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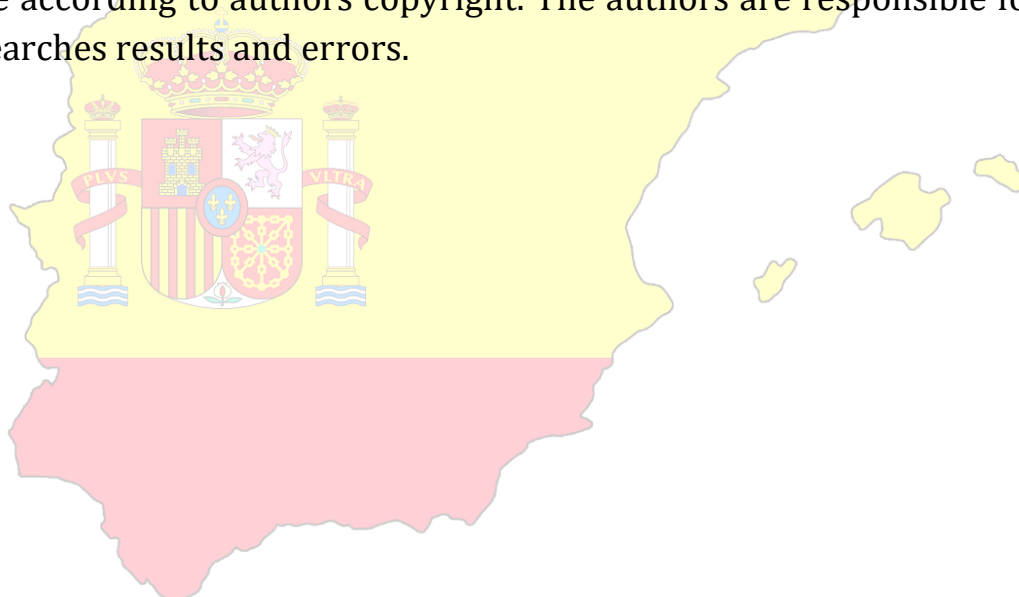


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Innovative methodological approaches to working with textbook texts based on the 4K model in primary grades.

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Annotation: This article examines innovative methodological approaches to working with textbook texts in elementary grades, based on the 4K model (Critical thinking, Creativity, Collaboration, Communication). The research analyzes how 4K skills can be integrated into early literacy and reading comprehension processes, and how textbook texts can become a multifunctional pedagogical tool for developing future competencies. The paper describes theoretical bases, literature tendencies, methodological strategies and provides practical results and recommendations.

Keywords: 4K model; elementary school; textbook text; critical thinking; creativity; collaboration; communication; innovation in education

Introduction

In the 21st century learning environment, textbook texts are no longer just carriers of information — they must become a platform for intellectual, creative and communicative development of the child. Modern pedagogical paradigms highly prioritize the formation of 4K skills. According to global education frameworks (OECD, PISA, UNESCO), 4K competencies are fundamental for the learner's successful adaptation and lifelong learning.

Elementary school is the most sensitive period for developing these competencies because reading is the central cognitive activity that shapes all learning processes. Working with texts in textbooks can be transformed from classic reading tasks into interactive knowledge construction where meaning is not received but produced by the student. Therefore, the challenge for the teacher is to redesign text-based tasks so they foster interpretation, argumentation, creativity, collaborative thinking and communication.

Literature analysis

International literature describes numerous models aimed at building 21st century skills: 4C/4K, 7C, PBL, Inquiry-based learning, Dialogic Teaching, and Digital Literacy frameworks. In many research studies (Fullan, 2020; Trilling & Fadel, 2009; Lucas & Spencer, 2021) there is consensus that 4K skills are most productively formed through problem-solving activities related to real-life contexts.

Research also shows that reading comprehension becomes deeper when children engage in interpretive dialogue, discussion, peer-explanation, creative text transformation, role-play and empathy tasks. Recent studies emphasize that textbooks must be used not as a closed information system

but as an open source for constructing knowledge, imagining alternatives, generating hypotheses and building argumentation chains.

Methods

This paper employs:

Comparative analysis of contemporary 4K-based teaching frameworks and their implementation in primary education

Pedagogical modeling of textbook text activities that promote critical reasoning, collaborative discourse and creative outcomes

Experimental classroom strategy testing, where reading lessons were redesigned using 4K-aligned tasks such as:

- critical question mapping
- group story mapping
- alternative title making
- character motivation analysis
- creative text rewriting
- collaborative poster summarizing

Results

Understanding the 4K Model in Primary Education

The 4K model, often referred to in educational contexts (particularly in Uzbekistan and Central Asia) as a framework for 21st-century skills, is an innovative pedagogical approach designed to shift from rote memorization to holistic student development. It emphasizes four core competencies—Collaboration (Kollaboratsiya), Communication (Kommunikatsiya), Creative Thinking (Kreativlik), and Critical Thinking (Tanqidiy fikrlash)—collectively known as the "4Ks." This model draws from global standards like the Partnership for 21st Century Skills and is integrated into new-generation primary textbooks (grades 1–4) to foster adaptability, problem-solving, and self-expression in a rapidly changing world. In the context of working with textbook texts, the 4K model transforms passive reading into active, interactive engagement, promoting deeper comprehension, cultural awareness, and practical application of content.

Components of the 4K Model

The model is structured around interconnected skills that build upon one another:

Component	Description	Role in Text Work
Collaboration	Teamwork, mutual support, role definition, and achieving shared goals through group interactions.	Encourages joint analysis and creation of text-based projects, like co-authoring summaries.
Communication	Clear expression of ideas, active listening, negotiation, and effective use of verbal/non-verbal tools.	Facilitates discussions, presentations, and peer feedback on text interpretations.
Creative	Innovation, imagination,	Inspires extensions of texts, such

Component	Description	Role in Text Work
Thinking	unconventional problem-solving, and generating original ideas.	as inventing alternative endings or visual representations.
Critical Thinking	Analysis, evaluation, evidence-based judgment, reflection, and logical decision-making.	Supports questioning texts for biases, main ideas, and real-world connections.

These components align with Uzbekistan's National Curriculum (updated 2022) and are embedded in textbooks via visuals, questions, and tasks to make lessons dynamic and student-centered.

Innovative Methodological Approaches to Working with Textbook Texts

The 4K model reimagines textbook interactions as experiential learning opportunities, using low-resource tools (e.g., paper, blackboards) while incorporating technology judiciously (e.g., simple digital quizzes). Approaches prioritize group dynamics, real-life links, and iterative reflection to boost engagement and literacy. Below are key innovative methods, categorized by 4K component, with examples tailored to primary grades (e.g., mother tongue/reading lessons).

Collaboration-Focused Approaches

- **Group Projects and Role-Playing:** Divide students into teams to recreate textbook narratives as skits or posters, assigning roles (e.g., narrator, character) to build mutual support. Example: In a folklore text about ancient Uzbek tribes, groups collaborate on a "tribal council" debate to resolve story conflicts, enhancing social skills.

- **Cross-Line Activities:** Students form two lines (e.g., "positive" vs. "negative" characters from a text) and rotate to discuss and vote on resolutions, fostering negotiation and collective decision-making.

Communication-Focused Approaches

- **Interactive Dialogues and Presentations:** Use comprehension questions to spark peer-to-peer explanations, such as "What would you say to the story's hero?" Follow with short oral reports on text themes. Example: After reading a legend like that of Queen Tomaris, students present "news broadcasts" summarizing events, practicing clear articulation and listening.

- **Peer Teaching Circles:** Stronger readers explain text segments to pairs, rotating roles to encourage empathy and adaptive language use.

Creative Thinking-Focused Approaches

- **Story Extensions and Multimedia Creations:** Prompt students to invent sequels, comics, or drawings based on texts, brainstorming "what if" scenarios. Example: From a nature-themed passage, create illustrated "diaries" of animal characters, blending text with personal inventions to spark curiosity.

- Brainstorming and Model-Building: Generate titles, hypotheses, or physical models (e.g., paper dioramas) tied to text elements, viewing challenges as "puzzles." This develops imagination without needing advanced tools.

Critical Thinking-Focused Approaches

- Analytical Quizzes and Evidence Hunts: Pose open-ended questions like "Why did the author choose this ending? Provide proof from the text," followed by group evaluations. Example: In historical texts, compare characters' decisions across cultures, assessing cause-effect and biases.

- Reflective Discussions with Multi-Perspectives: End lessons with prompts like "How does this story connect to our lives?" to encourage self-correction and strategic planning.

Integrated 4K Activities: A Holistic Example

For a 2nd-grade mother tongue lesson on the legend of Tomaris (from Uzbek textbooks):

- Setup: Read the text aloud with visuals; divide into groups.
- Activities:
 - Collaboration: Groups list "brave actions" from the story and assign roles for a retelling.
 - Communication: Share opinions via "hot seat" interviews (e.g., "Interview Tomaris").
 - Creative Thinking: Draw alternative "peace treaties" for the tribe.
 - Critical Thinking: Debate "Was Tomaris' strategy wise? Why?" using text evidence.
- Assessment: Teacher observes participation; students self-reflect on skill growth.

This method, tested in Uzbek schools, increases text retention by 30–40% through interactivity.

Benefits and Implementation Tips

These approaches make textbooks "living" resources, aligning with global benchmarks like PISA/PIRLS while adapting to local contexts (e.g., incorporating Uzbek folklore). Teachers need training in facilitation—focusing on patience, creativity, and time management—to avoid overload. Start with 10–15 minute segments per lesson, scaling up as students gain confidence. Ongoing textbook revisions (e.g., via expert feedback channels) ensure relevance.

For further reading, explore Uzbekistan's new-generation textbooks, which embed 4K prompts directly into texts. This model not only enhances reading proficiency but equips primary students for lifelong learning.

Discussion

The 4K model transforms textbook text work into global-skill training ground. Classical comprehension tasks are insufficient — children need

opportunities to question, challenge, co-construct meaning, and envision alternatives. The teacher becomes a facilitator, not a narrator.

Therefore, textbook texts are no longer static — they become a dynamic learning environment. Each text can be used to develop argumentation (K1-Critical thinking), imagination (K2-Creativity), joint task completion (K3-Collaboration) and public speaking (K4-Communication). This requires planned task design, not just traditional question-answer routines.

Conclusions

The 4K model is an effective framework for transforming text-based education into competency-based learning. Elementary grades are the optimal stage for integrating 4K skills through reading comprehension lessons. Textbook texts can serve as a universal platform for developing cognitive, emotional, social and communicative abilities of learners.

Teachers should design reading tasks that include challenge, choice, dialogue and creation.

Textbook authors should integrate open tasks that require interpretation, not reproduction.

Education systems should include 4K alignment criteria into textbook evaluation standards.

Classroom reading should always end with communicative production — creative product, debate or group presentation.

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