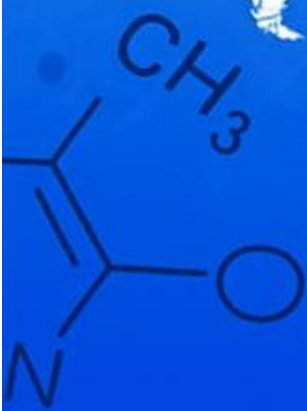


ISSN-3030-3885

# INTERNATIONAL JOURNAL OF SCIENTIFIC BULLETIN

**VOLUME 3, ISSUE 3**  
**NOVEMBER 2025**



**ISSN 3030 – 3885**

**INTERNATIONAL JOURNAL  
OF SCIENTIFIC BULLETIN**

**International Scientific Electronic Journal**

**International journal of Scientific  
Bulletin****Xalqaro ilmiy axborot jurnali****MUASSIS:****TAHRIRIYAT | EDITORIAL****Jamoatchilik kengashi raisi:****Bosh muharrir**

**A. M. Xurmamatov – texnika  
fanlari doktori, professor**

**Ma’sul muharrir:**

**M. X. Mirsaidov – texnika fanlari  
falsafa doktori, dotsent**

**Ma’sul muharrir yordamchisi:**

**B. H. Haydarov – texnika fanlari  
falsafa doktori, v.b.dotsent**

**Nashr uchun mas’ul:**

**A. D. Kambarov**

**O‘zbekiston Respublikasi Prezidenti  
Administratsiyasi huzuridagi axborot  
va ommaviy kommunikatsiyalar  
agentligi tomonidan berilgan**

**№ 140275 raqamli guvohnoma asosida  
ro‘yxatga olingan.**

**Tahririyat manzili:**

**Farg‘ona viloyati, Dang‘ara tumani,  
Uvaysiy ko‘chasi, 26-uy**

**Telefon: +998943313030**

**E-mail:**

**[bekzodhavdarov1303@gmail.com](mailto:bekzodhavdarov1303@gmail.com)**

**Tahrir kengashi a’zolari:**

**Alisher Samadov – Texnika fanlari doktori, professor**

**Axmed Reymov – Texnika fanlari doktori, professor**

**Dilorom Mirhamitova – Texnika fanlari doktori, professor**

**Aziza Abdikamalova – Texnika fanlari doktori, professor**

**Iltom Usmanov – Texnika fanlari doktori, professor**

**Olmos Boltayev - Texnika fanlari falsafa doktori, dotsent**

**Muqaddas Isakulova - Texnika fanlari falsafa doktori, dotsent**

**Alexey Nimchik - Texnika fanlari doktori, professor**

**Nilufar Askarova – Texnika fanlari falsafa doktori, dotsent**

**Rano Toshkodiroya – Texnika fanlari falsafa doktori, dotsent**

**Munixon Meyliyeva - Kimyo fanlari falsafa doktori, dotsent**

**Zamirbek Xametov - Texnika fanlari falsafa doktori, dotsent**

**Nadira Yusupova – Texnika fanlari falsafa doktori, dotsent**

**Shuxrat Mutalov – Kimyo fanlari doktori, professor**

**Maxmud Karimov – Kimyo fanlari doktori, professor**

**Farxod Muminov – Fizika- matematika fanlari bo‘yicha falsafa  
doktori**

**Tuymurod Xujayev – Fizika- matematika fanlari bo‘yicha  
falsafa doktori**

**Ilxomjon Samandarov - Fizika- matematika fanlari bo‘yicha  
falsafa doktori**

**Shiv Om Singh – Kimyo fanlari doktori, dotsent**

**Kulbei Andrei – Texnika fanlari bo‘yicha falsafa doktori, dotsent**

**Dildora Sulaymanova – Pedagogika fanlari bo‘yicha falsafa  
doktori**

**Elena Molotok – Texnika fanlari falsafa doktori, dotsent**

**Isomiddin Soxibov – Geologiya fanlari bo‘yicha falsafa doktori**

**Adham Xasanov – Texnika fanlari bo‘yicha falsafa doktori,  
dotsent**

**Otabek Mutalov – Yuridik fanlari bo‘yicha falsafa doktori**

**Soy Alla Pavlovna – Filologiya fanlari bo‘yicha falsafa doktori**

**Isomiddin Yarmatov – Filologiya fanlari bo‘yicha falsafa  
doktori**

UDK 373.5:811.111

# The Integrative Role of Linguistic Competence in Educating Independent Thinkers in the Primary Grade

**Zakirova Sohiba Mukhtoralieva**

Fergana State University

Doctor of Philology, Professor.

**Khakimova Okilakhon Odiljon kizi**

Fergana State University

Theory and Methodology of Education and Training in Primary Education

2nd year master's student.

**Abstract.** This article provides an in-depth analysis of the role of linguistic competence in the development of independent thinking in primary school students and its integrative effect. The study highlights the methods of forming students' thinking, speech culture, communicative and creative abilities by combining the language learning process with other subjects and social activities. The author demonstrates the pedagogical importance of jointly developing linguistic, cultural, and social competencies through an integrative approach. The article also recommends methods for strengthening students' critical thinking and creative approaches through interactive activities, reflective tasks, and problem-based tasks. The results of the study show that the comprehensive development of linguistic competence serves as an effective tool for educating independent, active, communicative, and creative thinking individuals in primary school students.

**Keywords:** linguistic competence, independent thinking, integrative education, primary school, communicative competence, speech culture, cognitive development.

## Интегративная Роль Языковой Компетенции в Воспитании Самостоятельного Мыслителя в Начальном Класе

**Закирова Сохиба Мухторалиевна**

Ферганский государственный университет

Доктор филологических наук, профессор.

**Хакимова Окилахон Одилжон кизи**

Ферганский государственный университет

Теория и методика обучения и воспитания в начальном образовании

Магистратура 2 курса.

**Аннотация.** В статье представлен глубокий анализ роли языковой компетенции в развитии самостоятельного мышления учащихся начальной школы и её интегративного эффекта. В исследовании рассматриваются методы формирования мышления, культуры речи, коммуникативных и творческих способностей учащихся посредством сочетания процесса изучения языка с другими учебными предметами и общественной деятельностью. Автор показывает педагогическую значимость совместного развития лингвистических, культурных и социальных компетенций на основе интегративного подхода. В статье также рекомендуются методы развития критического мышления и творческих способностей учащихся посредством интерактивных занятий, рефлексивных и проблемных заданий. Результаты исследования показывают, что комплексное развитие языковой компетенции служит эффективным инструментом воспитания самостоятельной, активной, коммуникативной и креативно мыслящей личности учащихся начальной школы.

**Ключевые слова:** языковая компетенция, самостоятельное мышление, интегративное образование, начальная школа, коммуникативная компетенция, культура речи, когнитивное развитие.

## **Boshlang'ich Sinfda Mustaqil Fikrlovchi Shaxsni Tarbiyalashda Lingvistik Kompetentlikning Integrativ Roli**

**Zokirova Sohiba Muxtoraliyevna**

Farg'ona davlat universiteti

Filologiya fanlari doktori, professor.

**Xakimova Oqilaxon Odiljon qizi**

Farg'ona davlat universiteti

Ta'lim va tarbiya nazariyasi va metodikasi boshlang'ich ta'lim yo'nalishi

2-bosqich magistranti.

**Annotatsiya.** Ushbu maqola boshlang'ich sinf o'quvchilarida mustaqil fikrlashni rivojlantirishda lingvistik kompetentlikning o'rni va uning integrativ ta'sirini chuqur tahlil qiladi. Tadqiqotda til o'rganish jarayonini boshqa fanlar va ijtimoiy faoliyat bilan uyg'unlashtirish orqali o'quvchilarning tafakkur, nutq madaniyati, kommunikativ va ijodiy qobiliyatlarini shakllantirish usullari yoritilgan. Muallif integrativ yondashuv asosida lingvistik, madaniy va ijtimoiy kompetensiyalarni birgalikda rivojlantirishning pedagogik ahamiyatini ko'rsatadi. Maqolada,

shuningdek, interfaol mashg'ulotlar, refleksiv va muammoli topshiriqlar orqali o'quvchilarda tanqidiy fikrlash va ijodiy yondashuvni mustahkamlash metodlari tavsiya etilgan. Tadqiqot natijalari shuni ko'rsatadiki, lingvistik kompetentlikni kompleks rivojlantirish boshlang'ich sinf o'quvchilarida mustaqil, faol, muloqotga qodir va ijodiy fikrlovchi shaxsni tarbiyalashda samarali vosita bo'lib xizmat qiladi.

**Kalit so'zlar:** lingvistik kompetentlik, mustaqil fikrlash, integrativ ta'lim, boshlang'ich sinf, kommunikativ malaka, nutq madaniyati, kognitiv rivojlanish.

In the current conditions of globalization and digital society, independent, critical and creative thinking is required of the younger generation. Especially since the primary school period is the most active stage of human thinking, in this process the teacher should pay special attention to the development of the student's linguistic potential.

Language is not only a means of communication, but also a key factor shaping human thinking and worldview. Therefore, through the formation of linguistic competence, it is possible to harmoniously develop speech, thinking and communicative activities in students. In this regard, an integrative approach - that is, linking language learning with other subjects, life situations and social experience - is an effective way to develop independent thinking.

Discourse competence is a set of skills that includes the student's ability to freely and concisely express his or her thoughts, including in written and oral forms, and to enter into effective communication with the interlocutor in accordance with the social and cultural context. At the same time, linguistic competence implies a student's deep understanding of the language, the ability to correctly apply grammatical, lexical and phonetic rules, as well as the ability to use language tools appropriately in the process of practical communication. The primary education period is the most important foundation for the development of a child as a person. The knowledge and skills acquired at this stage, in particular, skills in the areas of language, speech and communication, have a significant impact not only on academic success, but also on the social, cultural and emotional growth of the child. Therefore, in native language classes, the development of students' linguistic competence - that is, their deep understanding and practical application of the grammatical, lexical and phonetic rules of the language - as well as the development of speech competence, that is, the formation of skills to express their thoughts clearly, fluently and in a communicative manner, is an integral part of the pedagogical process. Modern pedagogical approaches, interactive methods and activities that involve students in active participation provide an opportunity to effectively develop these competencies. As a result, the child's educational potential expands further, he or she matures as a person ready for independent thinking, creative and social activity.

Thus, teaching the subject of native language literacy using modern and advanced pedagogical technologies is one of the most important tasks in the formation of linguistic competence in students today. Through this approach, students' language knowledge is not limited to mastering grammatical rules, but also serves to develop the skills of correctly and consistently applying them in practice. Linguistic competence includes the ability of the student to express his or her thoughts clearly, logically, fluently and meaningfully, as well as to formulate speech in a way that is easy for the listener to understand [1].

Grammatical knowledge of the language, that is, the sections within the discipline of linguistics, provide the student with a deep and systematic understanding of the language. For example, the phonetics section develops the ability to pronounce sounds correctly and recognize them, while the lexicology section helps to increase vocabulary, study the meaning, composition and processes of word formation. The morphology section serves to provide a deeper understanding of word forms and their interrelationships, while syntax allows you to master the rules for the correct construction of word combinations and sentences. At the same time, thorough mastery of writing and spelling rules, strengthening knowledge of punctuation marks and speech styles also increases the general culture of students in the language. Thus, the formation of linguistic competence in students through teaching native language literacy on the basis of modern technologies is a complex pedagogical process aimed not only at teaching grammar and vocabulary, but also at developing the skills of expressing them correctly and logically through practical speech, and at making the most of all the possibilities of the language.

A number of scientific and pedagogical methods were used in the study:

Theoretical analysis - to identify the theoretical foundations of the topic by studying scientific sources on linguistic competence, independent thinking and integrative education;

Pedagogical observation - to observe the thinking activity of students through language in primary school classes;

Experimental testing - to measure the effectiveness of interactive activities that develop linguistic competence by testing them;

Questionnaire and interview - to determine the attitude of teachers and students to linguistic activity, the process of independent thinking;

Analytical and comparative approach - to measure the effectiveness by comparing the results of traditional and integrative forms of education.

In primary education, the development of language competence in students and increasing their ability to think independently plays an important role in pedagogical research. Abdullaeva. N, in her work, analyzes methodological approaches to the formation of linguistic competence. The author

emphasizes that the process of developing students' language wealth, improving speech culture and strengthening communicative skills should be carried out through effective methods. She also shows that theoretical knowledge can be applied in real pedagogical situations by using practical methods in lessons.

Tokhtaeva. G, and explores innovative approaches aimed at developing independent thinking in students in the process of language teaching. The results of the study show that interactive and creative methods play an effective role in guiding students to independent thinking. From this point of view, organizing the lesson process in an interactive way and providing students with active participation increases the quality of education.

Khudoyberdiyeva. D, analyzes the formation of speech culture in primary school students using interactive methods. The author emphasizes that interactive methods are effective in developing students' listening and speaking skills, actively involving them in the lesson and encouraging independent thinking. This significantly increases the language and communicative competence of students [3].

The results of the analysis show that interactive, innovative and creative pedagogical approaches are of primary importance in developing linguistic competence and forming independent thinking in primary education. Research also confirms that such methods increase students' interest in the lesson and form them as active learners. At the same time, organizing the pedagogical process based on these approaches serves to improve the quality of education.

The practical work carried out during the research showed that the integrative educational model aimed at developing linguistic competence yielded the following positive results in students:

- Logical and critical thinking skills developed;
- Students learned to analyze information and draw conclusions through language;
- Speech independence and creative expression potential increased;
- Communicative culture and the skills to express one's opinion in a well-founded way were formed;
- The integration of multidisciplinary knowledge (activities related to nature, art, information technology) in the process of learning a language increased students' interest in science.

In order to effectively develop linguistic competence in students in primary grades, it is important to rely on a number of didactic principles. These principles serve to improve the quality of the educational process, make the language learning process interesting and effective.

First of all, the principle of conscious and active learning is of primary importance. Instead of passively receiving knowledge, the student should actively assimilate it, understand the meaning of words and be able to use sentences consciously. For example, in the lessons on the topic "Do you

know the meaning of your name?”, students think using their vocabulary, practice using words correctly, and consolidate the acquired knowledge through practical application. This approach also serves to form the ability to think independently in students.

Secondly, the importance of an approach focused on speech activity is great. During the lesson, it is necessary to encourage students to use language knowledge not only in written form, but also in oral speech. For example, in the lesson on “My Family”, one of the 2nd grade topics, each student composes a short story about his or her family members, consisting of 2-3 sentences, and tells it orally. This method serves to increase students’ vocabulary, develop expressive speech, and develop the ability to think freely.

Thirdly, the principle of taking into account the child’s individual potential is also important. Each student has a different level of speech development, age characteristics, and unique ways of learning. Therefore, it is important to encourage even shy or passive children to actively participate in lessons. For example, through special “stimulating questions,” they are encouraged to participate in speech exercises, which develops students’ ability to express themselves and express their thoughts freely.

Thus, the principles of conscious and active learning, a speech-oriented approach, and taking into account individual potential, when used together, effectively develop the linguistic competence of primary school students, make the language learning process interesting, interactive, and meaningful. This serves to form independent thinking and effective communication skills in their future educational processes.

The analysis revealed that several methodological approaches play a particularly significant role in developing students’ independent and critical thinking skills. First, dialogue-based tasks and problem-oriented questions foster analytical reasoning by encouraging learners to articulate their ideas, negotiate meaning, and reflect on alternative viewpoints. Likewise, vocabulary-building activities, including language games and interactive exercises, enrich students’ lexical resources, making their communication more confident and expressive. Additionally, storytelling, text interpretation, and rewriting activities strengthen learners’ ability to reconstruct information, identify key concepts, and formulate coherent narratives—skills essential for higher-order thinking.

Moreover, role-playing scenarios that require students to justify and defend their opinions help cultivate argumentation skills, logical consistency, and communication competence. Creative, interdisciplinary projects also contribute to cognitive growth by enabling learners to draw connections across subjects, integrate knowledge from different domains, and generate innovative solutions.

It is important to emphasize that linguistic competence goes beyond the simple mastery of grammatical structures. In contemporary pedagogy, it is understood as the learner’s ability to use

language effectively for expressing thoughts, establishing meaningful communication, and shaping one's personal identity. From this perspective, integrating language education with other subject areas provides a richer cognitive environment, deepens understanding, and enhances students' overall thinking process. Such integrative approaches not only strengthen language proficiency but also promote holistic intellectual development. An integrative approach allows students to learn the language through real-life situations. For example, by combining topics such as "Nature and Society", "Art and Culture" with language classes, students simultaneously develop both lexical knowledge and cognitive thinking.

In this process, the teacher plays the role of not only a source of knowledge, but also a motivator and facilitator who guides thinking. He should create questions, creative tasks, analytical problems that encourage students to think independently in each lesson. This approach teaches the student to analyze and develop new ideas on their own, rather than memorizing ready-made knowledge [6].

Conclusion, the development of linguistic competence at the primary education stage is an important foundation for the formation of independent thinking, social activity and creative potential in students. Lessons organized taking into account the inextricable link between language learning and the development of thinking simultaneously develop not only speech skills, but also cognitive thinking and communicative skills. In this way, the student is formed not only as a learner, but also as a free, creative and socially active person in thinking and expressing his thoughts.

In the future, it is considered an urgent task to test and widely apply integrative methodological models based on linguistic competence, organize special practical seminars and trainings for teachers, and enrich national educational programs in this direction, harmonizing them with modern requirements. Also, such an approach encourages students to think independently, develop analytical and logical thinking skills during the learning process, which ensures their stability and development as individuals.

#### REFERENCES

1. Abdullaeva, N. (2021). Boshlang'ich ta'limda o'quvchilarda lingvistik kompetensiyani shakllantirish metodikasi. Toshkent: Fan va texnologiya nashriyoti.
2. To'xtayeva, G. (2020). Til o'qitish jarayonida mustaqil fikrlashni rivojlantirishning innovatsion yondashuvlari. Toshkent: O'zbekiston pedagogika universiteti nashriyoti.
3. Xudoyberdiyeva, D. (2019). "Boshlang'ich sinf o'quvchilari nutq madaniyatini shakllantirishda interfaol metodlardan foydalanish." Ta'lim va innovatsiya jurnali, №3, 55–60-b.
4. Rasulova, M. (2023). Lingvistik kompetentlik va kommunikativ yondashuvning integratsiyasi. Samarqand: SamDU nashriyoti.

5. Ahmedova, Z. (2022). “Integrativ yondashuv asosida til o‘qitishning samarali modellarini yaratish.” UzPedagogika ilmiy jurnali, №5, 44–51-b.
6. Karimova, S. (2024). “O‘quvchilarda mustaqil tafakkurni rivojlantirishda lingvistik kompetentlikning o‘rni.” Zamonaviy ta’lim va innovatsiyalar, №2, 25–31-b.

