

**KONFERENSIYALAR.COM**

ANJUMANLAR PLATFORMASI

**XIV RESPUBLIKA ILMIY-  
AMALIY KONFERENSIYASI**

**YANGI DAVR ILM-  
FANI: INSON UCHUN  
INNOVATSION G'OYA  
VA YECHIMLAR**

**IYUL, 2026**

**ISSN 3093-8791**

**ELEKTRON NASHR:**

<https://konferensiyalar.com>



**Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar.**  
XIV Respublika ilmiy-amaliy konferensiyasi materiallari to'plami.  
2-jild, 14-son (28-iyul, 2026-yil).– 99 bet.

Mazkur nashr ommaviy axborot vositasi sifatida 2025-yil, 8-iyulda  
C-5669862 son bilan rasman davlat ro'yaxatidan o'tkazilgan.

**Elektron nashr:** <https://konferensiyalar.com>

**ISSN:** 3093-8791 (onlayn)

**Konferensiya tashkilotchisi:** "Scienceproblems Team" MChJ

**Konferensiya o'tkazilgan sana:** 2026-yil, 24-iyul

**Mas'ul muharrir:**

Isanova Feruza Tulqinovna

**Annotatsiya**

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi XIV Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan.

Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

**Kalit so'zlar:** ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

**Barcha huquqlar himoyalangan.**

© Scienceproblems team, 2026-yil

© Mualliflar jamoasi, 2026-yil

## FOSTERING INDEPENDENT THINKING IN ENGLISH LANGUAGE CLASSROOMS FOR GRADES 7–8 THROUGH PROJECT-BASED LEARNING AND CASE STUDY APPROACHES

**Khamidova Irodakhon Bobir kizi**

Doctoral Student, Namangan State University

ORCID: 0009 0004 4701 0254

Email: [irodaxonbobirqizi@gmail.com](mailto:irodaxonbobirqizi@gmail.com)

Namangan, Uzbekistan

**Annotation.** The text discusses the importance of fostering independent thinking in modern foreign language education, particularly in English language teaching. It highlights the limitations of traditional teacher-centered instruction, which stifles students' ability to express original ideas and make independent decisions. The study investigates the effectiveness of integrating Project-Based Learning (PBL) and the Case Study Method in English instruction for Grades 7 and 8 in Uzbek secondary schools. Using a mixed-methods design, the research demonstrates that these learner-centered approaches significantly enhance students' skills in idea generation, opinion justification, problem-solving, English communication, and reflective learning. The study concludes that combining PBL and Case Study methods creates a conducive environment for promoting independent thinking and improving English language proficiency.

**Keywords:** independent thinking, Project-Based Learning, Case Study Method, English language teaching, secondary education, critical thinking.

## 7–8-SINFLARDA INGLIZ TILI DARSLARIDA LOYIHAGA ASOSLANGAN TA'LIM VA KEYS-STADI YONDASHUVLARI ORQALI MUSTAQIL FIKRLASHNI RIVOJLANTIRISH

**Xamidova Irodaxon Bobir qizi**

Doktorant, Namangan davlat universiteti

**Annotatsiya.** Matnda zamonaviy xorijiy til ta'limida, xususan, ingliz tilini o'qitishda mustaqil fikrlashni rivojlantirishning ahamiyati muhokama qilinadi. Unda o'quvchilarning original g'oyalarni ifoda etish va mustaqil qarorlar qabul qilish qobiliyatini bo'g'ib qo'yadigan an'anaviy o'qituvchiga yo'naltirilgan ta'limning cheklovlari ta'kidlangan. Tadqiqotda O'zbekiston o'rta maktablarining 7 va 8-sinflari uchun ingliz tili darslarida Loyihaga asoslangan ta'lim (PBL) va Keys-tadqiq usulini integratsiyalash samaradorligi o'rganiladi. Aralash usullar dizaynidan foydalangan holda, tadqiqot shuni ko'rsatadiki, o'quvchiga yo'naltirilgan ushbu yondashuvlar talabalarning g'oyalarni shakllantirish, fikrni asoslash, muammolarni hal qilish, ingliz tilida muloqot qilish va refleksiv o'rganish ko'nikmalarini sezilarli darajada oshiradi. Tadqiqot PBL va Case Study usullarini birlashtirish mustaqil fikrlashni rivojlantirish va ingliz tilini bilish darajasini oshirish uchun qulay muhit yaratadi degan xulosaga keldi.

**Kalit so'zlar:** mustaqil fikrlash, loyihaga asoslangan o'rganish, Case Study usuli, ingliz tilini o'qitish, o'rta ta'lim, tanqidiy fikrlash.

DOI: <https://doi.org/10.47390/ymdif-y2026v2i14/n18>

### Introduction

Educational reforms in Uzbekistan focus on preparing students for critical analysis, independent decision-making, and lifelong learning. In English language education, there is a shift from grammar-based instruction to learner-centered methodologies that foster active participation and independent thinking. [1; B.7].

Independent thinking enables students to analyze information, form opinions, evaluate evidence, and solve problems autonomously. However, many lessons still rely on memorization and teacher explanations, limiting students' ability to express independent opinions in English. [2; B.23.].

Research indicates that learner-centered approaches like Project-Based Learning (PBL) and the Case Study Method effectively develop higher-order thinking skills. PBL involves students in collaborative projects to investigate questions, integrating various language skills and enhancing creativity and responsibility. The Case Study Method presents realistic scenarios that require analysis and decision-making, closely aligning with higher-order thinking skills as per Bloom's taxonomy. [3; B.56.].

This study proposes integrating Project-Based Learning primarily into Grade 7 English instruction while implementing Case Study activities in Grade 8 classrooms. The rationale behind this distribution is based on learners' cognitive development. Seventh-grade students benefit from collaborative exploration and creative production, whereas eighth-grade learners possess greater analytical abilities necessary for evaluating complex situations and making evidence-based decisions. [4; B.90.].

The present study seeks to investigate whether combining these instructional approaches can significantly improve independent thinking while maintaining effective English language acquisition. The research contributes to modern English language pedagogy by presenting an integrated methodological model suitable for secondary schools in Uzbekistan.

### **Methodology**

This research utilized a mixed-methods design to assess the impact of Project-Based Learning and the Case Study Method on fostering independent thinking in Grade 7 and Grade 8 students studying English as a foreign language in Uzbek secondary schools. Grade 7 students engaged mainly in Project-Based Learning, while Grade 8 students focused on structured case studies. Both groups adhered to the national English curriculum, but only the experimental groups received learner-centered instruction. The intervention spanned one academic term, during which teachers incorporated authentic communicative tasks into the lessons while aligning with the official curriculum and CEFR outcomes. [5; B.89.].

### **Project-Based Learning Activities (Grade 7)**

Grade 7 students completed several interdisciplinary projects connected with everyday communication and real-world contexts. Examples included: [6; B.77.].

- ❖ *Designing an international restaurant;*
- ❖ *Creating an eco-friendly school campaign;*
- ❖ *Developing a travel guide for Uzbekistan;*
- ❖ *Preparing a healthy lifestyle exhibition;*
- ❖ *Producing digital presentations about local culture.*

Every project involved learners in creating research questions, collecting information, engaging in collaborative discussions, developing visual aids, and presenting their outcomes in English. Teachers primarily served as facilitators, offering guidance instead of direct teaching.

### **Case Study Activities (Grade 8)**

Grade 8 students analyzed real educational and social situations that required critical evaluation and collaborative decision-making. Sample case studies included:

- *Resolving environmental problems within a community;*

- *Addressing cyberbullying among teenagers;*
- *Planning inclusive school events;*
- *Solving conflicts between classmates;*
- *Developing responsible digital citizenship.*

Students collaborated in small groups to tackle key issues, assess information, develop alternative solutions, evaluate outcomes, and justify their final decisions using English. [7; B.90.].

### Results and Discussion

The implementation of Project-Based Learning (PBL) in Grade 7 and the Case Study Method in Grade 8 led to significant improvements in students' independent thinking and English language skills. Observations and assessments indicated that students became more active and confident, demonstrating greater willingness to express opinions and engage in problem-solving activities compared to those receiving traditional instruction. The methodologies encouraged students to take responsibility for their learning, resulting in increased autonomy over time. Notably, communication skills improved, as students engaged in meaningful interactions, using English as a practical tool for real-world tasks, which fostered higher-order cognitive abilities. [8; B.56.].

The Case Study Method offered Grade 8 students the chance to analyze real-life situations that required careful evaluation and evidence-based reasoning. Unlike traditional textbook exercises, which typically have a single correct answer, case studies encouraged students to explore multiple perspectives and support their conclusions with logical arguments.

### Conclusion

The results show that integrating Project-Based Learning for Grade 7 with the Case Study Method for Grade 8 creates a productive educational environment that fosters both language acquisition and independent thinking. The complementary nature of these methodologies allows learners to gain linguistic knowledge while also becoming more analytical, creative, and confident communicators. This integrated approach represents a promising direction for English language teaching in secondary schools in Uzbekistan and similar educational contexts.

### Adabiyotlar/Literatura/References:

1. Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. The Clearing House, 83(2), 39–43. <https://doi.org/10.1080/00098650903505415>
2. Bloom, B. S. (Ed.). (1956). Taxonomy of educational objectives: Handbook I: Cognitive domain. David McKay.
3. Brookfield, S. D. (2012). Teaching for critical thinking: Tools and techniques to help students question their assumptions. Jossey-Bass.
4. Brown, H. D. (2007). Principles of language learning and teaching (5th ed.). Pearson Education.
5. Facione, P. A. (2015). Critical thinking: What it is and why it counts. Insight Assessment.
6. Larmer, J., Mergendoller, J. R., & Boss, S. (2015). Setting the standard for project-based learning. ASCD.
7. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.

8. Thomas, J. W. (2000). A review of research on project-based learning. Autodesk Foundation.
9. Tiwari, A., Lai, P., So, M., & Yuen, K. (2006). A comparison of the effects of problem-based learning and lecturing on the development of students' critical thinking. *Medical Education*, 40(6), 547–554. <https://doi.org/10.1111/j.1365-2929.2006.02481.x>
10. Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.
11. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
12. Bruner, J. S. (1966). *Toward a theory of instruction*. Harvard University Press.
13. Dewey, J. (1938). *Experience and education*. Macmillan.
14. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
15. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

# **YANGI DAVR ILM-FANI: INSON UCHUN INNOVATSION G'OYA VA YECHIMLAR**

## **XIV RESPUBLIKA ILMIY-AMALIY KONFERENSIYASI MATERIALLARI**

2026-yil, iyul

**Mas'ul muharrir:** *F.T.Isanova*  
**Texnik muharrir:** *N.Bahodirova*  
**Diszayner:** *I.Abdihakimov*

**Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar.**

XIV Respublika ilmiy-amaliy konferensiyasi materiallari to'plami.

2-jild, 14-son (28-iyul, 2026-yil). – 99 bet.

Mazkur nashr ommaviy axborot vositasi sifatida 2025-yil, 8-iyulda  
C-5669862 son bilan rasman davlat ro'yaxatidan o'tkazilgan.

**ISSN:** 3093-8791 (onlayn)

**Elektron nashr:** <https://konferensiyalar.com>

**Konferensiya tashkilotchisi:** "Scienceproblems Team" MChJ

**Konferensiya o'tkazilgan sana:** 2026-yil, 24-iyul.

**Barcha huquqlar himoyalangan.**  
© Science problems team, 2026-yil.  
© Mualliflar jamoasi, 2026-yil.