



## PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF ORGANIZING 4C-APPROACHED LEARNING

Eshboyeva Surayyo Qaxramon qizi

Termiz University of Economics and Service, Department of  
Preschool and Primary Education, Associate Professor (PhD)

E-mail: surayyoeshboyev@gmail.com

Tel: +998996436999

### Abstract

This article provides an analysis of innovative approaches in the modern educational environment, as well as a pedagogical analysis of the content of the 4C approach components. It discusses collaboration, teamwork methodologies, and strategies for regularly improving critical thinking skills through mutual cooperation. The ability to apply these skills in various real-life situations using both personal and academic experience is explored. Furthermore, the article examines creative problem-solving, selecting and analyzing key concepts, and the effectiveness of knowledge assimilation with practical details.

**Keywords:** collaboration, workshop, critical thinking, primary education, students, skill, assessment, approach, simulation, feedback in the team.

### Introduction

The system of continuous education in our country is based on the active cooperation of skilled educators and motivated learners. This process contributes to the intellectual and moral development of individuals. During lessons, teachers convey their knowledge, skills, and competencies through interactive sessions, while students gradually assimilate and develop independent learning competencies.

In the educational process, students utilize various forms and tools of learning, including comprehension, processing, and practical application of acquired knowledge. Moreover, the cooperation between teachers and students in the learning process plays a vital role. Independent student activities, both in-class and extracurricular, contribute to achieving educational and developmental goals.

The Concept for the Development of Public Education until 2030 outlines the need for improving teaching methodologies. In line with this goal, significant efforts have been made to update educational materials, particularly in the revision of 1st to 4th-grade textbooks based on the 4C model.





The 4C model has undergone multiple trials and has been enriched with modern educational approaches. Previously, more emphasis was placed on students' writing skills and dictation exercises. However, contemporary teaching practices now focus on critical thinking, self-expression, and collaborative teamwork [5].

These newly developed innovative school textbooks introduce an advanced teaching strategy aimed at fostering students' comprehensive development through four core competencies:

1. Collaborative Approach – This method focuses on structuring lessons in a way that enhances students' ability to work in teams. It promotes effective communication, cooperation, and mutual support among students.
2. Communicative Approach – Encourages interaction among students and teachers, helping learners articulate their thoughts clearly and establish effective interpersonal connections. Lev Vygotsky, one of the key scholars in this field, developed the "social change" theory, which emphasizes communication and cooperation in education.
3. Creative Approach – Provides learners with opportunities to develop new ideas and innovative thinking strategies. This approach was pioneered by Howard Gardner, who introduced the "multiple intelligences" theory, highlighting the importance of different learning styles in fostering creativity.
4. Critical Thinking – Develops students' ability to analyze and evaluate information independently. John Dewey, a prominent scholar in this field, emphasized the significance of experience and analysis in education, advocating for methods that enhance critical thinking.

By integrating these approaches into the educational system, the 4C model helps cultivate essential 21st-century skills among students, ensuring their ability to think independently, collaborate effectively, and develop innovative solutions to real-world challenges.

Today, these approaches are effectively applied starting from the primary education system, and teachers utilize them in their activities to significantly develop students' skills [4]. The four approaches mentioned above are interconnected, enabling students to acquire not only academic knowledge but also essential skills required for success in various aspects of society.

Improving the quality of education largely depends on enhancing the cognitive and creative potential of primary school teachers, increasing their intellectual level, and, in general, developing their professional competencies [2]. It should be noted that the solution to these issues lies in strengthening children's intellectual education in close connection with other aspects of upbringing, expanding their knowledge and worldview, and most importantly, ensuring their successful learning in higher grades.





Therefore, all subjects taught in primary school, their sections, each topic, and concept are selected with special attention. Educational materials are chosen to align with students' level of knowledge and intellectual growth, providing content applicable to everyday life and helping them understand the essence of real-life events [6].

For this purpose, the topics included in the content of each subject are carefully selected and implemented by leading specialists and scholars. Currently, it is necessary to approach educational programs with creativity and focus on developing students' potential. In the era of digital technologies, our continuous education system must consider students' individual characteristics, interests, and needs. A talented student who can think independently and creatively should not only observe but also develop self-confidence, recognize their significance, independently answer thought-provoking questions, and engage in self-awareness processes [7].

In their article, "The Relationship Between Independent Creative Thinking and Emotional-Volitional and Intellectual Qualities of Personality," V. Karimova and Z. Nishonova analyze independent creative thinking from a psychological perspective. If young people are taught independent creative thinking, they will not struggle to solve their problems creatively in the future. Nurturing independence is not only a pedagogical but also a social task. Independence is closely linked to responsibility for one's actions and constitutes an integral part of a person's creative activity. The authors thoroughly analyze independent creative thinking in their article.

Furthermore, considering the content of all general education subjects in primary education, we can conclude that students develop innovative approaches, creative thinking, self-analysis, and the ability to express independent thoughts [1]. Based on these tasks, our research focuses on using the 4C approach to teach primary school students non-standard thinking in general education schools. Below, we present methodological approaches that align with our research objectives and have been tested in practice:

**Group Work:** Students are divided into small groups to work on a specific topic or problem. This method helps students express their thoughts, exchange ideas, and collectively find solutions to problematic situations.

**Collaborative Projects:** Students are assigned projects to complete together, such as creating presentations or innovative works. Each group presents its project, fostering creative thinking and teamwork skills.

**Role Distribution:** Each student is assigned a specific role within the group, such as leader, organizer, analyst, presenter, or designer. This method increases students' sense of responsibility and helps reveal their intellectual strengths.





**Skills Management:** Students are given tasks to solve real-life social problems. They analyze these issues in groups and search for creative solutions together.

**Simulation and Role-Playing Games:** Students take on various roles and simulate situations. This method helps develop social skills and problem-solving abilities [3].

**Feedback and Assessment:** Students evaluate each other based on their activity characteristics, presentation styles, and independent thinking levels. This method enhances their ability to receive feedback and engage in constructive criticism.

**Self-Assessment:** Students assess and analyze their own work, improving their self-analysis and ability to recognize necessary improvements.

**Brainstorming:** Group members generate ideas on a specific topic or problem. This method develops creative thinking and aids in producing new ideas.

**Group Problem-Solving (Successful Initiatives):** Students work within their groups to solve problems or create new initiatives. This method enhances their problem-solving and project management skills.

**Workshops and Seminars:** Groups organize their activities and exchange experiences with other groups. Workshops are interactive learning activities in which participants acquire knowledge and skills through practical exercises and discussions. They are often conducted in small groups, allowing participants to share their experiences, generate new ideas and solutions, and collaboratively solve problems. This method is particularly effective in conducting research experiments and strengthening collaboration among groups.

Overall, these methodologies and techniques represent a combination of effective strategies for implementing the 4C approach in primary education, contributing to students' academic and personal development. By applying these effective methods in the classroom, school educators can enhance students' collaboration, communication, creativity, and critical thinking skills.

Before implementing new innovative approaches in Uzbekistan's education system, international experiences have also been studied. Countries with advanced education systems, such as Singapore, China, the United Kingdom, the United States, Finland, and Estonia, prioritize developing 21st-century skills that incorporate the principles of the 4C approach. Educational systems in countries that achieve high rankings in international assessment programs place special emphasis on communication, inquiry, and creativity skills within the 4C framework. Consequently, these countries continue to achieve top positions in international education rankings [9].





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