

## **PEDAGOGICAL CONDITIONS FOR DEVELOPING THINKING ACTIVITY IN PRIMARY SCHOOL PUPILS**

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### **Abstract**

This article explores the pedagogical conditions necessary for enhancing thinking activity in primary school pupils. It examines the essence of thinking activity in the learning process, as well as the methods and environmental factors that stimulate cognitive engagement in children. The author emphasizes the importance of an active, creative, and student-centered teaching approach to promote independent and critical thinking from an early age. Effective strategies, such as interactive methods, technological integration, and a psychologically supportive learning environment, are considered essential for fostering high-level thinking skills in young learners.

### **Keywords**

thinking activity, primary education, pedagogical conditions, creative thinking, teaching methodology, independent learning, educational environment

### **Introduction**

The modern educational system emphasizes the need to develop learners who are capable of critical thinking, problem-solving, and independent reasoning. These qualities form the basis of thinking activity, which refers to the learner's ability to analyze, compare, infer, and synthesize information in the learning process. Primary education plays a vital role in laying the foundation for cognitive development, as it is during this stage that children form their basic intellectual and learning habits. Consequently, pedagogical approaches must be reoriented to promote active engagement and thought processes in learners, rather than focusing solely on knowledge acquisition.

### **Main Discussion**

Thinking activity is not an automatic outcome of the learning process; it must be consciously and systematically cultivated through appropriate teaching methods and conditions. In primary education, it is particularly important to use methods that stimulate mental activity and creativity. These include interactive teaching strategies such as brainstorming, mind mapping, case studies, problem-solving tasks, and role-playing exercises. These methods encourage pupils to express their ideas, explore different solutions, and justify their thinking.

Creating a favorable pedagogical environment is also critical. A classroom atmosphere that is psychologically safe, non-judgmental, and supportive allows pupils to express their ideas freely and take intellectual risks without fear of failure. Teachers must act not as authoritarian figures but as facilitators who guide students through the learning process with encouragement and constructive feedback.

The integration of information and communication technologies (ICT) in the classroom further enhances thinking activity. Tools such as interactive whiteboards, educational platforms (e.g., Kahoot, LearningApps, Wordwall), and visual simulations allow students to interact with content in diverse ways, stimulating both visual and logical thinking.

Furthermore, the curriculum must be designed in a way that promotes critical and reflective thinking. Learning objectives should not only include knowledge acquisition but also the development of analytical and evaluative skills. Lesson content should be connected to real-life situations, encouraging learners to apply their thinking skills in practical contexts.

Collaboration between schools and families is another crucial factor. When parents are involved in their child's learning through home activities that encourage inquiry, logic games, and discussions, children's cognitive development is strengthened.

Teacher professional development also plays a significant role in this process. Educators need to be equipped with modern pedagogical knowledge and skills that support inquiry-based learning and differentiated instruction. They must be capable of designing lessons that are both engaging and intellectually challenging.

In short, the development of thinking activity in primary school pupils is a multidimensional process that requires the alignment of curriculum, methodology, environment, and teacher competence. Each of these factors must be harmonized to create an educational setting conducive to active mental engagement.

### **Conclusion**

Developing thinking activity in primary school pupils is a foundational goal of modern education. It is through well-structured pedagogical conditions—such as interactive teaching strategies, supportive classroom environments, integration of technology, and strong school-family partnerships—that children can become independent and creative thinkers. Educators must prioritize methods that move beyond rote learning and encourage curiosity, exploration, and problem-solving. Investing in these pedagogical strategies will not only enhance academic achievement but also prepare learners for lifelong intellectual growth and societal participation.

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