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# Creative Pedagogy for Developing 4c Competencies in Esl Learners: a Conceptual Framework from Uzbekistan

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## Abstract

This paper presents a conceptual framework that integrates creative pedagogy with the development of 4C competencies—communication, collaboration, critical thinking, and creativity—in English as a Second Language (ESL) education in Uzbekistan. Grounded in contemporary learning theories, including cognitive, sociocultural, and change-oriented perspectives, the proposed model outlines three interrelated phases designed to support learners’ linguistic, mental, and interpersonal development. The first phase, creative exploration, engages students in open-ended problem-solving tasks that stimulate analytical thinking and imaginative interpretation. The second phase, collaborative engagement, positions creativity as a socially constructed process, enabling learners to negotiate meaning, share responsibility, and co-construct knowledge through group-based activities. The final phase, reflective consolidation, encourages students to evaluate their learning strategies, strengthen metacognitive awareness, and develop greater autonomy. The framework is intentionally adapted to Uzbekistan’s instructional context, where large class sizes, exam-oriented practices, and limited exposure to authentic English environments call for flexible, low-resource pedagogical solutions. By connecting global theoretical perspectives with local educational needs, the model demonstrates how creative pedagogy can serve as a sustainable, competence-oriented approach to strengthening ESL instruction and preparing learners for the communicative demands of modern academic and professional environments.

**Keywords:** Collaborative Pedagogy; Competence-Based Language Learning; Creative Inquiry; Esl Competence Development; Higher-Order Thinking; Learner-Centered Instruction; Metacognitive Development; Reflective Practice.