

Problems Of Forming 4C Skills In Primary School Students

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Received: 28 July 2025; **Accepted:** 24 August 2025; **Published:** 26 September 2025

Abstract: This article pays special attention to the development of skills (critical thinking, creativity, collaboration, communication), critical thinking, creativity, teamwork and communication skills among students, developed according to the "4C" skill, which is most necessary for a person of the 21st century. It also provides information on the need to study both the life skills needed in the 21st century, as well as methods aimed at developing 4C skills in younger schoolchildren and methods aimed at their practical application.

Keywords: Communicative, communicative skill, perceptual, reflective, adaptive-communicative, cooperative, competitive, self-control.

Introduction: Today, preparing primary school students for life as the main means of communication in the educational process remains one of the main factors in improving the quality of education. For the effective organization of primary education, it is becoming increasingly important for students to transition to the educational process and acquire knowledge based on their interest in school.

In our country, it is important to introduce modern approaches to the educational process, effectively organize each link of the continuous education system, and achieve effectiveness in the process of mastering educational materials by primary school students. Special attention should be paid to the issues of "developing skills (critical thinking, creativity, collaboration, communication) in the "4C" skill, critical thinking, creative approach, teamwork, and communication skills in students, which are most necessary for a person of the 21st century," and emphasizing that... "textbooks should not be limited to memorizing dry information or simply teaching reading and writing, through which students will learn not only subjects, but also life skills necessary in the 21st century," the opinions of teachers on the obligations of teachers in the preparation of new textbooks require even greater responsibility in the process of developing students' communicative skills.

LITERATURE REVIEW

Today's task of the education system is the development of students' communicative competence

in the educational process, creating an optimal environment and conditions for the correct assimilation of subjects, continuous effective education.

Analysis of psychological research by S. L. Rubenstein [5] allows us to speak about the dependence of the success of the formation of a language speaker on the level of communicative development in education. The term "communicative development in education," according to I.Ya. Zimnyaya [6], should be considered as a complex multifaceted phenomenon that ensures: – vocabulary; – the level of mastery of speech rules; – the ability to consciously consistently express one's thoughts, the ability to adequately respond to the interlocutor's replies, the level of knowledge of forms of oral communication with indicators of reaction to what they hear; – the level of reading technology, the indicator of which is reading speed; – the level of formation of written speech skills, the level of formation of cognitive interests; – general worldview.

Researcher G. Bekimbetova notes that "modern researchers have observed the following cases of formation of universal skills in the application of 4C skills in student activities. They reflect a person's personal qualities: their ability to communicate with people; effective organization of time; creative thinking; the ability to make decisions and take responsibility.[7] To fulfill these requirements, it is necessary to develop a system of independent learning tasks based on a pragmatic approach in native language education. For this, it is necessary to study the

advantages of cognitive-pragmatic education, which allows expressing thoughts appropriate to different speech situations and serves the effectiveness of mutual communication.

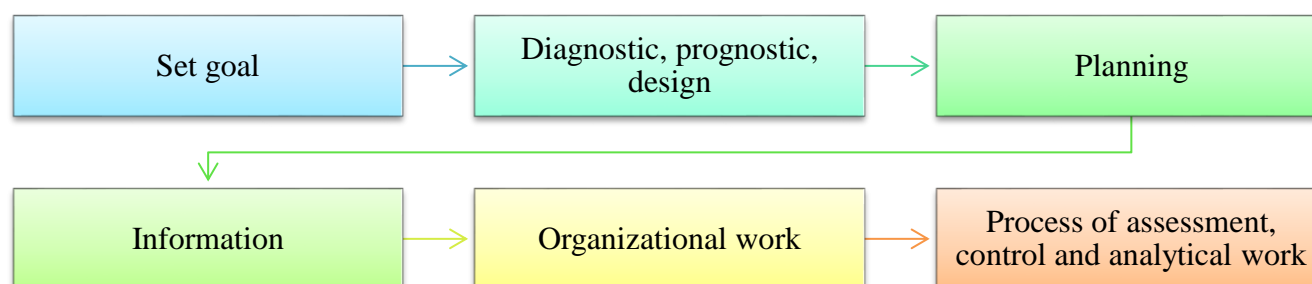
When forming communicative competence in primary school students, it is necessary to take into account the following individual psychological characteristics: - the level of personal activity of the student; - skills of independent work through educational tasks; - creative abilities of students and skills for their development; - consistency of educational materials and tasks related to the topic; - emotional originality in interpersonal communication; - richness, diversity, and vitality of facts related to the topic; - the ability to negotiate with people, to pose problems.

METHODOLOGY

Improving the process of organizing lessons, based on cognitive-pragmatic approaches and 4C principles of the organizational component of the educational content, we see that special attention is paid to four pragmatic value criteria in the main goal of the

designated education of students. So, the student can express the presented material in the process of the lesson as follows: 1) be able to read; 2) ability to understand what is read; 3) ability to write correctly (flawlessly) what they have read and understood; 4) must have the skills and abilities to listen to the given information.

From the point of view of the competency-based approach, "educational education" is understood as the development of student mobility (volition) through the systematic overcoming of difficulties encountered in educational issues, which have personal and vital content. The teacher's methodological management function is considered important in the formation of communicative skills of primary school students based on the 4C principle. If there is a teacher, then it can be expressed in the form of other, special functions. In the study, we defined the research work on the formation of students' communicative skills based on the 4C principle as follows. (Fig. 1)



The state of organization of students' communicative skills throughout the year through native language and

reading literacy lessons was studied. (table 1)

Methods aimed at forming communicative skills through native language and reading literacy classes	During the 1st quarter	During the 2nd quarter	During the 3rd quarter	for a year
Communicative didactic games	17%	25%	58%	85%
Role-playing	27%	35%	67%	89%
Brainstorming	18%	24%	45%	80%
Story-telling skill	45%	59%	70%	90%
Mosaic Speaking Skills	30%	40%	54%	87%
Picture storytelling skill	35%	54%	70%	87%

RESULTS

Thus, in the development of communicative skills of primary school students based on a competency-based approach, a primary school teacher must know the following requirements: knowledge of the state educational standard (general rules) of general secondary education, as well as the requirements of the curriculum for the subject being taught; study of regulatory legal and directive documents on general secondary education; familiarization with the requirements for equipping primary classes and

classrooms (laboratories) with appropriate educational equipment; use the principles of organizing and ensuring the quality of the educational process of primary education; knowledge of the content of primary school subjects and the basics of their sequence in teaching; distinguishing the general and age psychology of primary school students; use of interactive teaching methods in primary school; spiritual and moral education of primary school students based on the ideas of national independence; organization of methods for organizing and conducting

extracurricular (extracurricular) work.

CONCLUSION

In conclusion, we will develop the skills and abilities of independent thinking, finding sentences appropriate to the situation in the formation of communicative skills of primary school students. Students will have the opportunity to read and translate literary works, brochures, and scientific research samples written by different peoples. Thus, in the formation of communicative skills of primary school students, the following communicative features and personal qualities begin to form: 1) familiarization with micro and macro situations of speech activity; 2) to allow learning through trial and error; 3) elimination of the gap between the teacher and students; 4) communication between students and the teacher; 5) to allow shy, timid, and hesitant students to actively participate in the lesson; 6) encouraging and directing the student towards creativity; 7) overcoming obstacles in the process of communication with the student; 8) discovering environmental phenomena for the student.

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