



PAPER

## METHODS OF APPLYING THE “4K” METHOD IN MUSIC EDUCATION

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### Abstract

This article discusses the methods of applying the “4K” method in music education, the “4K” method, “The Quick Artist,” pantomime, “Butterfly on the Flower,” “Mozaika,” “Address of the Minaret,” “Magic Applause” methods, and recommendations for their application in music lessons.

**Key words:** 21st century skills, music education, “4k” method, critical thinking, creativity, collaboration, communication.

Today, the formation of 21st-century skills in students is defined as a priority task in school education. Currently, primary school textbooks, created on the basis of best practices, also aim to develop these skills in students. Today’s student should be able to develop a number of modern skills.

21st century skills are:

- critical thinking;
- finding a solution to the problem;
- manage changes;
- creativity;
- curiosity;
- mutual communication;
- leadership and development;
- adaptability;
- cooperation;
- responsibility.

The “4K” method is among the methods that embody the above-mentioned skills. “4K” means 4 “C,” that is, “Critical thinking critical thinking, “Creativity creativity, “Coordinating with others-cooperation or collaboration, “Communication-communication. That is, a set of skills such as critical thinking, a creative approach, teamwork, and communication. Critical thinking - teaches students to analyze the given information, draw conclusions, and find solutions to problems. Critical evaluation of information contributes to self-management, self-examination, and the formation of one’s own opinion.

Examples for critical thinking: In music education, the first theory is sound. Sounds are divided into two categories: musical and noisy. Sounds with a definite pitch are musical, while

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sounds without a definite pitch are noisy. Height is, simply put, the notes we know. Examples of musical sounds are a person's vocal voice and musical instruments. Examples of noisy sounds include sounds from the surroundings, sounds of natural phenomena, and many other sounds.

Question: What is the sound of percussion instruments like doira and nog'ora? If we say it's a musical sound, does it have a specific pitch or notes? Is it possible to play the notes do, re, mi, fa, sol, lya, si on a doira or drum?

Creativity - increases students' curiosity, strives to learn more, works independently, expands their imagination, develops ideas, can propose new solutions, develops creative thinking and innovation abilities. Music itself is creativity. Because it is created. The skill of creativity is developed precisely through aesthetic sciences. The drawing of notes by students, the depiction of musical instruments, the performance of musical movements, and the staging of musical fairy tales are vivid examples of creativity. In order to increase students' creativity, it is possible to teach them to make children's musical instruments (marakas, buben, treshotka, triangle, bell, rattle, etc.) by hand from everyday items and to perform them on them. There probably isn't a child who doesn't love cars. To teach music theory (note path and the placement of notes on it), you can attach note names to small machines and teach them to correctly place them on the note path.

Collaboration - helps students develop collaborative skills, leadership, team building, and teamwork. It teaches the skills of mutual cooperation, effective exchange of ideas, negotiation, and mutual support. Collaborative work is essential in music lessons. The best example of collaborative work is singing in a team. In this process, the student must listen to other children and not fall behind or be ahead of them. The same requirements apply to choral performance. Teamwork can be explained using the example of choir groups, ensembles, orchestras, and dance groups. When assigning musical tasks, it is necessary to divide students into teams. If we unite low-performing and high-performing students in one team, we can form knowledge together as a result of their collaborative work. As a result, not only "excellent" students will answer your

questions. Or there's no need to say "let the students who know the answer sit quietly." Communication - teaches students to interact with others, not to be afraid of communication, to ask questions, to answer questions, to listen to the interlocutor, to understand him, to adapt to the interlocutor, to express their thoughts clearly and fluently, to argue.

Communication is also very important in music. Another means of developing students' communication skills is the activity of staging. In this case, the child enters into a certain image, is not afraid of communication, and expresses his thoughts clearly and fluently. The importance of communication can also be demonstrated by the role of the conductor in the choir and orchestra. The conductor's "communication" is essential for every performer. Using the "Microphone" method in music lessons, it is possible to involve students in active communication.



#### **METHOD OF "A SKILLED ARTIST"**

This method develops students' creative abilities. When implementing the method, first of all, students are explained that musical sounds (notes), along with their syllabic, letter names, position on the staff, duration, and other characteristics, also have their own color. The colors of the notes are marked as: do-red, re-yellow, mi-blue, fa-green, sol-black, lya-gray, si-blue. After this, students are presented with a certain image (related to music or

integrated with other subjects). Notes are placed on the parts and details of the image. The student must read the note correctly and color it according to their desired color.

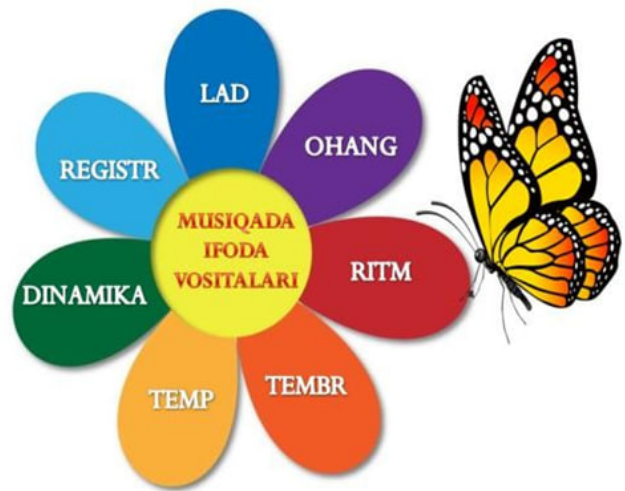
This method helps students develop musical literacy, the ability to read notes from a sheet of paper, and expand their thinking.



#### METHOD “BUTTERFLY ON THE FLOWER”

This method develops students’ creative, speech, logical, and analytical thinking abilities. Flowers and butterflies are needed to perform the method. In the center of the flower, the name of the topic is written, on the leaves - terms related to this topic. In caterpillar butterflies, the definitions of the given terms are written. The method can be performed individually or as a team task. For example: Groups are presented with a flower consisting of 7 leaves with the inscription “Means of Expression in Music” in the center and a butterfly with 7 sticks. On the leaves are written the terms “melody, rhythm, dynamics, timbre, tempo, regime, lad.” In caterpillar butterflies, the definitions of the above terms are given. Students are required to land the butterflies on their leaves.

**”MOSAIC”METHOD** This method develops teamwork skills. When the method is implemented between groups, team members are required to be quick, precise, and cohesive. The method should be used in the process of reviewing the covered topic and identifying a new topic. Teams will be provided with a disassembled image. Behind each image are questions on the topic covered. Groups are asked to find answers to the questions behind the image, combine the parts of the image to create a whole image. The resulting solid image should form an image depicting a new theme.



**Bo'laklarni birlashtirib namunadagi suratni yig'!**



#### ”TOWER ADDRESS”METHOD

This method develops students’ skills in cooperation, teamwork, and following teammates. The method is very interesting for students. Because the method can also be called an active game. To implement the method, you will need a tower (one-time paper-cardboard cup) and rubbers connected to each other, resembling the image of the sun. Around the center of the circle of the rubber, resembling the sun, “rays” are attached. Group members are required to pull the rubber tied on the 5th side, hang a tower (one-time paper-cardboard cup) with a term in the center, and pull it to the place (leaf) where the term is defined. For example, if the word “choir” is written on a tower, it should

be placed on a sheet of paper labeled "a large group singing in multiple voices. Rhythm" refers to "the alternation of long and short musical sounds of a particular melody, Fermata" refers to "a special symbol used to extend the duration of notes and pauses by 1.5–2 times," and so on.



### "MAGICAL CLAPS" METHOD

Communication means communication. Attention plays an important role in communication. Students can be engaged in active communication by focusing their attention.



This method develops attention, sensation, perception, and thinking in students. The method can be used at any time of the lesson.

At first, the teacher addresses the students with the words: "Let those who are listening to me applaud." Please note that only 1 applause is requested. Later, you can ask for up to 3, 4, 5. In the second stage, it is recommended to use notes, intervals, or chords as examples. For example, if you say "do" note, 1 applause, if you say "second" interval, 2 applause, if you say "triad," 3 applause, and so on. This method is also useful in

music literacy activities. For example, students are asked to applaud only when the name "signs of alteration" is mentioned. When the words "diez, bemol, bekar" are pronounced, applause is heard; if, by mistake, such musical terms as "segno, flashlight, volta" are pronounced between the words, applause should not be heard. The method can be continued in other forms.

In conclusion, the "4K" method (critical thinking, creativity, collaboration, communication) serves to develop 21st-century skills in music lessons, including critical thinking, creativity, cooperation, and communication skills. The teacher also plays an important role in the formation of these skills in the student. In the development of such skills, the teacher's personal methodology yields good results. Every teacher must keep up with the times and inform their students about the latest developments in a timely manner. The goal of modern education is also to educate a generation capable of forming modern skills.

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