mulohazalarini, ijodkorligini, mustaqilligini va muammolarni hal qilish ko'nikmalarini oshirishga hissa qo'shadi. Tadqiqotda o'quvchiga yo'naltirilgan ta'lim, o'qitish va o'rganishni integratsiyalash, xabardorlik, ishtirok, aniqlik, kirish imkoniyati, barqarorlik va ilmiy asos kabi tamoyillar o'rta ta'limda yuqori darajadagi fikrlashni rag'batlantirish uchun mustahkam zamin yaratishi ta'kidlangan. Ushbu tamoyillarni izchil amalga oshirish orqali ingliz tili darslari shunchaki tilni o'zlashtirish vositasidan ko'proq narsaga aylanadi; ular mustaqil, o'zini o'zi boshqaradigan fikrlovchilarni tarbiyalash uchun samarali platforma bo'lib xizmat qiladi.

Kalit so'zlar: mustaqil fikrlash, ingliz tilini o'qitish, o'rta maktab o'quvchilari, lingvistik tamoyillar, didaktik-pedagogik tamoyillar, psixologik-psixolingvistik tamoyillar, metodologik tamoyillar, tanqidiy mulohaza.

INTRODUCTION

This article provides important insights and suggestions on how to implement effective strategies for encouraging independent thinking in 7th and 8th grades through English teaching. These strategies assist both educators and students in delivering quality lessons and cultivating future independent thinkers. Consequently, students are able to engage in authentic language usage and enhance their critical thinking abilities. Promoting independent thinking is a primary goal in modern education as it equips students to think critically, evaluate information, and make independent choices. This research, which incorporates both Uzbek and global academic perspectives, highlights the significance of organized teaching strategies. These strategies not only enhance language skills but also contribute to the development of advanced cognitive abilities.

LITERATURE REVIEW

Scholars from both international and local backgrounds, along with Professor Jamol Jalolovich Jalolov, clarify that the rules and guidelines for educating students are

known as principles. A principle denotes a systematic idea, whereas a method represents a broader overview of a collection of principles. The guidelines they implement in their teaching are essential principles that influence the learning process. These principles are formulated based on the chosen methods and approaches pertinent to particular instruction. In contemporary teaching methodology, the term “principle of teaching” frequently suggests that both educators and learners have a significant role in foreign language education. However, the learning process is a multifaceted system that encompasses the actions of both the teacher and the student. Effective organization of this process is unattainable without a solid foundation of clearly defined principles. These principles are fundamental to the interactions between the teacher and the student. It is important to note that many researchers and scholars have identified various principles for developing methods and techniques in the domain of foreign language teaching methodology. We categorize them as follows: Muhabbat Shakirovna Ruzmetova emphasizes in her research that the principles of foreign language instruction are grounded in the foundational work of E.I. Passov (1965–1970). This structure builds upon the general didactic principles suggested by Ya.A. Kamensky and also incorporates contemporary linguistic, didactic-pedagogical, psychological-psycholinguistic, and methodological perspectives specific to foreign language teaching. These interconnected principles facilitate the achievement of educational and methodological goals. The selection and implementation of teaching methods and techniques are guided by these principles to ensure alignment with their intended objectives. According to international scholars, Larsen-Freeman and S.L. Mackay assert that linguistic, didactic, and psychological factors are vital in foreign language instruction.

METHODOLOGY

The research employs a theoretical and analytical framework that incorporates perspectives from prominent authorities in linguistics, pedagogy, psychology, and methodology. The principles of teaching foreign languages are classified into four

distinct categories: linguistic, didactic-pedagogical, psychological-psycholinguistic, and methodological. Each category is assessed for its potential to foster independent, reflective, and creative learners within secondary education. We examined the writings of J.J. Jalolov, M.Sh. Ruzmetova, SH. Tajibayev, E.I. Passov, V.E. Peshkova, L.P. Solonsova, Larsen-Freeman, and S.L. Mackay concerning the methodologies for teaching foreign languages. Based on their insights, we identified and emphasized the key principles that are most relevant to teaching English at the secondary school level.

I: Linguistic Principles: These principles focus on the systematic advancement of language abilities, concentrating on the structure, sounds, grammar, and vocabulary of the English language. They ensure that teaching approaches are in line with the language's linguistic features, fostering both precision and fluency.

II. Didactic-Pedagogical Principles: These principles are grounded in established educational theories. They underline the significance of organized lesson planning, clear goals, and the gradual development of independent thinkers. Key concepts include accessibility, consistency, and intentional learning. These notions guarantee that instruction is structured and effective.

The didactic principles relevant to teaching foreign languages can be summarized as follows:

1. L.P. Solonsova emphasizes that **the Principle of Personally Oriented Teaching** is essential for promoting independent thinking. By prioritizing personalized learning, this principle empowers students to become self-sufficient thinkers who define their own educational objectives. It fosters creativity, improves self-awareness, and cultivates personal characteristics that support self-growth. This method shifts the interaction between teachers and students into a partnership based on shared knowledge instead of authoritarian dominance, motivating learners to express their thoughts, consider diverse perspectives, and engage in meaningful conversations. Such a setting promotes critical

reflection and decision-making, thereby developing the skills necessary for independent and self-directed thinking.

2. The Principle of Integrating Teaching and Learning. In fostering independent thinking, the teacher plays a vital role and remains an active participant in the educational experience. The teacher's professional impact is crucial, as they guide, demonstrate, and support the development of students' cognitive and reflective skills. By implementing the principle of "Integration of Teaching and Learning," educators not only deliver knowledge but also encourage cultural awareness, ethical reasoning, and critical thinking. They provide learners with opportunities to share their thoughts, assess various viewpoints, and make independent choices. In our study, this principle was included because promoting independent thinking necessitates the teacher's intentional and professional involvement in nurturing self-directed, reflective, and responsible learners.

3. The Principle of Consciousness is essential as students must understand what they are studying.

4. Alongside the principles mentioned earlier, **the Principles of Activity and Clarity** are commonly implemented in Uzbekistan's general secondary education for foreign language instruction. The Principle of Activity promotes active engagement of learners, motivating students to take part in hands-on tasks, discussions, and problem-solving activities that boost their cognitive and communication skills. The Principle of Clarity is vital for educators to present educational materials in a well-organized and understandable way, aiding comprehension and retention. Collectively, these principles effectively contribute to the cultivation of independent thinking by allowing learners to actively engage with content, clearly grasp concepts, and autonomously apply knowledge in meaningful situations.

5. The Principle of Durability ensures that educational content remains memorable and can be applied in various communication situations. Retaining material

effectively involves making it accessible, implementing a range of exercises, and presenting it in a way that evokes an emotional response from learners. This principle is linked to the principle of consciousness: what students understand and grasp is more likely to be memorized successfully. A key factor in the durability of material retention is providing ample practice with the educational content to allow for its free reproduction and application in communicative and verbal contexts.

6. The Principle of Accessibility and Feasibility asserts that educational materials should be designed according to the students' age and cognitive abilities from the start. This principle reflects how training is organized to align with students' skills, ensuring they do not face overwhelming challenges. However, this does not mean challenges should be absent; facing difficulties is essential for fostering a sense of achievement. It is important to maintain an acceptable level of difficulty, following the guideline of one challenge at a time. This strategy helps achieve a fundamental aim of education: to cultivate a desire to learn rather than stifle it. Feasibility is indicated by the amount of content presented, the required level of understanding, and the pace of advancement. This principle should also guide decisions regarding the quantity and type of homework assigned.

7. The Principle of Scientific Basis in Learning emphasizes that education should be grounded in the latest developments in language science, pedagogy, didactics, psycholinguistics, psychology, and related fields.

8. The Principle of Purposefulness and Motivation in education asserts that the learning process, which involves a complex and interconnected interaction between teachers and students, must be directed towards specific goals and motivations that align with the personal ambitions of the students.

The learning process is steered by overarching objectives established by society and educational curricula, along with particular aims set by the educator for each part of the educational journey, which take into account the nature of the educational institution.

It is crucial for teachers to accurately pinpoint specific objectives for every category of activity—educational, formative, and developmental—and to focus all their efforts on achieving these goals.

This intentionality is mirrored in the selection of teaching methods, the organization of lessons, the content of instructional strategies, and the educational resources used.

In essence, the whole educational process should be directed at reaching the established objectives efficiently and with minimal expenditure of time and effort from both educators and students (i.e., in an optimal manner).

9. The principle of a personalized approach to learners necessitates the creation of ideal conditions for each student's successful learning during both group and whole-class activities. To effectively carry out this principle, the teacher examines the unique characteristics of every student, as well as the contexts in which they live and study, and incorporates these factors into the organization of the educational process.

III. Psychological-Psycholinguistic Principles: These principles center on the cognitive and emotional dimensions of language learning, taking into account aspects such as learners' motivation, memory, and personal learning styles. They highlight the importance of fostering a supportive environment that promotes active participation and alleviates anxiety when using the language.

IV. Methodological Principles: Within the realm of foreign language instruction, these principles inform the selection of communicative, task-oriented, and immersive strategies designed to achieve practical language skills. They advocate for interactive, student-centered methods tailored to the specific objectives of language teaching. Collectively, these principles influence the planning and execution of English language instruction, ensuring that the approaches and techniques align deliberately with educational goals. By following these guidelines, teachers can promote effective and lasting language learning.

RESULTS

The analysis indicates that principles such as individualized instruction, the blending of teaching and learning, awareness, active participation, clarity, accessibility, durability, and a scientific foundation create a strong basis for promoting independence. These principles inspire learners to actively engage with the material, share their viewpoints, consider various perspectives, and utilize their knowledge in real-world situations. By methodically integrating these principles, English lessons evolve from simple language teaching into a tool for fostering intellectual autonomy.

DISCUSSION

The results imply that English instruction for grades 7–8, influenced by these principles, aids in developing independent thinkers who can reflect critically, solve problems, and pursue lifelong learning. This underscores the dual purpose of language education: enhancing communicative skills while also nurturing independent and creative individuals.

CONCLUSION

To summarize, the foundations for fostering independent thinking among learners in grades 7–8 through English language instruction include linguistic, didactic-pedagogical, psychological-psycholinguistic, and methodological aspects. Researchers from Uzbekistan and internationally—such as J.J. Jalolov, M.Sh. Ruzmetova, E.I. Passov, L.P. Solonsova, D. Larsen-Freeman, and S.L. Mackay—stress the necessity of balancing language structure with communicative practices. They further highlight the importance of merging clear didactic approaches with creativity while promoting motivation along with learner autonomy.

These principles not only facilitate organized and focused teaching but also establish an atmosphere where students are motivated to actively participate, think critically, and make independent choices throughout their educational journey. As a result, implementing these principles in secondary education transforms language classes into

a space for nurturing self-sufficient, analytical, and innovative thinkers equipped for lifelong learning.

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