

Pedagogical Features of Using the 4k Model in Primary Education

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Abstract: This article talks about the 4K model and its components, the pedagogical features and conditions of using the 4K model in the primary education system, and its practical importance in pedagogical processes, as well as the importance of using the 4K model in improving the effectiveness of primary school classes.

Key words: Modern education system, primary education, 21st century skills, 4K model, communicativeness, collaboration, critical thinking, creativity.

Primary education is the foundation of student personality formation is considered because during this period, the child is aware of the world, the foundation of imagination and knowledge it also requires special attention as it is a recovery phase. He steps on the threshold of the school so, the child begins to feel that he is a student, to receive education and to his first teacher feels affection towards him, starts working for the future results in the path of science. "4K" model is a modern approach to the education system, from the 4K model in the modern education system to help students to think critically, express their opinion freely, primary class it is aimed at the comprehensive development of its students and has four main competencies includes.

Collaboration is the skill of working in a team. Students learn to work cooperatively, accept others' ideas and opinions, as well as to defend their own opinion, to cooperate, to exchange ideas effectively, and to support each other. is the formation of learning.

Communicativeness is the ability to communicate, students to express their thoughts clearly and clearly, to listen and understand the interlocutor, to learn to effectively use language tools to convey information.

Creative thinking develops the ability to innovate that separates humans from machines and artificial intelligence. Students will learn to use new approaches to achieve their goals, develop innovative solutions, and develop creative problem-solving skills. Critical thinking - critical thinking is the ability to develop the skills to critically evaluate information, form one's own thoughts and opinions, and not to adopt the opinions of others as an independent thinker, includes taking into account that the development of these important competencies of students in primary education is one of the main goals of today's modern education system, and it creates an opportunity to organize the learning process in an interesting and useful way for children, every lesson in school should be completed by students only it is necessary to turn the science content into a process of acquiring independent knowledge and developing personal abilities rather than mastering it.

The idea of collaboration, that is, teaching in cooperation, has been researched by scientists from different countries, including Professor R. Slavin of J. Hopkins University, Professors R. Johnson of the University of Minnesota, D. Johnson, Professor Sh. Sharon of the University of California. In the 70s of the last century, J. Dewey predicted results in cooperative learning, after putting forward the idea of organizing practical activities, these ideas were widely used in educational institutions of Great Britain, Canada, Germany, Australia, the Netherlands, and Japan.

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Collaborative pedagogy, innovative pedagogues (Sh.A.Amonashvili, S.N.Lisenko, V.F.Shatalov, E.N.Ilin, etc.) emphasizing that the participants of the pedagogical process (teacher and students) organize mutual relations based on the principle of humanity they pass. The necessary rules of conceptual importance for cooperative pedagogy are expressed in the pedagogical views of great pedagogues A. Avloni, K. D. Ushinsky, A. S. Makarenko, V. A. Sukhomlinsky, J. J. Russo, K. Rodgers and others. Today, the ideas of pedagogical cooperation are embedded in the content of pedagogical technologies and form the basis of the "concept of 21st century education". The main idea of cooperative education is not only to complete educational tasks together, but also to study and learn in cooperation.

Collaborative teaching teaches every student to daily intensive mental work, to think creatively and independently, to educate individual consciousness and independence, to create a sense of personal dignity in each student, to develop his own It is intended to strengthen confidence in one's strength and abilities, and to form a sense of responsibility in studying. The methodology of creating a cooperative environment is closely related to the team development theory developed by A.S. Makarenko.

The essence of this theory is based on the fact that the community (collective) plays an important role in the formation and development of a person as a person. Every person lives in society, works, enters into relationships with other people. In our opinion, by using the creative potential of the team, it is possible to give a person the opportunity to reveal his abilities and to show himself as an individual. The student boldly expresses his opinion in different situations, searches for information, learns to consciously and objectively evaluate the received information.

Therefore, personal qualities such as initiative, optimism, and self-confidence improve in the student, the subjectivity of the participant in cooperative interaction is provided by the teacher's ability to organize group, team, and pair activities in the classroom. In the environment of cooperative learning, the teacher becomes a facilitator, that is, he plays the role of an assistant, ensures group communication, contributes to the creation of a comfortable environment for intergroup discussion. In cooperation, it is necessary for each student to be a direct participant in the educational process, to consciously choose the types of cognitive activities, to engage in thinking activities, to learn to freely express his opinion, and to be able to realize his potential.

In the process of working in small groups in repetition and reinforcement lessons, learners provide each other with friendly support, students with lower mastery feel friendly support, a spirit of healthy competition is born between groups, it creates a favorable psychological environment for them to form a successful activity. In such cases, the teacher's role is only coordination, guidance, advice and encouragement. A participant in a collaborative environment expresses his personal opinion during the communication period, but also takes into account the opinion of others, manages himself, knowledge of this or that information brings success to the group, on the contrary, failure to complete tasks on time causes defeat. sees in practice, the student's sense of responsibility increases. A field of intellectual discussion, goodwill and business environment will be formed. When assigning tasks to students, the teacher should pay attention to this aspect, that is, if the learner has difficulty in mastering any subject or area (oral speech, written speech, spelling), in this direction must delegate tasks.

The organization of cooperative learning environment in repetition and reinforcement lessons of elementary school students develops the level of critical thinking of students, helps their personal growth, develops independence, which plays an invaluable role in their successful socialization, as well as o encourages the teacher to be in constant creative search.

In repetition and reinforcement lessons, the collaborative work of the 4K model is highly effective. There are several methods of organizing cooperative education of students: in group education (R. Slavin), students are divided into two equal groups. Both groups perform the same task. The members of the team work together to complete the educational tasks, and each student focuses on mastering the knowledge, skills and abilities provided by the subject. R. Slavin said that it is not enough to give instructions to students to complete the tasks in cooperation. Pupils' activity gradually increases and turns into a practical and mental action completely controlled by them; and the relationship between



the teacher and the student will have the character of partnership position. A controversial, problematic situation is when a person falls into a difficult situation or condition, which depends on the result of thinking during his activity.

In this case, he does not know how to interpret the event or process. Controversial and problematic situations strain the mental strength of students, they begin to look for ways to clarify the situation, and face difficulties. A person begins to think only when faced with a problem. He begins to think and perform actions with the knowledge he has, and begins to come to conclusions at a level appropriate to his level. Students should be able to tell and explain how they did the tasks they did.

It is important for the teacher to be able to express in his own words the places he did not understand in the process of problem solving. The German pedagogue Disterweg did not say for nothing that "A bad teacher tells the truth, and a good teacher teaches to find it." In this case, the task of the teacher is not only to explain the topic, but to be able to put the problem correctly, to interest students in their subject, to disturb their feelings and to participate as a partner in solving the problem. . If the child's activity is free, if his freedom is not violated, he will develop a sense of respect for the individual. The teacher's cooperation with the students during the debate saves the child from being mute and blindly obeying. The lesson becomes a single activity of cooperation towards a common goal.

The "Let's Read Together" method of collaborative learning The "Let's Read Together" method of collaborative learning was developed in 1987 by professors D. Johnson, R. Johnson of the University of Minnesota. Students are divided into small groups of 3-5 people. Each group performs a certain part of the task to be performed in the lesson. As a result of the complete completion of the group tasks, the comprehensive mastering of the educational material is achieved.

In conclusion, it can be said that the use of the 4K model in elementary school classes leads to the following results: enriches the student's learning process; provides students with cognitive information (education to expand the scope of knowledge about the environment, to develop cognitive needs); makes students eager to learn the material; the formation of students' personal knowledge and worldviews expands opportunities; increases the efficiency of two-way exchange of information; provides students with the necessary knowledge to prepare for independent life; promotes positive interactions between groups of different cultures and socio-economic levels; cooperation is such a situation that the subjects of the educational process work together, friendship, mutual help, community come to the surface. As a result, the order of the society will be fulfilled - we will train literate personnel who are competitive, ready for cooperation, who understand problems in different life situations and boldly tackle them, who believe in the power of thinking, who can express their independent opinions in the team, who can defend their opinions and views. Effective use of the 4K model is more important as it not only develops the young generation, who are the owners of our future, but also aims to form in them the skills necessary for successful adaptation to modern society.

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