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ADVANTAGES OF THE MODEL USING THE 4C PRINCIPLE IN FORMING LEARNERS' SPEAKING COMPETENCES

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ABSTRACT

In this article, the model refers to a variant of the process of forming the learners' speaking competence in English based on the "4C" principle. It is necessary to comprehensively describe the organization of the model as a source of information in the scientifically based process of developing 21st century skills of learners in general education schools. Such description should be predictive and serve as a means of feedback.

KEYWORDS

4C model, method, teaching, English language, technology, education, lesson.

INTRODUCTION

Speech is a product of human thought, consciousness, it is considered the main tool for establishing communication-attitude, a direct expression of human thinking and worldview. In this respect, speech development fully reflects the development of a person as a person. The formation and evolution of human spirituality is also manifested throughout its existence in its speech. The strong influence of language (speech), firstly, on the cultivation of mental abilities in a person, and secondly, on its immediate emotional - educational, spiritual aspects, belongs to

the range of truths recognized in science. However, it is not correct to put them at odds. Social, artistic and aesthetic functions in the language are carried out not at the expense of denying each other, but only those assigned to the evaz of mutual cooperation and integrity.

LITERATURE REVIEW

A.V.Khutorskoy argues that the effectiveness of teaching in a modern school depends on the teacher's

ability to choose a teaching method using optimal pedagogical technologies that design the final qualities of an individual for each lesson[1;544].

L.R.Fedorenko divides methods for language learning into three main groups:

- 1) methods of theoretical language learning (conversation, communication, work with a textbook);
- 2) methods of theoretical study of speech (work with individual language units and their forms);
- 3) practical methods (work with text for the development of speech and the use of language units in it) are presentations, essays[2;105].

A.M.Alexyuk believes that it is advisable to solve the pedagogical problem of teaching methods not from a single classification acceptable for the entire educational system, but using a number of created and theoretically based classifications that reflect the content and tasks of didactic methods in an incremental way[3;143].

METHODOLOGY

Pedagogical researchers generally use a variety of drawings to display an object depending on the subject and purpose. For example, processes are traditionally analyzed through components such as the subject of activity, principles, conditions, goals and results. Based on the research tasks, on the principle of “4C”, a model for the formation of speech competence of learners from English was developed[4;155].

This model consists of the following blocks and components:

- target block-this is the issue of the development of speech competence of learners from English on the basis of the principle of “4C” in the educational process.
- theoretical-methodological block-approaches to the organization of activities:
- fair, systematic, personality-oriented, competency;

Principles: in the research process, we developed the norms for the development of speech competence of English learners based on the principle of “4C” (Figure 1).

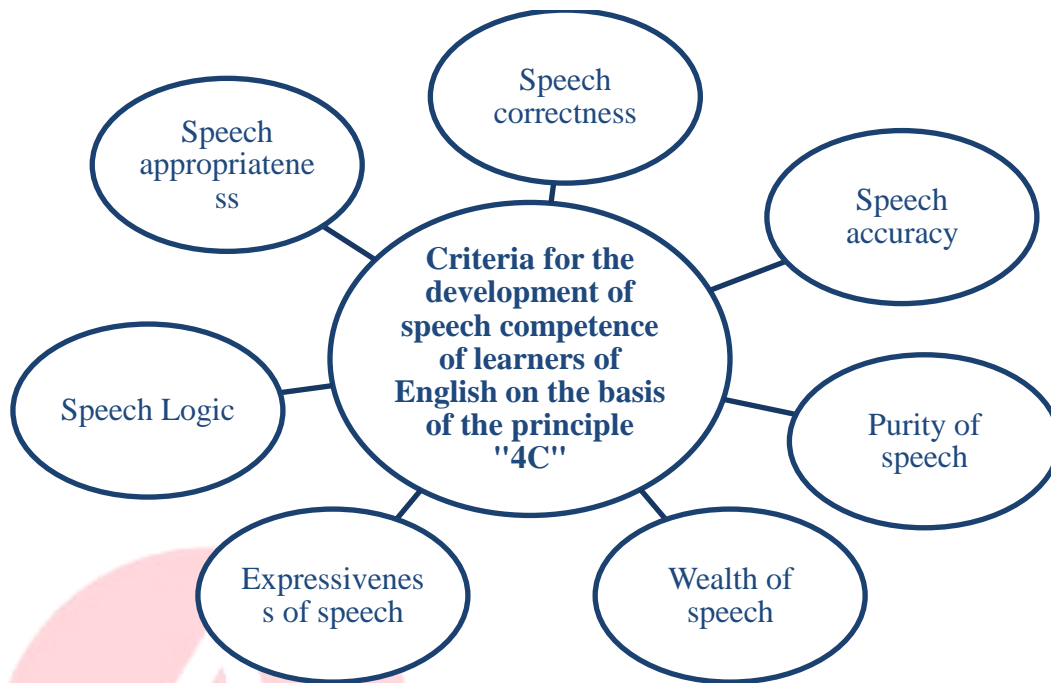


Figure 2.9. Norms for the development of speech competence of learners of English on the principle of "4C".

Criteria for speech competence of learners of English on the basis of the principle “4C”

	Criteria	Content
Motivational	Interest in the development of speech competence of English learners on the basis of the principle of “4C”, a desire to develop the potential of communication skills between individuals from a foreign language.	Foal attitude to the complete assimilation of speech competencies of learners from English on the basis of knowledge, skills and qualifications by learners on the basis of the requirements of state educational standards and the principle of “4C”.

<p style="text-align: center;">Cognitive</p>	<p>Knowledge of the essence, role and significance of the development of skills of the XXI century, the development of speech competence of intellectual learners in it (creative, communicative, critical thinking, collaboration) – understanding, understanding, development of research training, including skills for working with them, search and selection of necessary information, generalization and fixation of Information, development of semantic reading, including the ability; Title, Understanding the content of the text with keywords, the main idea, the main emphasis.</p>	<p>Development of independent and free thinking in learners and their creative abilities;</p> <ul style="list-style-type: none"> - consistent, consistent and logical flow of learners ' thoughts on the subject, awareness of oneself as a person, spatial orientation, calculation, understanding, speaking, ability to think, drawing conclusions and moving towards the goal. - focused on assessing the process of communicative activity in a foreign language. -to establish a sequence of basic logical facts, omitting secondary facts; to carry out actions of self-observation, self-control, self-control.
<p style="text-align: center;">Active</p>	<p>Creative tasks on the topic and knowledge, skills, qualifications, concepts and imagination, correctness of speech competence on the basis of the “4C” principle of speech competence of learners; accuracy of speech competence; width of speech competence; expressiveness of speech competence; logic of speech competence; reflection of the appropriateness of speech competence.</p>	<ul style="list-style-type: none"> -Creation and implementation of educational and methodological complexes for the development of speech competence of learners of English on the basis of the principle of “4C”; - formation of competence in scientific worldview and global thinking in learners.

Raeglexive	<p>Self-assessment, perception. Self-mastery, aimed at cultivating speech competence from English on the principle of "4C", the ability to plan verbal and nonverbal abilities in the communication process; the ability to develop a communicative process, including the ability to communicate with them and perform various social roles;</p>	<p>Social-personal motivation on the basis of the principle "4C"; to "feel" the professional and life perspective; to plan what they will do, to increase and strengthen the intellectual-creative characteristics of speech competence from English on the basis of the principle "4C", to know their abilities, to develop it, to improve self-control, regulation, control, correction assessment.</p>
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Motivational - interest in the development of speech competence of English learners based on the principle of "4C", a desire to develop the potential of interpersonal communication skills from a foreign language.

A meaningful block is one that reflects in itself the state educational standards, the content of pedagogical and psychological sciences, extracurricular activities and the content of Independent Education.

Organizational-activity block. Stages of this:

- organizational-methodological;
- theoretical preparation;
- practical preparation;
- reflexive-evaluation;

Pedagogical conditions:

Principles:

- the principle of colloquial creativity;

- principle of speech communicativity;
- critical thinking principle;
- the principle of teamwork of teaching.

The development of speech competence of learners of English on the principle of "4C" and the active use of their types;

- optimal combination of collective, group and individual forms of work;
- duration and continuity of all stages of training;
- pedagogical diagnostics and monitoring.

Consequential-diagnostic block. Diagnostic methods and means in this:

- self-observation, analysis, comparison, generalization, application, assessment, conversation, observation, questionnaire-survey, question-answer, self-assessment, reflexive awareness;

- On the basis of the principle "4C", the development of speech competence of learners from English and a

highly developed specialist personality are defined as the expected result.

In the development of this model, a component modeling mechanism was used, a systematic approach was selected as the main methodological approach, on the basis of which modeling principles were determined: consistency, organization, self-independent development, continuity and optimality[5;96].

Purpose: to develop speech competence of learners of English on the basis of the principle “4C” and determine, justify and implement the necessary pedagogical conditions.

Assignments:

- analysis of the current state of development of speech competence of learners of English language on the basis of the principle of “4C” in general educational institutions in Uzbekistan on the basis of pedagogical analysis[6;25];
- clarification of the content of the development of speech competence of learners from English on the principle of “4C” in relation to the research problem;
- Determination of the set of pedagogical conditions that serve to develop speech competence of learners from English on the basis of the principle “4C”;
- Development of a model for the development of speech competence of learners of English on the principle of “4C”, its theoretical justification[7;12];
- To experimentally test the effectiveness of the proposed methodology for the development of speech competence of learners from English on the principle of “4C”.

In the process of researching the process of developing speech competence of English learners based on the principle of “4C”, its principles were studied.

They are as follows: cultural compatibility based on the cultural conditions of the student in society and the consideration of educational upbringing;

semiotics - character-calls symbolic systems to the dynamic, statistical laws of the subject of perception and makes thinking process more effective;

The development of speech competence of learners of English on the principle of “4C” allows learners to ensure freedom of interpersonal interaction;

subjectivity-reliance on the active actions of the student, personal experience and independence of the initiative in learning;

activity – on the principle of “4C”, the educator creates conditions for improving interaction for the development of speech competence of learners from English;

On the principle of “4C” develops creative activity in the process of developing speech competence of learners from English;

Based on the principle of “4C”, the process of developing speech competence of learners from English was selected in accordance with the purpose, content, methods, forms and means of teaching[8;332].

It was determined to be implemented from four interrelated stages (figure 2.10).

Lesson forms:

- oral (lecture, story, conversation, explanation, discussion);
- visual (illustration and display);
- theoretical (subject matter);
- practical (performing various tasks of a practical nature).

According to cognitive level:

the explanatory illustrator is the way in which the educator conveys certain information about the development of speech competence from English on the basis of the “4C” model, which involves the perception and assimilation of information by learners;

reproductive - involves the development and application of various tasks by the teacher on the materials on the topic so that learners can master the methods of solving.

Didactic condition:

educational plan, SES (State Education Standard), methodological manuals on the topic, improvement of didactic provision.

Evaluation criteria:

- communicativity of speech;
- formation of critical thinking in the process of speech;
- collaborative discourse;
- the features of creativity in speech were studied.

Also, when mastering the skills of the XXI century, it is necessary to state speech in oral texts and written form in accordance with semantic styles and genres, to

read various texts; to consciously describe communication and compositions, to study in accordance with goals and objectives.

RESULTS

Logical assimilation of information on the topic, comparative actions, analysis, generalization, classification of analogies on common features and the organization of causal relationships, knowledge of attributive concepts on abstract.

Skills such as solving complex problems, thinking critically, taking a creative approach, working in a team and managing people, recognizing your own feelings and those of others, analyzing and making decisions, negotiating and working in a multitasking mode will help a person achieve success.

The levels of formation of speech competence of learners of English on the principle of “4C” – creativity, communicativity, collaborativity, critical thinking.

CONCLUSION AND DISCUSSION

On the basis of the principle “4C”, issues of its full introduction into the course of the lesson are considered in order to implement the mechanism for the development of speech competence of learners from English. The study concluded that it was primarily intended to be implemented through methods aimed at enhancing the learners' speech skills from English based on the “4C” principle.

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