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СОВРЕМЕННОСТИ

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**4Cs MODEL AS A NEW LEARNING PARADIGM IN KAZAKHSTAN EDUCATIONAL
SYSTEM**

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Abstract: This article considered the possibilities of realizations the 4C's educational model as a new learning paradigm in Kazakhstan. The 21st century workforce is very different from the workforce of our predecessors. With the rise in automation and technology there are new demands that are being placed on employers to produce goods that are faster, more personalized, and more accessible. Today a rapidly changing global economy continues to put pressure on educators as to how to effectively prepare students for an unknown future, there is an increasing realization among pedagogues that education designed to equip graduates of the Digital Economy requires the teaching of new skills rather than the traditional core subjects. This realization has led to the emergence of what is called the New Learning Paradigm in Kazakhstan which postulates that students now need to be taught the skills most in demand in the 21st century. In order to meet these demands, this generation of employees must have a skillset that complements these demands. This skillset includes communication, collaboration, critical thinking, and creativity (4C) skills. The problem of practice addressed in this article is the lack of 4C skills among students currently at the university educational system, and the lack of opportunities students have to develop these 4C qualities.

Keywords: higher educational institution, 4C's educational model, creativity, critical thinking, communication, group work, cooperation, pedagogical process.

Nowadays, education plays an important role in Kazakhstan. In the Republic of Kazakhstan (RK) education is recognized as one of the most important priorities of long-term Strategy «Kazakhstan – 2050». The common aim of educational reforms in Kazakhstan is the adaptation of its education system to the new social and economic environment, international educational standards. In present-day interconnected society communication plays an increasingly important role due to the prominent digital and multimedia technology, which makes part of our daily tasks and life. Indeed, this technology makes the whole process of communication and peer-to-peer collaboration easier, by which pupils are able to critically interpret messages, convey their own points of view and show their creativity in solving problems.

In 2018, Kazakhstan adopted a new approach to the definition and measurement universal competencies of the 21st century. Today, more than ever, the problem of assessing the level of creative thinking has become more acute. This is primarily due to the fact that in modern society the need for specialists capable of creative activity has increased. State of the nation address of President of the Republic of Kazakhstan Nursultan Nazarbayev, October 5, 2018 Growing Welfare of Kazakh Citizens: Increase in income and quality of life. In his speech President talk

about improving the quality of pre-school education. And also our President emphasises in education is shifting towards the 4Cs model: creativity, critical thinking, communication skills and co-working. In this area we need to review qualification requirements, training methods, the labour remuneration system for teachers and other employees of kindergartens [1].

Today a rapidly changing global economy continues to put pressure on educators as to how to effectively prepare students for an unknown future. Many challenges confront teachers of the 21st century, one of which is the need to educate the learner to ensure they develop the knowledge and skills needed for global competency. Shifting the educational paradigm from a major emphasis on core subject knowledge, to 21st century learning implies a significant change in teaching tools and methodologies. What makes this paradigm shift difficult is that all interested parties have their own theory of what defines education.

The 4Cs model allows productively combine both of traditional and innovative methods of implementation of the educational process. In the current moment the educational paradigm of our country is changing. Questions of realization of 4Cs model in the universities and organizations of secondary education of various countries are considered. In world practice 4Cs model became an integral part of modern education. We showed the purposes of 4Cs model in universities of Kazakhstan.

21st century learning paradigms catered reasonably well for the pursuit of the moral purpose of education in turning out school leavers with specialized skills that were applicable in highly compartmentalized and specialized Industrial Age economies, 21st century skills require a new paradigm". Teaching our students so that they become well-equipped with the 21st century skills is the new learning paradigm". To extend an understanding of the meaning of the New Learning Paradigm Kivuja explains that: The New Learning Paradigm is the new philosophical approach to pedagogy which posits that for education to truly meet "the moral purpose of education and help produce citizens who can live and work productively in increasingly dynamically complex societies", learning, teaching, assessment and curricula need to equip graduates with the skills that will enable them to contribute effectively to productive capacities of the 21st century economy. These are the skills demanded by employers across all sectors of modern economies.

The notion of 4Cs was created in 2002 by the Partnership for 21st Century Skills, an educational think-tank that brings together the U.S. Department of Education and a series of leading companies and organizations. It appeared "out of concern that American education was failing graduates because they were graduating without the skills needed to be productive citizens in the Digital Economy," and includes the following four non-disciplinary core competences: "critical thinking and problem solving; communication; collaboration; and creativity and innovation" [2].

The "4C's"- Critical thinking and problem solving, Creativity and innovation, and Communication and Collaboration describe key skills we and our students need for success in our increasingly complex, interconnected, information- and data-rich, and rapidly changing world. Many frameworks for teaching and learning, such as such the Partnership for 21st Century Skills Framework, include the 4 C's as primary components.

4Cs of 21st Century learning key competencies can be identified on the basis that they make a measurable contribution to educational attainment, relationships, employment, and health and well-being outcomes learning and innovation skills are increasingly recognized as those that distinguish students who are prepared for more complex life and work environments in the 21st century from those who are not. A focus on the 4C's of 21st Century Learning: Critical Thinking, Communication, Collaboration, and Creativity and Innovation are essential to prepare students for the future.

In recent years Kazakhstan has achieved significant success in education. It is not surprising that today the question of a new content of education is at the center of the agenda all over the world. Currently, experiments on the formation of competencies of the 21st century are actively developing in different countries. The system of higher education is faced with the task

of developing Critical thinking Communication, Collaboration, and Creativity, helping students to master creative ways of solving scientific and life problems, to build their own world of values, to form the capacity for self-education and self-education. Currently, scientists have noted an insufficiently high level of students' ability to organize the process of obtaining knowledge; participate in joint decision making; implement the course of evidence, argumentation; take a stand in discussions and defend one's own opinion, confront uncertainty and difficulties.

Critical Thinking

Critical thinking in the 21st century is described as the ability to design and manage projects, solve problems, and make effective decisions using a variety of tools and resources. It highlights the challenge of designing educational experiences that address local issues and real-world problems for which there may be no clear answer. Thinking critically requires students to acquire, process, interpret, rationalize, and critically analyze large volumes of often conflicting information to the point of making an informed decision and taking action in a timely fashion.

Digital tools and resources can support the process of critical thinking, particularly when used to create authentic and relevant learning experiences that allow students to discover, create, and use new knowledge. The knowledge and digital era is demanding people with higher order thinking skills: the ability to think logically, and to solve ill-defined problems by identifying and describing the problem, critically analyzing the information available or creating the knowledge required, framing and testing various hypotheses, formulating creative solutions, and taking action.

Communication

Communication in a 21st century context refers not only to the ability to communicate effectively, orally, in writing, and with a variety of digital tools but also to listening skills. Many international frameworks include information and digital literacy in the concept of communication. Other frameworks, such as 21st century skills, have distinct information, media, and technology skills. Some jurisdictions include information and communications technology (ICT) skills with literacy and numeracy as foundational curriculum. Digital tools and resources represent a new realm of communications interaction in which the ability to navigate successfully is essential for success in the 21st century. Each tool has its own rhetoric (e.g., an effective blog post is different from an effective tweet or persuasive essay). The issue is not just learning to use new communication tools but mastering many forms of rhetoric – a more challenging task.

Collaboration

Collaboration in a 21st century context requires the ability to work in teams, learn from and contribute to the learning of others, use social networking skills, and demonstrate empathy in working with diverse others. Collaboration also requires students to develop collective intelligence and to co-construct meaning, becoming creators of content as well as consumers. New skills and knowledge are necessary to enable team members to collaborate digitally and contribute to the collective knowledge base, whether working remotely or in a shared physical space.

Creativity and Innovation

Many studies demonstrate the importance of creativity for social development, the ability to compete in business, and the ability to generate economic growth. Innovation results note the connection between high academic achievement, problem solving, and creativity. Creativity is often described as the pursuit of new ideas, concepts, or products that meet a need in the world. Innovation contains elements of creativity and is often described as the realization of a new idea to make a useful contribution to a particular field.

Creativity includes concepts of economic and social entrepreneurialism and leadership for action. Creativity in schools gives students experiences with situations in which there is no known answer, where there are multiple solutions, where the tension of ambiguity is appreciated as fertile ground, and where imagination is honoured over rote knowledge.

These skills help develop the qualities that the students need to possess in the 21st-century for success in college, careers and citizenship. Today's students are moving beyond the basics and embracing the 4Cs that are the super skills for the 21st century. The first of the 4Cs is Creativity and Innovation which implies trying new approaches to get things done which equals innovation and invention. The second is Critical Thinking and Problem Solving which focuses on looking at problems in new ways and linking learning across subjects and disciplines. The third is Communication through which thoughts, questions, ideas and solutions are shared. The last of the 4Cs is Collaboration which is a process of working together to reach a goal by putting talent and expertise to work.

In Kazakhstan 21st Century Skills presented the 4Cs of critical thinking and problem solving, communication, collaboration, and creativity plus innovation, as the super skills in the 21st century because they are foundational essentials for success in college, university, career, and life outside educational institutions. On graduation, students will enter a highly competitive world of commerce, business and life that demands more skills than those evident in graduates of the Industrial Age. As rightly 21st century industry requires "graduates with skills that will allow them to be immediately productive in the workforce". The 4Cs are super skills because they provide a core of skills which, when combined with the traditional Core Subjects skills, help students to develop and demonstrate a sound understanding and greater effectiveness and efficiencies in the Career and Life skills and the Information, Media and Technology skills all of which comprise the New Learning Paradigm.

Through the understanding of the importance of modelling the 4Cs not only in the classroom practice but also among educators. Communication, collaboration, critical Thinking and creativity are skills that are essential to achieving meaningful and effective partnerships. In the past decade, these four skills have taken on even more significance for students and educators due to globalisation and the rise in the use of technology. Expressing thoughts clearly, crisply articulating opinions, communicating coherent instructions, being able to problem solve efficiently, all while being able to motivate others with original ideas, are crucial skills.

These skills have always been of value in any workplace. In the education sector, the 4Cs are essential because they are inherent in the nature of how successful teams and partnerships are effectively formed. The global market is driven by creativity and innovation. It is dominated by critical thinkers and problems solvers communicating and collaborating resulting in stellar solutions and products. Educators have a civic and academic responsibility to teach students the 4C's where utilizing technology provides a logical, efficient means to better prepare learners for global citizenry. I highlight three interwoven pedagogical strategies educators can utilize to achieve these lofty goals: (a) becoming versed and literate in Web 2.0 tools; (b) assigning real world challenges and issues for students to resolve using the Net; and (c) creating collaborative problem-based learning experiences utilizing technology. Instructors need to teach students how to think critically by scaffolding higher levels of thinking to posed problems, instruct and role play appropriate communication skills with a special focus on netiquette, and to cultivate and encourage creativity and innovation by exploring ideas and various forms of artistic expression. Our nation's education is at a crossroads. It is time to embrace the technological pace and 21st century skills students need in order to be successful and competent global citizens.

References

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Аннотация: В статье рассмотрены возможности реализации образовательной модели 4К как новой парадигмы обучения в Казахстане. Рабочая сила 21 века сильно отличается от трудов наших предшественников. С ростом автоматизации и технологий появятся новые требования к работодателям для производства товаров, которые быстрее, более персонализированы и более доступны. Сегодня динамично изменяющаяся мировая экономика продолжает оказывать давление на педагогов, т. е. касается эффективной подготовки студентов к неопределенному будущему, образование для снабжения выпускников цифровой экономики среди педагогов требует обучения новым навыкам, а не традиционным основным предметам. Эта рассматриваемая проблема ведет к появлению новой парадигмы обучения в Казахстане, формулирует, что студенты должны обучаться в 21 веке, охватывая наиболее востребованные навыки 4К. Чтобы удовлетворить эти требования, подготовка будущих учителей к подготовке востребованных специалистов, овладевших навыками 4К. Этот набор 4К включает в себя навыки креативности, критического мышления, коммуникативности, групповой работы, сотрудничества. Рассматриваемая в данной статье Проблема в настоящее время рассматривает возможности формирования и развития у студентов навыков 4К в образовательном педагогическом процессе университета.

Түйін : Мақалада Қазақстанда оқытудың жаңа парадигмасы ретінде 4К білім беру моделін жүзеге асыру мүмкіндіктері қарастырылған. 21 ғасырдың жұмыс күші біздің ізашарларымыздың еңбектерінен қатты ерекшеленеді. Автоматтандыру мен технологиялардың өсуімен жұмыс берушілерге тауарларды өндіру үшін қойылатын жаңа талаптар пайда болады, олар тезірек, анағұрлым дербестендірілген және анағұрлым қолжетімді. Бүгінгі күні қарқынды өзгеретін әлемдік экономика педагогтарға қысым көрсетуді жалғастыруда, яғни студенттердің белгісіз болашаққа тиімді дайындалуына қатысты, педагогтар арасында сандық экономика түлектерін жабдықтауға арналған білім беру дәстүрлі негізгі пәндерден емес, жаңа дағдыларды оқытуды талап етеді. Бұл қарастылып отырған мәселе Қазақстанда оқытудың жаңа парадигмасының пайда болуына жетелейді, студенттерді 21 ғасырда неғұрлым сұранысқа ие 4К дағдыларын қамтып оқытылуы тиіс деп тұжырымдайды. Осы талаптарды қанағаттандыру үшін, болашақ мұғалімдерді 4К дағдыларын меңгерте отырып сұранысқа ие маман дайындау заман талабы. Бұл 4К жиынтығы креативтілік, сыни тұрғыда ойлау, коммуникативтілік, топтық жұмыс, ынтымақтастық, дағдыларын қамтиды. Осы мақалада қарастырылатын мәселе қазіргі уақытта университеттің білім беру педагогикалық үдерісінде студенттердің 4К дағдысын қалыптастырудың және дамытудың мүмкіндіктерін қарастырған.