



CCPS-R MODEL AS AN INTEGRATIVE FRAMEWORK FOR CRITICAL THINKING DEVELOPMENT IN PRE- SERVICE EFL TEACHER EDUCATION

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<https://doi.org/10.5281/zenodo.20900172>

ARTICLE INFO

Received: 21st June 2026

Accepted: 23rd June 2026

Online: 25th June 2026

KEYWORDS

CCPS-R model; critical thinking competency; pre-service EFL teachers; integrative framework

ABSTRACT

The development of critical thinking competency in pre-service English as a Foreign Language (EFL) teachers has become one of the defining challenges of contemporary teacher education. Despite its theoretical prominence in global educational discourse, critical thinking instruction in EFL teacher preparation programmes in Uzbekistan remains fragmented, methodologically inconsistent, and insufficiently grounded in empirically validated pedagogical frameworks. Single-method approaches fail to address the multi-dimensional nature of critical thinking competency, which encompasses analytical, evaluative, metacognitive, and dialogic capacities simultaneously. The CCPS-R model — Critical-Collaborative Project Spiral with Reflective Writing — was developed in response to this gap. This paper presents the model's theoretical rationale, structural architecture, and pedagogical implications for pre-service EFL teacher education in Uzbekistan.

Introduction. The imperative to develop critical thinking competency in future English language teachers has become one of the most consequential priorities in twenty-first century teacher education. Critical thinking — defined as the intellectually disciplined process of actively and skilfully conceptualising, applying, analysing, synthesising, and evaluating information gathered from observation, experience, reflection, and reasoning (Paul & Elder, 2006) — is not merely a desirable graduate attribute but a professional necessity for EFL teachers who must model analytical discourse, design cognitively demanding tasks, and cultivate evaluative capacities in their future students.

In Uzbekistan, Presidential Decree No. PF-5847 (2019) on the development of higher education until 2030 has explicitly prioritised the formation of graduates capable of independent analytical reasoning and evidence-based decision-making. Despite this policy mandate, empirical research consistently documents a persistent gap between aspirational goals and instructional realities: EFL teacher preparation programmes continue to rely predominantly on reproductive learning, lower-order assessment tasks, and single-strategy instructional approaches that are theoretically and empirically insufficient for developing

critical thinking competency (Musaev, 2018; Jo'rayev, 2020). The CCPS-R model was developed to address this gap.

The CCPS-R model — Critical-Collaborative Project Spiral with Reflective Writing — integrates four empirically supported instructional approaches into a theoretically coherent spiral framework: Problem-Based Learning (PBL), Project-Based Learning (PjBL), Collaborative Learning (CL), and Reflective Writing (RW). The selection of these four components is theoretically motivated rather than arbitrary. PBL situates learning within authentic, ill-structured problems that require iterative cycles of problem identification, hypothesis generation, evidence gathering, and solution evaluation (Barrows & Tamblyn, 1980). PjBL extends this problem-centred orientation by requiring learners to produce a concrete, publicly shareable pedagogical artefact, introducing additional demands of planning, coordination, and reflective evaluation (Thomas, 2000). CL draws upon Vygotsky's (1978) socio-cultural theory to harness the epistemic affordances of peer interaction: perspective-taking, argumentation, and co-construction of understanding. RW — grounded in Schon's (1983) reflection-in-action and reflection-on-action — provides a structured medium for externalising and revising thinking, making implicit cognitive processes accessible to deliberate scrutiny.

The spiral architecture of the CCPS-R model ensures that each instructional cycle builds upon previous learning with progressively increasing cognitive complexity, aligned to the upper levels of Bloom's revised taxonomy — analyse, evaluate, and create (Anderson & Krathwohl, 2001). The 'C' in CCPS-R denotes the critical thinking strand that permeates all four component methods; the spiral metaphor captures the recursive, deepening nature of competency development across the academic year. What distinguishes the CCPS-R model from existing single-method approaches is its simultaneous attention to three dimensions of critical thinking that are typically addressed in isolation: the cognitive dimension (higher-order thinking skills), the collaborative dimension (dialogic reasoning and perspective negotiation), and the reflective dimension (metacognitive awareness and self-regulation through Flavell's (1979) metacognitive monitoring).

Pedagogical Significance and Implications The CCPS-R model carries significant implications for EFL teacher education curriculum design, instructional practice, and assessment reform in Uzbekistan. At the curriculum level, the model provides a principled framework for redesigning EFL methodology courses so that higher-order cognitive demands are not incidental but systematically built into every instructional cycle. At the instructional level, the model requires a fundamental reorientation of the teacher's role: from knowledge transmitter to cognitive coach, scaffolding analytical reasoning, modelling reflective practice, and facilitating collaborative inquiry. At the assessment level, the model necessitates the development of criterion-referenced rubrics that explicitly reward evidence of analysis, evaluation, and metacognitive reasoning rather than mere linguistic accuracy or content recall.

The model's theoretical grounding in established learning theories — Vygotsky's zone of proximal development, Schon's reflective practice, Bloom's revised taxonomy, and Facione's critical thinking framework — ensures its pedagogical legitimacy. Its spiral structure, integrative design, and explicit critical thinking orientation collectively constitute an original

and substantive contribution to EFL teacher education methodology in the Central Asian context.

Conclusion. The CCPS-R model represents an original methodological contribution to pre-service EFL teacher education in Uzbekistan, offering a theoretically integrated and contextually adapted framework for developing critical thinking competency. Its alignment with national educational reform priorities positions it as both a scholarly contribution and a policy-relevant innovation. Future empirical research should focus on multi-institutional validation of the model, longitudinal assessment of competency retention, and comparative analysis of its effectiveness across diverse learner populations in Central Asian educational contexts.

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