AMERICAN JURNAL OF ADVANCED SCIENTIFIC RESEARCH
ISSN 2195-1381 Volume- 3 April 2025
https://journal-index.org/index.php/ajasr

DEVELOPING STUDENTS' INNOVATIVE THINKING SKILLS THROUGH AN INTEGRATIVE APPROACH

Feruza Meliyevna Sadriddinova

The researcher, Associate Professor Jizzakh state pedagogical university named after A. Qodiriy

Abstract. This article explores the contemporary pedagogical foundations of fostering innovative thinking skills among students, with a particular focus on the integrative approach. The author substantiates the need for strengthening interdisciplinary links within the educational content to enrich learning experiences and cultivate an innovative educational environment. The paper analyzes both theoretical and practical aspects of integration in teaching and argues that the development of innovative thinking enhances students' capacity for independent problem analysis, solution generation, and the creation of original ideas.

Keywords: Innovative thinking, Integrative approach, Pedagogical technologies, Creative abilities, Critical thinking, Scientifically based approach, Competence-based learning.

The current transformations in education, the increasing global competitiveness, and the deep integration of digital technologies into the learning process demand new competencies from both teachers and students. One of the key priorities is the development of students' innovative thinking – the ability to analyze information unconventionally, develop novel solutions, and adapt to dynamic environments. In this context, the importance of an innovative educational setting grows, requiring a revision of instructional methods. The integrative approach, as a pedagogical strategy grounded in the construction of meaningful interdisciplinary connections, plays a central role in organizing holistic and contextually relevant learning.

Innovative thinking refers to students' ability to transform existing knowledge and experience into new solutions. In educational psychology, it is often

conceptualized as “creative thinking” or “intellectual flexibility.” This capacity manifests through independent reasoning, critical evaluation of reality, development of alternative perspectives, and the application of non-standard approaches to problem-solving. Fostering such abilities increases learning motivation, supports the development of a personal stance, and facilitates vocational orientation.

The integrative approach is based on the meaningful unification of various disciplines within the educational process. Derived from the Latin term “integratio” (unity, wholeness), it implies the structuring of content into a logically connected whole. It encourages a systemic understanding of knowledge rather than fragmentary perception, which in turn enhances analytical thinking and interdisciplinary synthesis. Implementing this approach requires the revision of curricula, strengthening of cross-disciplinary interactions, and ensuring teachers’ methodological readiness.

Applying the integrative approach to the development of innovative thinking yields several key benefits: the enhancement of complex analytical skills, creativity, critical thinking, and learning motivation. Interdisciplinary connections prompt students to explore problems from diverse perspectives, fostering the generation of unconventional ideas. Moreover, it promotes research skills, project-based learning, and independent analysis, aligning well with the competence-based education paradigm.

Effective strategies for implementing integration in the classroom include interdisciplinary project work, case-based learning, the STEAM approach, and reflective journaling. These methods foster students’ ability to view content from multiple angles and form evidence-based conclusions. Teachers may also collaborate across disciplines by designing lessons around shared thematic units, thus promoting curricular coherence and relevance.

Within the integrative approach, the teacher acts not only as a knowledge provider but also as a strategic facilitator of learning and research activities. The

educator inspires, coordinates, and supports the learning process, encouraging critical reflection, idea exchange, and collaboration. A modern teacher must demonstrate flexibility, interdisciplinary competence, and a high level of instructional expertise.

The cultivation of innovative thinking is a fundamental goal of contemporary education. The integrative approach serves as a powerful tool for achieving this objective by enabling students to master knowledge systematically, enhance their analytical and creative capacities, and foster autonomy and initiative. Its implementation requires systemic educational reforms, teacher training, and the development of new instructional resources. A consistent and methodologically sound application of this approach can produce a generation equipped for innovative practice and competitive thinking.

Fostering students' innovative thinking skills through an integrative approach holds strategic significance and serves as a key condition for modernizing education and preparing individuals for life in a rapidly changing world.

List of references:

1. Akhmedov, A.A. Innovative educational technologies. Tashkent: Science and Technology Publishing House. 2021.

2. Vakhobov, A., Kodirov, S. Pedagogical technologies and pedagogical skills. Tashkent: Uzbek Pedagogical Publishing House. 2020.

3. Bekmurodov M., Karimova D. Implementation of interdisciplinary connections in the educational process based on an integrative approach. Journal of scientific research. 2022.

4. Robinson, K. Out of our minds: learning to be creative. Oxford: Capstone Publishing. 2011

5. Kadirova, M.M. Modern methods of developing innovative thinking in students. Scientific journal of problems of higher education. 2021.