

Section 5. Pedagogy

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THE IMPACT OF INNOVATIVE APPROACHES IN PRIMARY EDUCATION ON STUDENT INTELLIGENCE

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Abstract

One of the main tasks of a modern school is to educate students who are developed, have critical thinking, decision-making skills and are goal-oriented. In this process, the joint activities of the school, teacher and parent play an important role. The formation of the basic qualities of students begins with primary education. A primary school teacher is not only a transmitter of knowledge, but also a facilitator who develops critical thinking, independent learning and problem-solving skills in children. The use of innovative and information technologies in teaching increases the quality of the lesson and arouses the interest of students.

Keywords: *modern school, student, education, quality, primary class*

The modern school is faced with the task of educating developed people. Not only the school, but also the teacher and family support play a major role in the student's cognitive activity, ability to act rationally, make decisions and achieve their goals. Science confirms that the joint unity of this trinity (teacher, school, parent) is important for achieving the set goal and coming to a conclusion.

The teacher's task is not only to develop the knowledge and skills of schoolchildren, but also to create opportunities for the formation and development of the above-mentioned personality functions. In this context, the educational process takes on a dif-

ferent meaning than is traditionally accepted. The famous American psychologist K. Rogers said in one of his lectures for school teachers: – “none of their efforts are meaningless, because only that part of the information perceived by the child is transformed into knowledge”. The modern teacher is not a transmitter of information, but a facilitator who helps students master independent work methods. The teacher should organize activities aimed at developing critical thinking in students, find ways to turn this activity into personality-oriented learning, and using it, cultivate a strong personality (“Law on General Education of the Republic of Azerbaijan”. 2020).

When a student, under the guidance of a teacher, is able to perceive, understand, and transform the information he receives into knowledge, the teacher can see the results of his work. In this way, we can say that the teacher should not directly transmit information to the student, but should help students master independent working methods. Critical thinking is a fulcrum for the development of student thinking and a natural way of interacting with ideas and information. Skills are needed not only to master knowledge, but also to be able to approach it critically, that is, when students acquire new information, they should learn to look at it from different points of view, and try to draw conclusions about its accuracy and value (“Law on General Education of the Republic of Azerbaijan”. 2020).

Using ICT in modern lessons is to improve the quality of the lesson, to master it more deeply. Students using ICT resources develop cognitive skills, self-esteem, the ability to manage information flows of the surrounding world, and social and communicative skills. Innovative teaching approaches in primary education aim to increase students’ interest, actively involve them in the educational process and support their intellectual development. These approaches serve to develop the following abilities in students: 1) Critical thinking: Understanding, analyzing and drawing correct conclusions from the information provided. 2) Problem-solving skills: Finding solutions to difficulties in creative and analytical ways. 3) Independent learning: Independently managing the educational process and taking steps for personal development. The most important result of training should be that students not only acquire knowledge, but also master methods of action aimed at the comprehensive development of knowledge. For example, comparing, classifying, generalizing, planning, applying, etc. Therefore, during the learning process, the teacher should guide the implementation of these methods of action by younger schoolchildren and focus the children’s attention on the result. It should also be taken into account that not only the intellectual, but also the general mental development of the student acts as an indicator of the effectiveness of learning. Here, along with mental

development, the physical development of students should also be taken into account.

The content of education is explained in detail in educational literature, which includes: school textbooks, reference books, additional books, atlases, maps, sets of tasks, workbooks, etc. The effectiveness of teaching also depends to some extent on the quality of educational literature. A perfectly organized textbook must meet a number of the following requirements: – it must comply with the requirements for the content of the training; – it must be specific, accessible, well-illustrated, and aesthetically pleasing; -designed, must have stable and at the same time mobile capabilities, that is, it must be provided with a QR code in accordance with the requirements of the time.

The requirements for the textbook are multifaceted. Textbooks are constantly being updated, because as the volume of knowledge increases and new requirements arise, and technology develops, the demand for writing new, more modern textbooks increases.

The design of the textbook must, first of all, be in accordance with the program, and secondly, it must meet certain requirements set by the Ministry of Education in its design, and must not go beyond them. The requirements set by the Ministry of Education of Azerbaijan for textbooks are determined in accordance with educational standards, the state’s educational policy and modern educational needs. These requirements include the following basic principles: 1) Textbooks must be prepared in accordance with national curriculum standards in terms of content. 2) All information must be accurate, relevant and scientifically substantiated. 3) Information in textbooks must be presented consistently, logically and in accordance with the age level. 4) The language in textbooks must be simple, understandable and in accordance with the rules of literary norms. 5) Terminology should be selected in accordance with scientific standards. 6) Expressions appropriate to the age level of students should be used. 7) Textbooks should be enriched with interactive tasks, illustrations and diagrams. 8) Teaching material should stimulate students’ cognitive interests and creative abilities. 9) National and moral values should be protected and promoted in textbooks.

10) Textbooks should be printed with high quality, and materials should be environmentally safe. 11) Appropriate methodological aids should be added to each textbook.

Conclusion

A lot depends on high-quality textbooks that meet standards. Programs and textbooks for primary grades include innovative methods that meet modern requirements. The following describes how these textbooks and programs affect the intellectual

development of students: -The transition to digital content in textbooks through colorful pictures, graphs, schemes and QR codes makes the learning process more fun and effective for students. – Unlike traditional approaches, textbooks include interactive tasks aimed at solving problems. This develops students' logical and creative thinking. – Programs adapt to the individual learning pace and interests of students, creating conditions for each student to better realize their potential.

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