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## THE IMPORTANCE OF THE 4C MODEL IN THE FORMATION OF COMMUNICATIVE SKILLS AND ITS CONCEPTUAL BASIS

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**Abstract.** The study examines significance of the 4C framework in enhancing communicative competence in Kazakh language education. It works on the idea that modern education values reasoning, interaction, and flexibility over rote memorization. Instead, students need to be able to think critically, talk to each other, work together, and change their answers as things change. The study employs theoretical frameworks from communicative linguistics and educational psychology to analyze the interaction among these four competencies, rather than their separate functions. A mixed-method design was employed, combining statistical analysis with classroom observation. The study included one hundred and three students from the tenth and eleventh. We used diagnostic speaking tasks, monitoring classroom interactions, and performance assessments to measure communicative development. We processed the quantitative data using SPSS and conducted a correlation analysis to examine the relationships between the 4C components. The results show that students who learned in a structured 4C-based way did better at communicating than those who learned in a more traditional way. The findings indicate that collaborative and discussion-oriented tasks enhance speech flexibility and contextual responsiveness. Additionally, activities that require argumentation, reflection, and text interpretation promote a deeper engagement with language. The results show that communicative competence grows over time through consistent practice, interaction, and careful planning of lessons. The findings indicate that the 4C framework offers an effective basis for enhancing communicative competence and promoting increased classroom participation.

**Keywords:** 4C model, communicative competence, critical thinking, creativity, collaboration, communication, Kazakh language instruction

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## **4К МОДЕЛІНІҢ ҚАТЫСЫМДЫҚ ДАҒДЫНЫ ҚАЛЫПТАСТЫРУДАҒЫ МАҢЫЗЫ ЖӘНЕ ОНЫҢ КОНЦЕПТУАЛДЫҚ НЕГІЗІ**

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**Аннотация.** Қазіргі таңда әлемдік білім беру кеңістігі тұлғаның өзін-өзі дамытуына, сыни тұрғыдан ойлау білу қабілетіне, топпен, ұжыммен қарым-қатынасқа түсе алу мәдениетіне, яғни қатысымдық дағдысын айқындауға бағытталған. Зерттеу тұжырымдамалық тұрғыдан қазіргі білім беру жүйесінде теорияға негізделген жаттығудан гөрі пайымдау, 4К моделі арқылы оқыту оқушының бойына өзіне деген сенімділігін, сыныптастарының алдында ойын нақты, дәлелді жеткізу қабілетін жетілдірдіру құндылықтарының басым екенін негізге алады. Осыған сәйкес жоғары сынып оқушыларының сыни ойлау, шығармашылық шешім ұсыну, бірлесіп әрекет ету, тиімді қарым-қатынас орнату дағдыларын дамытуы, сондай-ақ өзгермелі қатысымдық жағдаяттарға қарай жауаптарын қайта қарап, түзете білуі өзекті талап ретінде қарастырылады. Мақалада қатысымдық лингвистика мен білім беру (педагогикалық) психологиясының теориялық ұстанымдары басшылыққа алынды. Зерттеуде аралас әдістерге негізделген дизайн қолданылып, статистикалық талдау сыныпшілік бақылаумен ұштастырылды. Зерттеуге 10–11-сынып оқушыларынан 103 білім алушы қатысты. Қатысымдық дамуды өлшеу үшін диагностикалық айтылым тапсырмалары, сыныптағы өзара әрекеттестікті мониторингілеу және орындау нәтижесіне негізделген бағалау түрлері пайдаланылды. Сандық деректер SPSS бағдарламасы арқылы өңделіп, 4К моделі компоненттері арасындағы өзара тәуелділікті анықтау

мақсатында корреляциялық талдау жүргізілді. Алынған нәтижелер қазіргі білім беру жүйесінде 4К моделін тиімді қолдану арқылы оқушылардың тілдік құзыреттілігін жетілдіруге ықпал етуге болатынын дәлелдейді. Қазақ тілі пәнінде қолданылатын мәтіндік тапсырмалар арқылы қатысымдық дағдыларды жетілдіру жолдары ұсынылды. Сондықтан мақалада қазіргі білім беру саласында ұтымды болып есептелетін 4К моделін қолданудың жолдары баяндалады. Сонымен қатар дәлелдеу, мағынаны саралауға және ойды дәл жеткізуге ықпал етеді. Жалпы алғанда, қатысымдық құзыреттілік жүйелі практика, тұрақты интеракция және сабақ құрылымын мақсатты жоспарлау арқылы уақыт өте келе біртіндеп дамитыны анықталды. Осы тұрғыдан 4К моделі қатысымдық құзыреттілікті жетілдірудің және сыныптағы оқу-қарым-қатынас белсенділігін арттырудың тиімді әдістемелік негізі ретінде сипатталады.

**Түйін сөздер:** 4К моделі, қатысымдық құзыреттілік, сыни ойлау, креативтілік, ынтымақтастық, қарым-қатынас, қазақ тілін оқыту

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## ЗНАЧЕНИЕ МОДЕЛИ 4К В ФОРМИРОВАНИИ КОММУНИКАТИВНЫХ НАВЫКОВ И ЕЕ КОНЦЕПТУАЛЬНАЯ ОСНОВА

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**Аннотация.** Исследование рассматривает значимость модели 4К в повышении коммуникативной компетентности в обучении казахскому языку. В его основе лежит идея о том, что современное образование в большей степени ориентировано на развитие мышления, взаимодействия и гибкости, нежели на механическое запоминание. В связи с этим обучающиеся должны уметь критически мыслить, вести диалог, сотрудничать и корректировать свои ответы в зависимости от изменяющихся условий коммуникации. В работе используются теоретические основания коммуникативной лингвистики и педагогической психологии для анализа взаимосвязи и взаимодействия четырех компетенций, а не их отдельного функционирования. В исследовании применен смешанный дизайн, сочетающий статистический анализ и наблюдение в учебном процессе. В выборку вошли 103 учащихся

10–11 классов. Для измерения коммуникативного развития использовались диагностические задания на говорение, мониторинг взаимодействия в классе и оценивание по результату выполнения заданий. Количественные данные обрабатывались в SPSS; для выявления взаимосвязей между компонентами 4К был проведен корреляционный анализ. Результаты показывают, что учащиеся, обучавшиеся по структурированному подходу на основе 4К, демонстрировали более высокие показатели коммуникативной деятельности по сравнению с обучающимися, занимавшимися в рамках традиционной модели. Полученные данные также свидетельствуют о том, что совместные и дискуссионно-ориентированные задания повышают речевую гибкость и контекстуальную отзывчивость. Кроме того, виды деятельности, требующие аргументации, рефлексии и интерпретации текста, способствуют более глубокому включению обучающихся в языковую практику. В целом результаты подтверждают, что коммуникативная компетентность развивается во времени при условии систематической практики, интеракции и продуманного планирования уроков. Таким образом, модель 4К может рассматриваться как эффективная основа для развития коммуникативной компетентности и активизации участия обучающихся в учебном взаимодействии.

**Ключевые слова:** модель 4К, коммуникативная компетентность, критическое мышление, креативность, сотрудничество, коммуникация, обучение казахскому языку

**Introduction.** Not long ago, doing well at school mostly meant remembering information and applying it correctly in exams. That approach worked in relatively stable environments. Today, however, students grow up in conditions that change faster than educational systems traditionally do. New technologies appear almost every year, communication crosses borders instantly, and professional roles evolve before textbooks are updated. Because of this, simply knowing subject content is no longer enough. What matters increasingly is how learners interpret information, how they connect ideas, and how they work with others in unfamiliar situations. Academic success now depends not only on knowledge, but also on flexibility, reasoning, and interaction. Increasingly, researchers in education emphasize the importance of higher-order thinking, collaboration, problem-solving, and social competencies as essential capacities for the twenty-first century. As a result, educational systems have begun to reassess their fundamental goals, broadening curricula to encompass a broader range of abilities that extend beyond traditional academic subject. Schools gradually realized something basic but important: kids' thinking skills do not develop independently of their social experiences. A learner's reasoning, emotional reactions, and interpersonal interactions frequently develop concurrently and in the same environment. Separating these aspects in principle may appear straightforward, but in fact, they frequently overlap.

Teachers increasingly notice that academic progress is shaped not only by how well students understand subject material, but also by how they articulate their

ideas, respond to classmates, and adjust when tasks become unfamiliar. The ability to explain, question, and negotiate meaning often affects classroom performance as much as factual knowledge does. These classroom-level observations resonate with broader educational debates. Many schools no longer design lessons around covering content alone. More attention is given to what students actually do with what they learn. Can they explain an idea in their own words? Can they connect it to another topic? Are they able to use it when the situation shifts or the task becomes less familiar?

Across educational discussions, four themes appear repeatedly: critical thinking, creativity, communication, and collaboration. Individuals need to feel capable of navigating environments that are complex and not always clearly structured (Partnership for 21st Century Learning, 2019: 3). Against this backdrop, the study investigates the 4C framework, examining how critical thinking, creativity, communication, and collaboration are enacted in modern classroom practice. Many people think that being able to communicate is one of the most important skills a person can have (Duda, 2020: 458). In areas such as linguistics, education, psychology, and sociology communicative competence has gradually become a point of interest. This wider interest is not accidental. The ability to communicate effectively influences how individuals study, work, and participate in social life. In discussions about education, it is often said that students need more than subject knowledge. What this means in practice becomes visible in the classroom. Being able to remember things doesn't always mean you can defend your point of view, respond to disagreement in a positive way, or change your mind about your original answer. These moments reveal whether independent thinking is actually developing.

Preparing young people for professional life therefore involves more than covering curriculum content. Such development depends on structured tasks that prompt learners to evaluate evidence, compare possible interpretations, and reconsider their initial judgments. In everyday school interaction, this also includes listening carefully to others, responding appropriately, and participating in shared tasks rather than working in isolation. For this reason, the problem explored here is not accidental. As communication becomes more central to educational goals, it seems reasonable to re-examine the frameworks that promise to develop it.

The 4C model is often mentioned in educational discussions, but it is rarely analysed in detail. It is typically introduced as four separate skills—critical thinking, creativity, communication, and collaboration. Yet when students work through real tasks, these capacities rarely stand alone; they intersect and develop together.

Yet this interaction is not always analysed in detail. The way these elements combine—and how that combination shapes communicative competence—needs more careful exploration. For this reason, the model is approached here not as a promotional label, but as a framework that must be interpreted within the realities of secondary education.

This study does not stop at describing the model in abstract terms. The focus moves from theoretical considerations to the realities of classroom practice. Instead

of considering the four skills solely at a theoretical level, the focus turns to how they are enacted in Kazakh language lessons—when students analyse texts, respond to one another’s ideas, defend their viewpoints, and collaborate on shared tasks. The key question is not simply what the 4C model outlines in theory, but how it functions within real teaching and learning contexts.

Guided by this orientation, the research pursues several closely connected objectives. The first step involves returning to the theoretical grounding of the 4C framework and reconsidering how communicative skills are understood in present-day language education. From there, the analysis shifts toward how critical thinking, creativity, communication, and collaboration work together in practice. Rather than treating these elements as separate strands, the study explores how their interaction shapes the development of communicative competence. Finally, it identifies practical strategies through which these components can be systematically embedded into Kazakh language instruction. Developing students’ ability to communicate effectively is now treated as an important aim of schooling. This becomes particularly noticeable in the final years of schooling, when students are required to explain more complex ideas and justify their opinions in discussion.

Against this background, the study turns to the 4C model and considers how it might function in Kazakh language lessons. Rather than remaining at the level of general recommendations, it considers practical ways of organising lessons so that critical thinking, creativity, collaboration, and communication develop together. It is hoped that this analysis will offer useful insights for both language teaching practice and ongoing discussions in Kazakh linguistics.

**Literature review.** Language use is closely tied to a person’s communicative skill. It is closely connected with both thinking and social interaction. In Kazakh linguistics, one of the early scholars who reflected on this issue was Akhmet Baitursynuly. His well-known explanation about how a person uses a “tool” helps us understand how communicative ability develops. Baitursynuly described two types of users. One understands how the tool works inside and out. The other knows only how to operate it at a surface level and gradually learns more through practice (Baitursynuly, 2013: 294). This idea can be applied to language learning. In communication, the “outer parts” resemble visible skills: saying words correctly, forming sentences, using familiar patterns. The “inner parts” involve grasping the intention behind the words and recognising how they might be received in a particular situation. At first, students rely mostly on ready-made expressions. Through sustained practice, learners gain a deeper understanding of how communication operates in real interactions. Communicative competence develops progressively rather than instantaneously. In the early stages, students tend to depend on familiar expressions, but as they gain experience, their responses become more adaptable and better aligned with the unfolding interaction. Speaking, listening, making mistakes, and revising their attempts all contribute to this shift. Over time, students start to recognise that communication is relational: what they say affects others, and meaning is shaped by the situation in which it occurs.

Students benefit when they have space to stop and think about what they want to achieve in a conversation. This usually becomes visible in ordinary classroom moments—for example, when someone is asked to explain an idea again because it was unclear, or when a classmate challenges a statement. In such situations, students cannot rely on memorised phrases; they have to adjust what they say. Even short exchanges, small group discussions, or brief disagreements can turn language into something purposeful rather than something performed for assessment. Over time, students begin to move beyond repeating familiar patterns and start adjusting their speech to the situation in front of them.

Similar ideas can be found in the work of Fauziya Orazbayeva. She notes that communicative competence becomes especially important when learners use language to understand the world. Language, in her view, is not only a means of transferring information but also a way of shaping personal identity (Orazbayeva, 2019: 532). Through communication, a person connects knowledge, experience, and social interaction.

Communication is always situational. A speaker considers who is listening, what the situation requires, and how formal the interaction is. A sentence may be grammatically correct but still ineffective if it does not fit the situation. At the same time, a simple sentence can succeed if it is chosen appropriately. This shows that communicative competence includes more than grammar.

It can be described through several interconnected elements:

- knowledge of vocabulary and grammar;
- ability to organise ideas clearly;
- awareness of social and cultural norms;
- understanding of communicative purpose;
- strategies for overcoming misunderstandings. These elements work together in real communication. Language also helps organise thinking. In speaking, people do more than pass on information. In conversation, ideas rarely stay fixed. A speaker may connect one thought to another, question what has just been said, or adjust an argument while listening. When someone responds in an unexpected way, learners often realise that their explanation was not clear enough and try to express it differently. A person with stronger communicative skills can explain ideas more clearly and participate more confidently in discussion.

The importance of speech culture was also emphasised by Mukhtar Balakayev. He pointed out that respecting one's own speech means respecting the listener (Balakayev, 2008: 51). According to him, effective communication depends not only on correct wording but also on tone, rhythm, and voice. Intonation and emphasis often determine whether speech is understood and whether it holds attention.

Seen from different perspectives, communicative competence does not appear suddenly. It develops gradually in ordinary speaking situations—when learners attempt to express an idea, realise something was unclear, and say it again in a different way.

At this stage, a practical question emerges: in what ways could the 4C model help strengthen such communicative development in language classrooms?

**Materials and methods.** The study set out to explore how the 4C model might influence the development of communicative skills in Kazakh language classes. Rather than relying on a single type of data, the research combined quantitative measurement with classroom-based observation. This allowed both statistical change and behavioural shifts in interaction to be examined.

The participants were 103 students from Grades 10 and 11 (ages 15–17). Of the participants, 55% were girls and 45% were boys. Their proficiency in Kazakh ranged from average to above average, which allowed the study to focus on communicative development rather than on overcoming basic language difficulties.

The research was carried out from January to May 2024. At the initial stage, students completed speaking tasks designed in line with B2–C1 proficiency descriptors, establishing a baseline for subsequent comparison. These tasks required extended responses, the development of arguments, and active participation in dialogue, rather than the isolated use of grammatical structures. Assessment criteria focused on fluency, the organisation and clarity of argumentation, coherence, and responsiveness in interaction. At the beginning of the study, the experimental group recorded a mean communicative performance score of 64.3 (SD = 7.8), while the control group showed a similar baseline level (M = 63.7, SD = 8.1). Statistical comparison indicated no significant difference between the groups at the initial stage ( $p > .05$ ).

During the main phase of the study, instruction in the experimental group incorporated structured debates, role-play scenarios, collaborative projects, and text-based analytical discussions. These tasks were not just about repeating language patterns. Students were placed in situations where they had to respond to classmates, clarify unclear points, and sometimes reconsider their position as the discussion unfolded. These activities did not focus only on practising forms. In the control classes, teaching remained largely conventional, and student-to-student interaction occurred less frequently. But as time went on, the differences in how the classrooms worked became more and more clear. Students who took part in the 4C-based lessons were much more involved in oral work. They didn't just give short or practiced answers. When asked to explain or defend their points of view, they often stopped, changed their minds, and restated their points in ways that showed they were really thinking about them instead of just remembering them. As students kept getting the intervention, the way they spoke changed from reading from a script. Their responses increasingly reflected on-the-spot processing and engagement with peers' ideas, suggesting a move toward more authentic communicative behaviour.

Final speaking assessment was undertaken in both groups. The experimental group received an average score of 78.6 (SD = 6.9), while the control group received an average score of 69.4 (SD = 7.5). An independent samples t-test showed that the difference between the two groups was statistically significant ( $p < .01$ ), with higher outcomes in the group that received 4C-based instruction.

A moderate positive correlation ( $r = .48$ ) was also observed between participation in group tasks and improvement in communicative performance. Students who participated more actively in collaborative activities exhibited greater improvements in oral fluency. The statistical results matched what was seen in the classroom. In the experimental group, arguments were structured more coherently, and dialogue sequences tended to last longer. Teachers reported that students increasingly responded in real time rather than relying on memorised expressions. These quantitative results corresponded with classroom observations. In the experimental group, arguments were structured more coherently, and dialogue sequences tended to last longer. Teachers reported that students increasingly responded in real time rather than relying on memorised expressions. At the same time, it would be inaccurate to attribute communicative development to a single instructional model. Progress is influenced by several elements, such as the classroom atmosphere and the way the teacher guides the lesson. Even so, the data suggest that tasks requiring joint problem-solving, discussion, and critical reflection created conditions in which students' speech became more flexible and better adapted to context. Under such conditions, the 4C framework functioned less as a checklist of skills and more as an organising principle for communicative practice.

**Results.** In 2018, researchers from the Brookings Institution in Washington, D.C., published a report titled *Education System Alignment for 21st Century Skills*. Drawing on the World Economic Forum's report *A New Vision for Education*, the study described the skills considered essential across all stages of learning in the twenty-first century (Care, 2018: 21). The framework grouped educational outcomes into three broad categories: foundational literacies, competencies, and character qualities.

Table 1 – Twenty-First Century Skills (World Economic Forum)

Foundational Literacies	Competencies	Character Qualities
Literacy	Critical thinking	Curiosity
Numeracy	Creativity	Initiative
Scientific literacy	Communication	Persistence
ICT literacy	Collaboration	Adaptability
Financial literacy	—	Leadership
Civic and cultural literacy	—	Social and cultural awareness

Large-scale analysis across 152 countries showed that communication, creativity, critical thinking, and collaboration were the most frequently emphasised competencies in contemporary education systems (Care, 2018: 22).

### Descriptive Statistics

The collected data were analysed using SPSS. Attention was directed to four skill areas associated with the 4C model: creativity, critical thinking, communication, and collaboration.

Table 2 – Descriptive Overview of Skill Indicators

Indicator	Creativity	Critical Thinking	Communication	Collaboration
Mean	61.8	47.3	55.3	48.0
Std. Dev.	2.66	2.21	2.21	2.00
Minimum	58	44	52	45
Q1	60	46	54	46.25

Creativity showed the strongest overall performance, with an average score of 61.8. The remaining indicators clustered at lower levels. Communication reached 55.3, whereas critical thinking (47.3) and collaboration (48.0) remained comparatively modest. The narrow spread of scores across all dimensions indicates that student performance was relatively consistent, with no extreme variation within the group.

The uneven results across skills do not mean that students lacked ability. It indicates that some skills develop faster than others. The observed variation suggests that certain components may benefit from more targeted instructional support in future sessions.

Correlation Analysis

To better understand the extent to which the four components were associated with one another, correlation coefficients were calculated. Creativity and communication showed the closest association ( $r = 0.78, p < 0.01$ ). Learners who engaged more creatively in tasks appeared more assured in expressing their ideas during class discussions. The results indicated a statistically significant moderate correlation between critical thinking and collaboration ( $r = 0.56, p < .05$ ), implying a meaningful association without suggesting causation. In practical terms, students who were more involved in analysis also tended to be more active during group tasks.

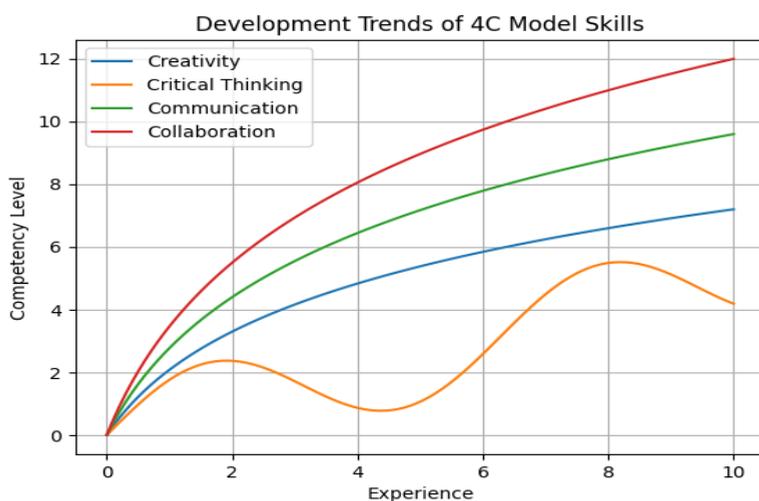


Figure 1 – Development Patterns of 4C Skills

The figure illustrates how the four indicators shifted over the study period. Creativity increased steadily during the study period.

### Discussion

When students are asked to think critically about issues and defend their points of view on a regular basis, their ability to do so usually improves. Group work and role-playing can help people learn to work together. Creativity and communication often grow in places where people can try new things and talk to each other. If students pay attention to these skills on a regular basis, they will be better able to handle both schoolwork and everyday situations.

The concept of critical thinking predates current educational models. John Dewey discussed it in *How We Think* (1933). According to John Dewey, reflection starts when someone hesitates before accepting an idea and decides to look at it more closely (Dewey, 1933: 189). In his view, thinking was not passive. It meant weighing evidence, considering alternatives, and being prepared to adjust one's earlier conclusions. You think because you doubt, not because you know. It begins with a pause, which is a planned break that allows for a more thorough investigation. Several scholars have noted that Dewey's understanding of reflection echoes much earlier philosophical traditions, especially the dialogic practice associated with Socrates. Knowledge was formed progressively through sustained exchange and the systematic reassessment of established assumptions.

A similar orientation can be seen in contemporary accounts of critical thinking. Stefan Vincent-Lancrin explains critical thinking as the ability to look at a problem from more than one angle and to question familiar ways of reasoning when they no longer seem convincing (Djalilov, 2023). Critical thinking extends beyond the analysis of information. It involves stepping back from an initial response and recognising that early conclusions may require reconsideration. In practice, this process includes posing further questions, exploring alternative interpretations, and weighing evidence before forming a reasoned judgement. In classroom settings, these habits help students recognise what is central to a discussion, distinguish evidence from assumption, and express the reasoning that supports their positions.

Contributing in a different way creativity intersects with this process. Where critical thinking is concerned with assessing and refining ideas, creativity broadens the field of possibilities. It allows learners to view familiar issues from different perspectives and to test approaches that may fall outside established patterns. International assessments such as PISA define creativity as the ability to produce and develop ideas that are both original and effective, highlighting not only novelty but also practical value. Similarly, Ken Robinson emphasised that originality remains central to creative work (Robinson & Aronica, 2015: 206).

In Kazakh language classes, creativity often develops when tasks are connected to cultural material. For example, excerpts from Mukhtar Auezov's novel *The Path of Abai* can be used to discuss the meanings behind words such as *zhailau*, *dombra*, or *kamzol*. When students look at these words not only as vocabulary items but as elements of cultural experience, they begin to recognise how language reflects

history and social life. Work of this kind encourages deeper interpretation rather than simple retelling.

Communication involves more than simply passing on information. The communicative situation and the audience are as important as the content of the message. Successful interaction depends on awareness of context, style of expression, and the participants involved. For successful interaction linguistic accuracy, social awareness and pragmatic sensitivity are equally essential. At the same time, collaboration situates communication within shared activity, making it a collective rather than purely individual process. Collaboration means working together instead of alone. It all depends on how much you trust each other and how willing you are to change for other people. In classroom situations, the four skills do not unfold as separate abilities. They blend into each other as students analyse ideas, respond to peers, and adjust their thinking. When students debate an idea, they analyse information, generate alternatives, respond to peers, and adapt their reasoning. The 4C model therefore reflects not separate abilities but interconnected processes that shape how learners think and interact. When students debate an idea, they analyse information, generate alternatives, respond to peers, and adapt their reasoning.

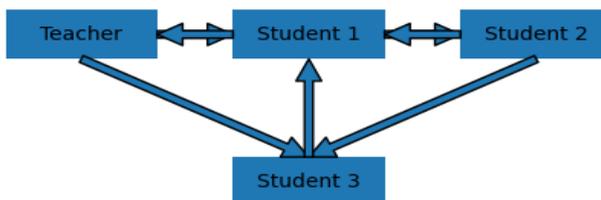


Figure 2 – Communicative Action in the 4C Model

Researchers including Fauziya Orazbayeva note that communicative teaching brings together knowledge of language with practical teaching methods (Orazbayeva, 2024: 377). R. S. Rakhmetova likewise highlights that communication involves both speaker and listener within a structured exchange (Rakhmetova, 2014: 28).

Survey Findings: “Language and Alash”

Before the unit on Language and Alash began, forty Grade 10 students completed a short diagnostic questionnaire. The responses were entered into SPSS to identify general tendencies rather than to produce complex statistical modelling.

Table 3 – Survey Results Related to the “Language and Alash” Unit (Descriptive Statistics)

Question	Response	Number of Students
How do you understand the term “Alash”?	Party	12
	Movement	15
	Public figure	10
	Newspaper	3
What issues did the Alash leaders raise?	Language	15

	Land	10
	Inequality	5
	Education	10
Do you speak Kazakh fluently?	Yes	7
	Average level	10
	No	12
	Need improvement	11

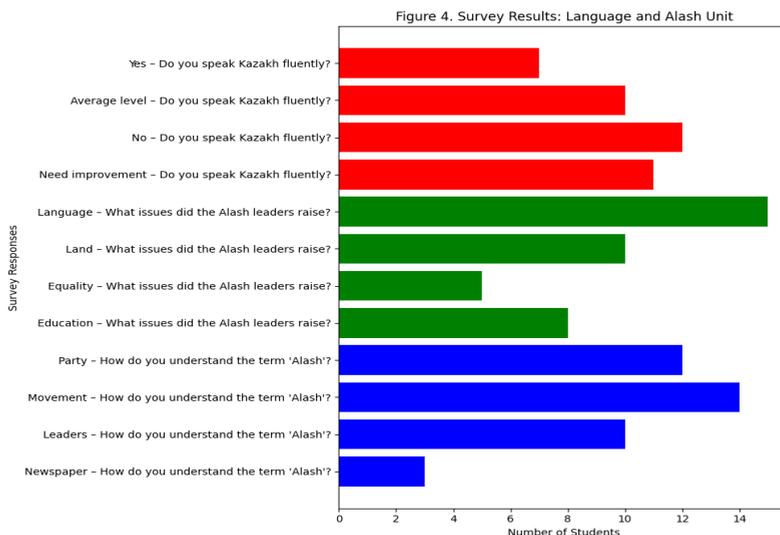


Figure 3 – Survey Response Distribution

Students’ understanding of the term Alash appeared uneven. Fifteen respondents described it primarily as a political movement. Only three connected the concept with the Alash newspaper, which suggests that the media and intellectual dimensions of the movement are less familiar to learners. At the same time, many students recognised that language policy and linguistic identity were central concerns of Alash leaders. In other words, awareness exists, but it is selective and not always historically grounded.

The self-assessment section of the survey revealed a more noticeable gap. Only seven students expressed confidence in speaking Kazakh fluently. By contrast, twenty-three openly acknowledged that their oral skills required further development. This imbalance between cultural recognition and communicative self-assurance points to a methodological issue: students may value language symbolically while lacking confidence in its active use. The results therefore justify greater emphasis on structured oral practice within the unit.

Monologue Task

To examine productive competence more directly, students were asked to prepare a five-minute monologue on the topic “Language as Heritage.” Unlike dialogic

exchange, monologic speech requires sustained reasoning and internal organisation. Zh. Dauletbekova (2021: 77) says that for monologic speech to be effective, the speaker must have a clear communicative intention, be aware of the context, and carefully choose the words they use. These elements are not spontaneous; they must be consciously cultivated.

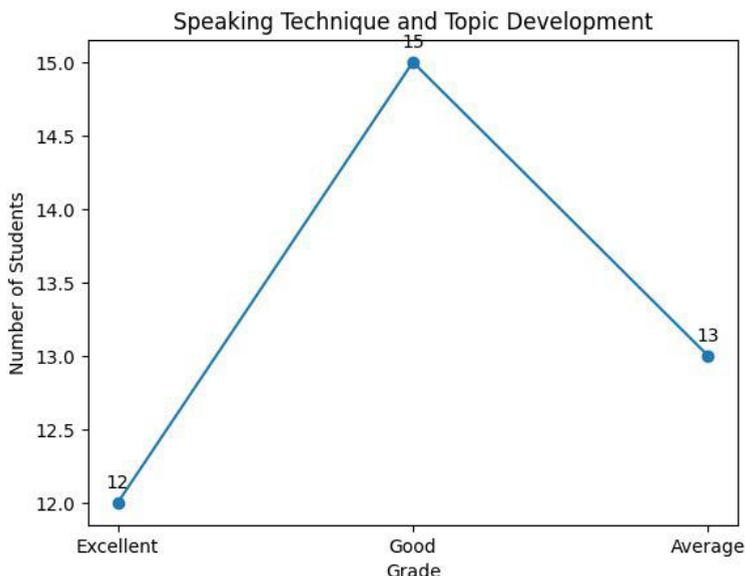


Figure 4 – Monologue Performance Results

Performance levels were distributed across three categories. Fifteen students were evaluated at the “Good” level, twelve at “Very Good,” and thirteen at “Average.” At first glance, the distribution appeared relatively balanced. However, closer examination of the presentations revealed more nuanced differences. Although the numerical spread seemed even, variations became more evident in the depth of argumentation, clarity of structure, and responsiveness to the topic. Some students started their presentations with confidence, but as they went on, they lost their way. In a few cases, ideas came too quickly after each other, with no clear connections, and the conclusions were not finished or were cut short. Some students later said that even though they had studied the material, they hadn't thought about how to put it all together very well. These things that happened in class show a common problem: knowing a lot about something doesn't mean you can explain it well. Even if students understand the material, they may still have trouble organizing their thoughts in real time. Taking more time to get ready before speaking may help you be clearer. Simple strategies—such as outlining key points, identifying a central idea, and considering how one idea connects to the next—may strengthen overall clarity. When students are encouraged to think about their audience and anticipate how their message will be received, they often speak with greater assurance.

**Conclusion.** The study highlights changing educational priorities. Learners are expected not only to know content but also to adjust to new situations and respond carefully to emerging challenges. In modern classrooms, communicative competence cannot be treated as secondary. Knowing grammar and vocabulary is not enough on its own. Students should be involved in dialogue and learn to respond thoughtfully to others, recognising how their words influence the exchange. The way they listen, question, and clarify ideas shapes what might be called communicative culture. The 4C approach can support this process, though not as a formula. When lessons include tasks that require students to analyse material, generate ideas, and work together, engagement becomes more active. Such situations require students to engage actively instead of simply repeating prepared material. In senior Kazakh language classes, work with texts, argument-based assignments, and collaborative tasks often shape both linguistic accuracy and overall confidence in speech. They also shape how confidently students speak during discussion. During such tasks, reflection becomes part of language use. In discussion, students compare perspectives and try to explain why they hold a particular view. When classmates respond, they sometimes adjust their arguments or rethink an earlier point. In these moments, creativity does not function separately from reasoning. It develops within the same exchange. As students speak and listen, their thinking shifts and reshapes itself. When students interact with a text at different stages of the reading process, they are prompted to move beyond simple summary and engage in interpretation. Writing activities require them to organise ideas more carefully, while speaking tasks encourage fluency and responsiveness. Moving between these formats gradually strengthens their awareness of context and purpose. The value of the 4C approach is therefore not confined to identifying four distinct skills. The effect becomes noticeable in the structure of classroom exchange. If reasoning and speech develop together, students adjust more easily during discussion. Such experience does not remain limited to school tasks; it also shapes how they interact outside the classroom. Experience does not remain limited to school tasks; it also shapes how they interact outside the classroom.

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