

METHODS FOR IMPROVING THE METHODOLOGICAL PREPARATION OF FUTURE PRIMARY SCHOOL TEACHERS FOR THE DEVELOPMENT OF 4K SKILLS IN THEIR NATIVE LANGUAGE AND READING METHODOLOGY

Abdieva Kuysintosh Azadovna

Senior lecturer at Tashkent University of Applied Sciences

Abstract: This article explores effective methods for enhancing the methodological training of future primary school teachers to foster the development of 4K skills—critical thinking, creativity, communication, and collaboration—within the teaching of native language and reading. As education systems worldwide shift toward competency-based learning, equipping teacher candidates with pedagogical tools to integrate 4K into early literacy instruction becomes essential. The paper outlines the theoretical foundation of 4K education, examines didactic strategies, and presents practical activities for primary literacy classes. It also offers a model of interdisciplinary integration that enables future teachers to create dynamic, student-centered environments that promote 21st-century skills through native language learning.

Keywords: 4K skills, primary education, native language, reading instruction, methodological preparation, critical thinking, creativity, communication, collaboration, teacher training.

INTRODUCTION

The rapid evolution of education in the 21st century calls for a shift from traditional content-centered instruction to skill-based, competency-oriented approaches. Among the most emphasized competencies are the so-called 4K skills—Critical thinking, Creativity, Communication, and Collaboration. These skills are especially crucial in early education, where foundational literacy and cognitive habits are formed.

For future primary school teachers, the challenge lies not only in mastering these competencies themselves but in learning how to teach them effectively through the subject of native language and reading. Reading is not only about decoding words but also about developing comprehension, interpretation, and reflective thinking—all of which align with 4K development.

This article focuses on methods to improve the methodological preparation of teacher candidates so that they can integrate 4K skill development into their native language instruction in primary classrooms.

MATERIALS AND METHODS

The 4K framework aligns closely with modern literacy goals:

Critical Thinking in reading enables learners to question texts, analyze meaning, and evaluate perspectives.

Creativity allows students to express ideas through writing, storytelling, and interpreting texts in diverse ways.

Communication is developed through oral reading, discussions, and sharing interpretations.

Collaboration occurs in group reading activities, literature circles, and peer-based projects.

Teacher education programs must reflect this alignment by embedding 4K-related competencies into subject-specific methodology courses [1].

RESULTS AND DISCUSSION



Some of the major obstacles include:
 Over-reliance on traditional, rote-based literacy instruction
 Lack of exposure to active, student-centered methodologies
 Limited practice in designing integrated language-skills activities
 Fragmentation between content knowledge and pedagogy in teacher education curricula
 These challenges necessitate a systematic rethinking of how future teachers are trained in reading instruction.

To address these issues, the following approaches are proposed:

Case-based Learning

Future teachers analyze real or simulated classroom situations involving reading tasks and 4K objectives. This fosters decision-making and reflective practice [2].

Micro-teaching Sessions

Teacher candidates practice conducting mini-lessons with 4K components and receive peer and mentor feedback.

Project-based Learning

Future teachers design interdisciplinary reading projects (e.g., story creation, class newspapers, book-based inquiry tasks) that require collaboration and creativity.

Methodology Workshops

Interactive workshops on reading strategies (e.g., guided reading, reciprocal teaching) are linked with communication and critical thinking outcomes.

Reflective Portfolios

Students maintain portfolios of their lesson plans, reading activities, and reflective analysis of how 4K elements were implemented or could be improved.

Model for Integrating 4K Skills into Reading Methodology Courses [3]

| 4K Skill | Example Activity in Reading Instruction | Methodological Approach |
|-------------------|--|---------------------------------------|
| Critical Thinking | Compare characters' decisions in a story; justify personal interpretations | Guided questioning, Socratic dialogue |
| Creativity | Rewrite the story ending; illustrate scenes | Creative writing, visual expression |
| Communication | Read aloud with peer discussion; role-play dialogue from the text | Pair work, literature circles |
| Collaboration | Group storytelling or book-based projects | Cooperative learning, project work |

This model provides a basis for constructing lessons where reading serves not only as a literacy tool but as a platform for skill development.

Future teachers should also be trained in interdisciplinary methods, where reading is linked with science, art, or social studies. For example:

Reading a folktale → Mapping locations (geography)

Reading a poem → Creating multimedia responses (ICT + art)

Digital tools such as Padlet, Book Creator, and Google Docs support the collaborative and creative aspects of 4K within reading classes.

One of the most effective ways to integrate 4K skills into native language and reading instruction is through differentiation. Not all learners acquire reading and thinking skills at the same pace or in the same way. Future teachers must be prepared to [4]:

Offer multiple levels of reading material

Design tiered tasks based on learners' readiness

Group students by interest or learning profiles for collaborative reading projects
Use choice boards that allow learners to select how they demonstrate understanding (e.g., a poster, a podcast, a role-play)

Differentiation not only supports inclusive education but also promotes ownership and motivation—both key factors in developing creativity and collaboration.

In addition to planning and delivering lessons that include 4K components, future teachers need to be trained in assessing these skills. Unlike traditional literacy assessments, evaluating 4K requires:

Rubrics with clear descriptors for creativity, communication, and critical thinking

Anecdotal records during group work or class discussions

Peer- and self-assessment tools to promote metacognition

Performance tasks that integrate reading comprehension with real-life applications

Such assessments help teachers recognize growth beyond academic achievement and tailor instruction to further develop soft skills [5].

Since native language instruction is deeply embedded in culture and identity, future teachers should also be aware of how cultural narratives, local traditions, and linguistic diversity can enrich 4K learning.

For example:

Using folklore or proverbs to stimulate critical thinking and discussion

Encouraging creative retellings of traditional stories

Comparing texts from different ethnic or regional backgrounds to promote collaborative dialogue

By contextualizing reading materials, teachers can connect literacy with learners' lived experiences, fostering not only academic growth but also intercultural awareness.

Modern literacy pedagogy acknowledges the central role of emotional intelligence (EQ) in communication and collaboration. For future primary teachers, understanding and fostering EQ is key to:

Building safe and inclusive classroom environments

Promoting empathy during literary analysis (e.g., understanding characters' feelings)

Supporting peer collaboration in group reading tasks

Managing classroom dynamics during communicative activities

Training modules for teacher candidates can include emotion-based reading discussions, storytelling through emotion charts, and group reflection sessions to link reading with emotional awareness.

CONCLUSION

Developing 4K skills in primary school learners begins with the methodological competence of their teachers. Future educators must be equipped not only with knowledge of native language and reading instruction, but with an integrated skillset that allows them to foster creativity, critical thought, communication, and collaboration in their classrooms.

Reforming teacher training to prioritize these skills through targeted strategies—such as project-based learning, reflective practice, and interdisciplinary integration—will prepare future teachers to meet the demands of 21st-century education and to guide their students in becoming thoughtful, expressive, and cooperative learners.

**REFERENCES:**

1. Binkley, M. et al. (2012). Defining Twenty-First Century Skills. Assessment and Teaching of 21st Century Skills. Springer.
2. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.
3. Tompkins, G. E. (2010). Literacy for the 21st Century: A Balanced Approach. Pearson.
4. OECD. (2018). The Future of Education and Skills: Education 2030 Framework.
5. Darling-Hammond, L., & Bransford, J. (2005). Preparing Teachers for a Changing World. Jossey-Bass.
6. Musurmonova, O. (1999). Family spirituality-national pride. Tashkent: Teacher.
7. Najmutdinova, D. K., & Kudratova, N. A. (2015). The application of insulin analogues in the treatment of type 2 diabetes mellitus: the focus on the cardio protection. Bulletin of the Karaganda University "Biology medicine geography Series", 78(2), 70-77.
8. Мусурманова, А. (2011). Формирование духовных основ социальной защиты молодежи в процессе профессионального образования. Образование через всю жизнь: непрерывное образование в интересах устойчивого развития, (9), 282-284.