Volume 3, Issue 3, March – 2025 **ISSN (E):** 2938-379X

NEW TECHNOLOGY IN EDUCATION: THE 4K MODEL AND WAYS OF ITS IMPLEMENTATION

Lutfetdinova Rano Khusnetdinovna
Associate Professor (PhD) of Namangan State Pedagogical Institute

Abstract
The article analyzes the main approaches to organizing the modern educational process. The role of the 4K model, its features, and application issues are examined.

Keywords: 4K, collaboration, communication, creative thinking, critical thinking, analysis, evaluation, explanation, justification of one's point of view, assumption, regulation, communication, cooperation, creativity, opinion corner, Mix-Freeze-Group, Frayer model, Stir-The-Class method.

Introduction

Improving the quality of education is not just about accumulating knowledge and possessing information but about developing thinking skills, the ability to quickly select relevant data from a large flow of information, determine direction, assess situations, solve non-standard problems, and form the necessary skills and competencies. A modern specialist, in order to find their place in the competitive educational market, must organize the learning process based on new approaches.

The quality of education primarily depends on the level of mastery of the learning material, which is the key link in the educational process as well as its object and subject. The 4K model currently plays an important role as a catalyst for improving the quality of education. The concept of 4K is typically used to denote competencies in cognitive, metacognitive, social, and emotional domains. 4K includes collaboration, communication, critical thinking, and creativity.

The 4K approach, as its name suggests, includes four principles:

Collaboration: This principle helps students develop the ability to work in a team. It promotes the formation of teamwork skills, effective exchange of opinions, and mutual support. Collaboration fosters the ability to engage in productive communication and work together to achieve a common goal.

This quality manifests in several interrelated abilities:

Accepting a shared idea as a common goal;

Forming social relationships, including supporting the majority's opinion, engaging in discussions and negotiations, and coordinating actions with others;

Fulfilling commitments;

Demonstrating independence and initiative.

Communication: Developing the ability to express thoughts clearly and concisely, listen and understand the interlocutor, and effectively use language tools to convey information.

Thanks to this competence, a student can engage in any conversation without fear. They learn to initiate discussions, consider the purpose and context of communication, ask questions, and provide answers. The skill of defending one's point of view is also developed.

Креативное мышление: Он учится применять новые подходы для достижения своих целей, находить инновационные решения, использовать творческий подход к решению проблем неожиданными способами. Креативное мышление включает в себя следующие компоненты:

Любознательность – интерес к окружающему миру, стремление самостоятельно собирать больше информации и находить ответы на вопросы. Воображение – это способность разрабатывать множество новых идей; развитие идей – это оценка идей с разных позиций, выявление их сильных и слабых сторон, формирование отношения к ним через новый подход к различным ситуациям.

Critical Thinking: This involves the skills of critically evaluating information and forming one's own thoughts and judgments. Students analyze problems and develop their viewpoints based on logical reasoning.

In digital education, critical thinking plays a crucial role. The ability to critically evaluate, analyze, and interpret information helps in drawing correct and logical conclusions as well as making well-founded decisions. When working collaboratively in a team, critical thinking enables students to engage in social interaction.

It includes the following characteristics:

- **Analysis** – establishing a logical connection between the discussed issue and arguments;
- **Evaluation** – the ability to assess the reliability and accuracy of arguments;
- **Explanation** – justifying one's point of view.
- **Assumption** – identifying a lack of information and the ability to make independent conclusions based on it.
- **Regulation** – developing the ability for self-assessment, drawing conclusions, and reflection.

Communication: Asking and answering questions, requesting clarification for unclear information, explaining one's point of view, avoiding conflicts, or finding their resolution.

Collaboration: Seeks help, listens to other opinions and makes suggestions, works in a team, and provides others with the opportunity to express their views.

Critical Thinking: Analyzes information, proposes hypotheses and solutions, discusses, and evaluates.

Creativity: Generates ideas, values them, applies key skills in unconventional situations, finds original solutions, and continues searching for new ideas and solutions even after completing a task.

Thanks to these competencies, a student transitions from passivity to initiative and independence in completing tasks, which can be assessed and tracked through behavioral indicators.

What conditions are necessary for the successful implementation of the new model?

The innovative approach based on the "4K" model does not require special conditions for its application in schools. For example, students' critical thinking and communication skills develop through questions, tasks, and exercises. Educational institutions already have all the necessary conditions to work with these methods.

Let's consider the structure of the **"Thinking Corners"** method, also known as the **Camers method**. Four concepts related to the topic are placed in the four corners of the room. Students move to their chosen concept and then justify their point of view.

The **Frayer Model** is a graphic organizer created in 1969. Many use this type of organizer for learning vocabulary words. The Frayer Model graphic organizer is versatile and can be applied across all subjects. It helps students not only expand their vocabulary but also develop skills in working with various

Mix-Freeze-Group Method: In this method, students move to music, mingling freely in the space. When the music stops, everyone freezes in place, and the teacher asks a topic-related question. Students then form small groups based on their answers to the question and engage in various activities related to it. The number of students in each group depends on the question posed by the teacher.

Stir-The-Class Method: Students are asked to write down their independent reflections on a given topic in their notebooks.

After recording their thoughts, they review the notes of their classmates around the room and supplement their own lists with missing concepts. They are given the opportunity to add as many ideas from other participants as possible.

What do these methods provide?

❑ Develops the skill of independent expression of thoughts in students;

❑ Encourages the exchange of opinions;

❑ Promotes teamwork;

❑ Enhances the ability to formulate thoughts;

❑ Improves fluency in speech;

❑ Develops analytical skills;

❑ Fosters critical thinking;

❑ Teaches respect for others' opinions.

An innovative approach promotes the development of a student's outlook and thinking. The profile of a 21st-century student should include 21st-century skills. This is the main goal of applying an innovative approach. Moreover, the primary purpose of education is not only to transfer knowledge to students but also to teach them how to apply this knowledge in real life. In the educational systems of countries that rank high in international assessments such as PISA and PIRLS, special attention is given to developing students' communication, research, and

creativity skills, which are part of the **4K** concept. It is precisely this focus that enables them to achieve high results in international rankings.

REFERENCES

1. Ganiyeva, M. A. (2023). Kokand University. Supporting Youth and Entrepreneurship – an Important Factor in the Reforms Implemented in Our Country. International Scientific and Practical Conference, pp. 197-199.
2. Yuldashevich, M. A. (2020). Shaping the Healthy Lifestyle Culture in Physical Education for Our Future Teachers. European Journal of Research and Reflection in Educational Sciences, 8.
3. Maxkamov, A. Y. (2020). The Importance of Teaching Gymnastics in Preschool Educational Institutions. Scientific and Technical Journal of Namangan Institute of Engineering and Technology, 2(7), 350-355.
4. Toxirjon, U. (2024). Using Interactive Methods to Work with Students Struggling with Reading in Primary Classes. Integration of Economy and Education in the 21st Century, 2(2), 9-13.
5. Toxirjon, U. (2024). International Reading Literacy Assessment (PIRLS). Integration of Economy and Education in the 21st Century, 2(2), 14-17.

Web of Teachers: Inderscience Research
webofjournals.com/index.php/1