

EFFECTIVE METHODS OF USING THE 4C MODEL IN THE PROCESS OF INCLUSIVE EDUCATION

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Abstract. *In the given article the incentives achieved through the use of effective methods of the 4c method in the process of inclusive education that meet the requirements of the current period is discussed.*

Keywords: *inclusive education, educational process, effective methods, modern methods, cooperation, communicative, creative thinking, critical thinking.*

At present time primary school students are taught on the basis of new generation textbooks. One of the main features of the textbooks is that they are designed according to the 4C principle. Definitely, memorizing just information itself or simply learning to read/write is not sufficient. Students learn not only science, but also life skills needed in the 21st century. The 4C approach, as the name suggests, involves 4 principles:

Collaboration: Textbooks are designed to help students develop teamwork skills. This helps students learn skills of collaboration, effective communication and mutual support.

Communication skills: Students learn to clearly express their thoughts, listen and understand the interlocutor and effectively use language to convey information.

Creative Thinking: Students learn to use new approaches to achieve their goals, develop innovative solutions, and develop creative problem-solving skills.

Critical thinking: this technique includes the development of students' skills to critically evaluate information, form their own opinions and judgments. Students learn to approach problems from an analytical point of view and form their own point of view based on logical thinking.

It is not a secret that an innovative approach based on the 4C model does not require special conditions for use in schools. For example, students develop critical thinking skills through quizzes and communication skills through quizzes and exercises. It is not true to say that schools do not have the conditions to use these methods.

The study includes issues regarding the education and upbringing of children with special needs, such as assistance in adapting the problems of teaching them to read and write in public life, the effective implementation of these tasks, practical assistance to special workers in the field and parents of disabled children. responsible work.

The basic problems of children with special needs cannot be solved by educating them away from the environment and family. It is difficult to achieve social integration if society does not take responsibility for its members, if limited rights and opportunities are not restored.

Solving the problem of equality in the education of children with special needs is one of the pressing problems of our time. But even today, many children remain without education for various reasons. It is necessary to consider organizational, scientific and methodological measures for involvement in inclusive education, that is, to develop activities related to the training and advanced training of specialists. There are two main factors for attracting children with special needs to general education institutions:

Firstly, children with special needs can interact with healthy children. With the proper organization of inclusive education, children with special needs will be protected from the social side, and healthy children will feel the importance of recognizing social justice and equality, and children with disabilities will be treated kindlier and attentively.

Secondly, that children with disabilities have the right to study and receive education side by side with their able-bodied peers.

The essence of the principle of inclusive education is that since 1990, a number of declarations and decisions have been adopted at the global level regarding the education of children with special needs in the system of general education institutions. They are recognized by many countries around the world. But today there are many problems in their implementation. In some countries, when making laws or decisions on general education, the issue of education for children with disabilities is not included in it. But recognition of inclusive education is not only associated with the adoption of laws. Combating discrimination and social prejudice is the most important thing. A child with disabilities is a childlike all children and has the right to recognition and respect, therefore calling him a disabled person is unacceptable. A child always needs the help of adults, regardless of his situation and what capabilities he has. It is inhumane to separate it or call it by another name. If disabled children are classified as “abnormal children”, “disabled children”, “blind children”, “deaf children”, “children with mental retardation”, “children with paralysis of the musculoskeletal organs”, etc. concepts were used. But these concepts violate the rights of children with disabilities. This also has a negative impact on parents. Children with disabilities do not complete assignments and tasks as quickly as typically developing children, but they can perform them at a level of ability. Protecting the rights of the child and having a positive attitude towards them is an important method of education. Therefore, it is necessary to prevent insults.

From the mentioned ideas above, it is clear that the 4C method can be used not only for the development of healthy children, but also children with disabilities in the process of inclusive education. Using the 4C model, children with disabilities' attitudes toward creative thinking can be further improved by expanding their range of thinking and expression of personal opinions through worldview formation. Using this model, you can achieve the intended goal in the process of inclusive education. By implementing the 4C model, educators can enhance the effectiveness of inclusive education by addressing individual needs, fostering social connections, promoting positive attitudes, and facilitating real-world application of knowledge. This holistic approach empowers students with diverse abilities to actively participate, learn, and thrive in inclusive educational settings.

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