

Short Communication**Researching Theoretical Approaches in Training Students to Analyze Reality in The Educational Process**Nazarov Azizjon Geldimurodovich<sup>1</sup><sup>1</sup>Master's degree in Pedagogy, Asian International University**ANNOTATION:**

This thesis analyzes the scientific validity and practical effectiveness of theoretical approaches aimed at forming students' competence in analyzing reality in the educational process. The main goal of the study is to determine the role of constructivist, cognitive and activity-oriented approaches in developing students' analytical thinking, cause-and-effect relationships, and evidence-based reasoning skills. Methodologically, pedagogical observation, comparative analysis, and didactic modeling methods were used. The results show that the integrated application of theoretical approaches significantly increases students' analytical competencies. In particular, the constructivist approach develops problem-based thinking, the cognitive approach ensures systematic mastery of knowledge, and the activity-oriented model forms in-depth analysis skills through practical and social experience. The results of the study justify the need to introduce a comprehensive methodological system for developing analytical thinking in the educational process.

**Keywords:** *Analytical Thinking, Constructivism, Cognitive Approach, Activity-Oriented Education, Competency-Based Approach, Didactic Modeling.*

In the modern education system, the formation of students' competence in analyzing reality is of strategic importance. In the context of global socio-economic processes and a sharp increase in the flow of information, students are required not only to master knowledge, but also to acquire the skills of analyzing, evaluating and drawing independent conclusions. In this regard, the scientific study of theoretical approaches in the educational process is an urgent task.

According to the constructivist approach, knowledge is formed in the process of active learning of the student. This approach develops analytical thinking by involving students in the analysis of real-life problems. The cognitive approach, on the other hand, provides for the systematic acquisition of knowledge based on information processing mechanisms. This allows for a step-by-step analysis of complex reality.

The activity-oriented approach serves to consolidate knowledge through students' practical activities and social experiences. Within this approach, problem-based learning, project methods, and discussion methods are of particular importance.

The results of the study show that the integration of these approaches comprehensively develops students' competence in analyzing reality. In particular, an educational environment enriched with interactive methods and digital technologies ensures high efficiency.

**CONCLUSION**

Based on the analysis conducted, the following conclusions were drawn:

- Students' competence in analyzing reality requires a multi-component and systematic approach.
- The constructivist approach develops problem-based thinking.

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- The cognitive approach ensures a logical and step-by-step development of analytical processes.

- An activity-oriented approach builds practical skills.

The integration of theoretical approaches ensures the highest pedagogical effectiveness.

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