



**TECHNOLOGIES FOR DEVELOPING THE COMPETENCE OF
WORKING WITH BOOKS IN TEACHING STUDENTS TO THINK
INDEPENDENTLY (IN THE EXAMPLE OF CLASS 5–6)**

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Abstract

This article offers the role and importance of book work competence in the process of developing independent thinking among 5th–6th grade students. Based on pedagogical observation, survey, and experiments, the study analyzed the development of students' reading culture, analytical thinking, critical approach, and creative facilities. The experimental class demonstrated that the use of interactive technologies (insert, cluster, Venn diagram) significantly improved learning efficiency. As a result, the independent thinking indicators of the experimental group were 20–25% higher compared to the control group. The article discusses the educational and intellectual value of reading and suggests effective technologies for fostering independent thinking in students.

Keywords: Independent thinking, book work competence, 5th–6th grade, interactive methods, reading culture, insert technology, cluster, Venn diagram, critical thinking, creativity.

Today, one of the urgent issues is the formation and development of students' ability to think independently in the educational process. Because a person who can think independently becomes active, creative, and proactive in society. In the formation of independent thinking competence to work with the book it is important. The book is a source of knowledge, a tool that develops thinking, and one of the main sources that expand the independence and worldview of the student.

In the process of modernization of the education system in the Republic of Uzbekistan, special attention is paid to the issues of reading culture, independent research and formation of critical thinking skills in students. State educational standards also envisage the development of students' competencies in working with



books, searching for information, analyzing and summarizing. Especially for students of grades 5–6, this period is a very important stage in intellectual and psychological development.

Therefore, this article analyzes the technologies of forming independent thinking through the competence of working with books on the example of 5–6th grade students.

In many foreign and local studies, the role of reading in personal development is highlighted. Including: J. Dewey (Dewey) emphasizes “independent learning activities as the main principle in the educational process. L.S. Vygotsky connects the development of thinking in students with the social environment and communication, in which the process of working with the text is considered as the main tool. Uzbek pedagogic scientists - A. Avloni, A. Qadiri, Sh. Sharipov, N. Turaqulovs have shown the educational importance of the book in the intellectual development of students.

In recent years, students in education based on a competency approach working with information, independent research, critical thinking innovative technologies for the formation of competencies are being developed. Including in the process of working with the book cluster, Venn diagram, insert technology, BBB Table, conceptual map, Case-study methods are being used effectively.

The study relied on the following methods:

- Pedagogical observation: In grades 5–6, students' practical activities in working with books were studied.
- Questionnaire and interview: students were informed about reading habits and difficulties in independent thinking.
- Pedagogical experience: interactive methods were used to develop the competence of working with books.
- Analysis and comparison: the results of the experimental and control classes were studied by comparison.



Research object: 5–6th grade students.

Subject: technologies for the development of independent thinking through the competence of working with books.

Studies have shown that the process of forming independent thinking skills in students directly depends on their culture of working with books. Reading serves not only as a source of knowledge, but also as a means of educating thinking, reasoning, justifying and proving one's own opinion. During this period, students of the 5–6th grade actively engage in educational activities and begin to form their own worldview. Therefore, the development of their competence in working with books is one of the main factors of independent thinking.

The technologies used in the experiment aroused the interest of students and strengthened the need for independent research. For example:

1. Insert Technology through it, students had the opportunity to understand the text more deeply, update and enrich their knowledge.
2. Venn diagram it helped them develop analytical thinking by comparing and summarizing different concepts, identifying different and similar aspects.
3. Cluster method it made it possible to create a wider picture of the topic, systematize and connect ideas.

Another important aspect identified during the discussion is the development of -book competence teacher's personal approach and methodical organization of the lesson serves as a decisive factor. If the teacher is indifferent to reading books, the interest of the students will decrease. On the contrary, if the teacher organizes work with the book based on creative, interactive methods, students strive to think independently.

In addition, the following issues were clarified during the discussion:

1. **Student motivation:** motivation is important when working with a book. Independent thinking skills are formed faster when the reader reads works that are interesting to him. Therefore, when choosing works of art in grades 5–6, it is necessary to take into account their age, interest and psychological characteristics.
2. **Diversity of information sources:** modern readers use not only printed books, but also e-books, online resources, and audio books. Therefore, in the process of



forming independent thinking, it is necessary to combine traditional and innovative sources.

3. Support critical thinking: students should not only read, but also ask questions, discuss and participate in debates about the books they have read. This forms a critical approach in them.

4. Orientation to creative activity: essay, painting, staging or project work based on the book creatively develops students' thinking.

Summarizing the results of the discussion, it can be said that by developing the competence of working with books, students will be ready for independent thinking not only in the course of the lesson, but also in life situations. The habit of reading expands the worldview of students and forms qualities such as independent decision-making, social activity, and spiritual perfection in them.

Also, there are still problems in this regard in the educational process: insufficient time is allocated for reading books, poor reading environment in the family, lack of modern libraries and resources in some regions. Eliminating these issues remains one of the important directions in education policy.

In the course of the research, how independent thinking skills are formed by developing the competence of 5–6th grade students to work with books was studied. Interactive methods in experimental classes - **Insert Technology, cluster method, Venn diagram** As a result of lessons organized on the basis of -, the following changes were observed in students:

- Information search and discovery skills much more active. Students learned to use additional resources, dictionaries, encyclopedias, and electronic resources.
- Ability to think analytically developed. In the process of reading the text, the possibilities of distinguishing the main idea and problematic questions, and reacting independently to the author's opinion have expanded.
- Creative thinking his skills are enriched. Students expressed interest in independently completing creative tasks such as essays, staging, project work and drawing based on the works they read.
- Critical approach formed. Pupils got used to analyzing the content of the text, evaluating problems and defending their opinion based on evidence.



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As an example, in a lesson on the epic “Alpomish” Insert Technology when used, students not only mastered the text deeply by filling in the “Bilaman”, “I want to know”, “I got new information” columns, but also had the opportunity to ask independent questions and promote new ideas.

Indicators of students in the experimental class in relation to the control class, understanding the text, answering questions independently, analytical thinking 20–25% higher it was found that. This shows the effectiveness of developing independent thinking through the competence of working with books.

The formation of independent thinking in students is effectively carried out through the competence of working with books.

1. Competence in working with books teaches students to search for information, analyze, evaluate and draw independent conclusions.
2. It has been confirmed through experience that the use of interactive technologies in grades 5–6 increases independent thinking skills by 20–25%.
3. In the future, it is recommended to expand extracurricular activities in order to further improve teachers' methodical manuals and increase interest in reading.

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