

Date: 15th May-2025

INNOVATIVE APPROACHES TO DEVELOPING STUDENTS' THINKING AND SPEECH ACTIVITIES THROUGH THE USE OF RIDDLES

Matkarimova Sayyora Askarbekovna
Master of the Asian International University

Abstract: This article explores innovative pedagogical approaches to enhancing students' thinking and speech development through the use of riddles. Riddles, as an essential element of folk oral creativity, serve as a powerful tool to foster logical reasoning, imagination, and verbal communication in primary school students. The study emphasizes the didactic potential of riddles in the context of modern education and provides a methodological framework for their effective integration into classroom activities. The proposed strategies aim to promote creative thinking and enrich students' vocabulary while also developing their ability to express thoughts clearly and coherently.

Keywords: riddles, innovative methods, thinking skills, speech development, communicative competence, primary education, folk oral creativity

Introduction:

In recent years, the importance of developing students' cognitive and communicative competencies has gained significant attention in the educational sphere. One of the most effective yet underutilized methods to achieve this is the incorporation of folk literature—particularly riddles—into the learning process. Riddles are short, imaginative, and intellectually stimulating texts that require logical thinking and linguistic creativity to solve. They provide an opportunity for students to engage in active problem-solving while simultaneously improving their speech patterns and expanding their vocabulary. This paper investigates how innovative approaches to using riddles in the classroom can significantly enhance both thinking and speech development in young learners.

Main Body:

Riddles are inherently interdisciplinary, drawing on language, logic, and cultural knowledge. Their inclusion in classroom practice not only strengthens language acquisition but also nurtures higher-order thinking skills. This section analyzes various innovative methods for integrating riddles into the curriculum, such as:

- Interactive group work and peer learning based on riddle-solving
- Cross-curricular integration with subjects like mathematics, science, and literature
- Digital tools and gamification techniques to modernize riddle-based activities
- Creative assignments involving student-authored riddles

These methods encourage student engagement and foster a classroom culture of inquiry and expression. Practical examples and sample lesson frameworks are presented to illustrate how these strategies can be adapted for different grade levels.

Materials and Methods:



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The research is based on a qualitative approach, including classroom observations, teacher interviews, and lesson analysis in primary school settings. A selection of age-appropriate riddles was compiled and used in experimental lessons. The study evaluates students' progress in thinking and speech development through comparative analysis before and after the implementation of riddle-based tasks. Teachers' reflections and student feedback were also collected to assess the effectiveness of the applied methods.

Materials used in the study included:

A curated selection of age-appropriate riddles drawn from national and international folk literature.

Lesson plans incorporating riddles into various subjects, especially language arts and logic-based activities.

Worksheets, audio-visual materials, and digital tools such as interactive whiteboards and educational apps designed for language development.

Methods of data collection and analysis included:

Classroom Observations: Lessons were observed and recorded to monitor how students engaged with riddle-based tasks and to evaluate changes in their speech behavior and cognitive involvement.

Pre- and Post-Assessment: Students completed oral and written tasks before and after the riddle-based learning intervention to assess improvements in vocabulary usage, sentence construction, and logical reasoning.

Teacher Interviews: Semi-structured interviews were conducted with participating teachers to gather insights about the implementation process, student responses, and perceived benefits.

Student Feedback: Informal discussions and short questionnaires were used to understand students' attitudes towards riddles and how they felt about their own development in thinking and speaking.

The collected data were analyzed thematically to identify recurring patterns and significant outcomes. Emphasis was placed on observable improvements in students' verbal expression, critical thinking, and overall classroom participation.

Conclusion:

The use of riddles within an innovative educational framework proves to be an effective strategy for developing students' cognitive and verbal abilities. Riddles stimulate critical and creative thinking, enrich language skills, and make learning more interactive and enjoyable. When integrated thoughtfully into teaching practices, they contribute not only to academic growth but also to the holistic development of communicative competence in students. Future research may expand on digital applications of riddles and their role in inclusive education settings.

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