



METHODOLOGY FOR THE DEVELOPMENT OF 4C MODEL SKILLS IN STUDENTS OF PRESCHOOL EDUCATION

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Abstract

This article examines the methodological foundations for developing skills based on the 4C model (critical thinking, creativity, communication, and collaboration) among students studying in the field of preschool education. The issues of preparing future educators for professional activity through the use of innovative educational technologies, interactive methods, and practical training are analyzed. The research findings demonstrate the significant role of the 4C model in shaping the professional competence of future preschool teachers.

Keywords: 4C model, preschool education, professional competence, creativity, students, critical thinking, interactive methods.

Introduction

Currently, globalization and the rapid development of digital technologies are placing new demands on the education system. In the conditions of modern society, the training of competitive, independent-thinking and creative pedagogical personnel is an urgent task. In particular, the development of professional competence of future educators preparing to work in the preschool education system is of great importance. In this regard, it is important to introduce the 4C model, which is aimed at forming the skills of the 21st century, into the educational process. The 4C model serves to develop critical thinking, creativity, communication and collaboration skills. These skills allow future educators to make effective pedagogical decisions in their professional activities. The development of 4C skills in preschool education students increases their activity and creative approach to the educational process. Also, the educational process organized on the basis of this model serves to form a culture of teamwork and communication among students. Therefore, the development and practical



implementation of a methodology for developing skills based on the 4C model is an important scientific and pedagogical issue.

RESEARCH METHODOLOGY

Based on theoretical analysis, comparison and descriptive methods, the methodological possibilities of interactive teaching methods (case studies, group work, role-playing, project-based learning) in the process of forming the “4C” skills of future educators were analyzed. These methods encourage students to actively participate in the educational process and achieve success within the subject. For example, in the problem-solving method, future educators try to solve problems in their work. In this process, they have the opportunity to develop independent thinking, analyze problem situations and test their ideas in practice. In group work, learners work together in small groups to solve a specific problem. This method improves communication and cooperation skills in learners, and also encourages the exchange of ideas. Role-playing not only allows students to act out different roles, but also helps them better understand specific real-life situations. In project-based learning, students work on a specific project. In the process, they gain experience by applying their knowledge in practice. The process of implementing a project helps students plan to cover a specific topic, develop creative thinking within the topic, and develop a sense of responsibility.

Analytical thinking is important in the problem-solving process. Students learn to think deeply about the problem and take into account different points of view. Students studying in the preschool education field study the activities of preschool children, analyze the effects and results by analyzing problem situations during classes. This serves to develop students' analytical, critical thinking and problem-solving skills. Using the role-playing method, students imitate real-life situations. They take on different roles and try to solve problems. For example, the content of lessons in higher education is adapted to the educational process in a preschool educational organization, and students are given the opportunity to model social situations through role-playing games that implement the educational process in a preschool educational organization and reflect the interactions of learners. This process, in turn, develops their communication skills and increases creativity in the process of solving problems.



ANALYSIS AND RESULTS

Within the framework of this study, an educational process was organized aimed at developing skills based on the 4C model in preschool education students. The main goal of the study was to form critical thinking, creativity, communication and collaboration competencies of future educators and increase their level of preparation for professional activity. To achieve this goal, innovative and interactive teaching methods were systematically used. During the training, special attention was paid to making students active participants in the educational process. Lessons organized on the basis of interactive methods increased the activity of students, allowed them to think independently and freely express their opinions. As a result, students acquired the skills of connecting theoretical knowledge with practical activities. The method of problem situations plays an important role in experimental training. Students were given tasks based on real pedagogical situations encountered in the educational process of preschool educational organizations. In the process of analyzing these situations, students developed the skills of identifying the causes of the problem, developing various solution options, and choosing the most optimal decision, of course, this served to develop critical thinking skills in students.

In order to develop creative competence, the project-based teaching method was widely used. Students worked on projects to create developmental games, activity designs, and didactic materials for preschool children. During the project activities, students demonstrated a creative approach and put forward innovative pedagogical ideas. As a result, their creative thinking and creativity developed significantly.

Role-playing games and training sessions served as an effective tool in the formation of communicative skills. Students developed their professional communication skills by modeling the communication processes between “educator-educator”, “educator-parent” and “educator-pedagogical team”. These sessions served to form students' speech culture, pedagogical tact, and communication ethics skills.

Group and team work played an important role in the development of collaborative competence. Students learned about cooperation, responsibility, and teamwork by working together in small groups. During group assignments, students learned to listen to each other, make decisions in agreement, and feel a sense of collective responsibility.



Modern information and communication technologies were used in the research process. The effectiveness of lessons was increased through multimedia presentations, video materials and digital platforms. This helped to develop students' skills in working with information, analyzing and presenting it. At the final stage of the experimental work, the level of development of students' 4C competencies was analyzed using observation, interview and questionnaire methods. The results obtained showed significant positive changes compared to the indicators at the beginning of the experiment. In particular, students acquired the skills of expressing their opinions through evidence, creatively approaching problems and effectively working in a team. In addition, students began to successfully apply the knowledge and skills formed on the basis of the 4C model in the process of pedagogical practice. This confirms the increase in their level of professional training. In general, the results of the research showed that the educational process organized on the basis of the 4C model is an effective methodological approach in developing the professional competence of students in preschool education.

CONCLUSION

In conclusion, this study analyzed the methodological aspects of developing skills in preschool education students based on the 4C model. The conducted experimental work showed that interactive and innovative teaching methods are effective in forming the professional competence of future educators. The educational process organized on the basis of the 4C model served to develop students' critical thinking, creative approach, communication and teamwork skills. The results of the study confirmed that students' opportunities to combine theoretical knowledge with practical activities expanded. Students also acquired the skills of independent decision-making and the use of innovative approaches in the process of pedagogical practice. In general, the 4C model is an important pedagogical model for effectively preparing preschool education students for their future professional activities. The widespread introduction of this methodological approach in higher educational institutions will serve to improve the quality of the preschool education system.



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