TECHNOLOGY OF FORMING 4K SKILLS IN PRIMARY SCHOOL STUDENTS

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ANNOTATION: In this article, the possibilities of forming 4K skills in elementary school students are outlined. It highlights the importance of curriculum alignment, student engagement, differentiated instruction, 4K skills assessment, and teacher professional development. The article proposes a comprehensive framework for designing and conducting lessons in the formation of 4K skills in elementary school students by summarizing best practices.

Keywords: 4K skills, elementary education, curriculum, coordination, student engagement, differentiated instruction, formative assessment, professional development, learning outcomes.

INTRODUCTION. The problems of implementing modern requirements for the formation of a person's spiritual and moral culture have a dynamic nature and are related to the development of the social system. The increasing complexity of modern life for each person, society and society as a whole means that the solutions to our problems must be complex and multifaceted. It is worth learning to find more holistic solutions in the search for a balance between equality and freedom, individuality and society, tradition and innovation, autocracy and democracy. There are no universal solutions and there cannot be.

In the period of primary education, the child needs careful attention because it is the period of understanding the world under the mind, restoring the foundations of imagination and knowledge. At this stage, the child creates a

"pupil personality" in himself, develops interest and love for school and education, and begins to gather strength for future results in the field of science.

MAIN PART. It is known that in accordance with the tasks set in the concept of development of the public education system until 2030, based on advanced foreign experiences, 1st-4th grade textbooks were newly prepared on the basis of the "4K" model. The use of the "4K" model has undergone many tests. This modern approach is being successfully implemented to develop 21st century skills, including the 4K principle, among students in countries with advanced education such as Singapore, China, England, Finland, and Estonia. Also, in the education of countries that have high positions in international rankings such as PISA and PIRLS, special emphasis is placed on communication, research, and creativity skills that include "4K" in students, and that is why they are ranked high in international rankings. are achieving great results [1].

In the new experiment implemented in the primary classes of our country, more importance is attached to students' critical thinking and ability to express their opinion freely. This methodology focuses on the comprehensive development of children and includes four main competencies.

Collaboration - designed to help students develop teamwork skills. It helps students learn the skills of collaboration, effective communication and mutual support.

Communicativeness is aimed at developing students' ability to communicate with others. Students learn to express their thoughts clearly and clearly, to listen and understand the interlocutor, and to effectively use language tools in conveying information.

Creative thinking - develops the ability to think creatively and innovate. Students learn to use new approaches to achieve their goals, develop innovative solutions, and gain creative problem-solving skills.

Critical thinking - this methodology involves the development of students' skills of critical evaluation of information, formation of their own opinions and

judgments. Students learn to approach problems analytically and form their own opinions based on logical reasoning.

If we want to develop these important competencies, we need to organize the educational process in an interesting and useful way for children. Each lesson at school is a process in which students not only master the content of science, but also acquire independent knowledge and develop their abilities. In general, these innovations serve to create a more effective, modern and person-oriented educational environment, and create a basis for the development of personal qualities of students, providing them with deep knowledge and skills[3].

Attention to the state of the educational environment, methods of organizing the educational process, technologies and methods of teaching and training professional skills, forms of interaction with students in the development of "4K" competencies in primary grades we have to focus. The assessment of "4K" competencies should also be approached creatively, but at the same time, one should not forget to evaluate the consequences, benefits and risks, and most importantly, take responsibility for the results of one's work. Traditional education teaches sequential problem solving, breaking them down into manageable tasks. But in modern societies this is not enough.

Nowadays, it is much more important to have a broad worldview, to synthesize ideas from different fields of knowledge, and to discover ambiguous connections. Traditional education relies on individual student efforts and individual assessment of achievement. This is not enough in modern conditions.

Today, an integrated learning model that includes design, case analysis, and hands-on training, including the use of simulators, mannequins, and online trainers, is a priority in secondary education institutions. In organizing the educational process, the hierarchy should allow cooperation, teachers and students should be recognized as partners in the educational process.

There is also a need to answer the issue of differential education. In addition, it is important that education systems meet the individual abilities and needs of people of different ages. It is necessary to adjust the educational

process. Traditional education teaches us to perceive the world discretely, students are divided into professions and specialties, teachers are divided into academic subjects, professional modules, interaction with the world is educational and productive. is limited to the practice of release.

According to V.A. Yasvin, the adaptation of the concept of personal development to the educational environment, the creation of such an environment in a professional educational organization is influenced by pedagogically created organizational, technological and spatial-subject conditions, as well as random factors, for the development of a future specialist. involves designing a set of possibilities[2]. Thus, in order to organize activities for the development of "4K" competencies, it is necessary to take into account several components of the educational environment of personal development:

organizational-technological,

science-spatial,

social.

The organizational-technological component implies that the practice of professional education should include new forms of organizing students' educational activities and new methods of activity and supportive assessment of educational results [5]. The purpose of such lessons is to create a space for the formation and development of critical and creative thinking (creativity), communication and cooperation. This means that the educational status of the professional field is currently structured in a non-traditional way. The main features of tasks used in such classes [6]:

the learning task includes one or more possible solutions;

center of educational task or mini-project or creation/construction of some product using non-standard tools;

educational task provides an opportunity to develop a briefly described plot within the given professional problem;

the learning task includes working in a group where small tasks can be divided for autonomous or pair work;

the educational task requires an independent search for the necessary information in open sources (for example, on the employer's website);

the learning task may involve searching for and using information from other disciplines and professional modules.

Such tasks provide an opportunity to independently study the nature of the professional education situation. This opens a wide field for work, including for students with different educational levels. It is necessary to take into account the already existing descriptions of the characteristics of such tasks and classes in order to develop tasks and conduct classes where students can develop "4K" competencies. For example, the characteristics of a creative task and a creative lesson [4]:

creating motivation among students (asking a big philosophical question, showing perspectives in terms of demands from the employer and their professional development);

variability of choice among students;

lack of a defined solution algorithm;

having several correct solutions;

accumulation of knowledge and skills from various fields of professional activity;

compulsory discussion in decision-making;

group form of work;

develop your own product as a group;

The developed lesson includes the following elements:

information for the teacher conducting the lesson;

description of a problematic professional situation for students and a corresponding project, research or experiment;

lesson plan;

group work material that organizes the work of groups in the classroom and gives students the opportunity to demonstrate and develop educational independence;

handouts for students;

assessment sheet during pedagogical observation.

The innovative approach based on the "4K" model does not require special conditions for use in schools. For example, students' critical thinking skills are developed through quizzes, and communication skills are developed through quizzes and exercises.

In any case, when working with new types of tasks, the role of the teacher and the student is distributed differently than in a traditional lesson [4]:

students will have independence in choosing the plan, size and forms;

work and the teacher provide an opportunity to show independence by choosing the appropriate task;

students can act as teachers for each other and work in pairs or groups;

the teacher is a consultant for independent teams and supports their effective work;

students participate in the evaluation of both the lesson results and the work process using self-assessment tools.

The teacher will have the opportunity not only to evaluate professional results, but also to monitor the formation and development of "4K" competence. Such monitoring can be carried out both at the group level and at the individual level.

The assessment and evaluation systems of the past do not motivate students to acquire the skills needed in the 21st century. Assessment affects the lives of people, especially young people. Therefore, evaluation should be valuable and effective feedback and should be formative.

It is important that the teaching and assessment system is not disruptive, but fosters curiosity, creativity and collaboration, and allows students to learn by making mistakes. Thus, in order to start the formation of "4K" competencies, in the process of studying each subject, analyzing the curriculum, we need to identify the criteria (listing the behavioral characteristics) or thematic planning and deciding, for example, what topics and how many hours can be used to teach

competencies (this should be systematic), thinking through learning situations, formulating appropriate learning tasks for students, choosing technologies, development of handouts, organization of the process itself. formative assessment in the classroom and in the form of meaningful feedback is essential.

The subject-spatial component of the personal development educational environment [5] includes appropriate spatial solutions within the educational organization (space zoning, "open" walls, design of offices, availability of places for informal interaction, accessible creation of workshops, etc.) encourages training of "4K" competencies. This component should be represented by a developed infrastructure that ensures the individualization of educational courses and the development of students' abilities and inclinations. This means the existence of a sufficient, multi-functional and convenient material base for students to carry out scientific research, design, model, rationalize, create operational models, create models, as well as improve their professional skills in classrooms, laboratories and workshops. includes.

The social component of the educational environment of personal development is the area of relations, communication and interaction of all participants of the educational process. Educational activities outside the classroom, such as student Olympiads, competitions, including informal communication between active students and youth public organizations, also have great opportunities for the development of "4K" competencies.

CONCLUSION. Educational activities using this technology should include the following features:

the educational task has several solutions;

solving the problem in a non-standard way;

the task is performed by a group of students;

use open sources of information to solve the problem;

combining knowledge of relevant academic subjects;

use of information and communication technologies both in lessons in an educational organization and in doing homework.

This technology of formation of "4K" competences is based on the development of tasks that are not based on specific knowledge of students, which allows to determine the critical attitude of the student to the input information, but not the level of his possession. mastered the educational material. The use of this type of tasks allows to increase the student's potential, consolidate the acquired knowledge and develop independence.

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