

**METHODOLOGY FOR IMPROVING EDUCATIONAL EFFICIENCY BASED ON THE
4K MODEL IN PRIMARY EDUCATION**

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Annotation: The article analyzes the main approaches to the organization of the current educational process. The role, specifics of the 4K model are shown and attention is paid to the issues of its application.

Keywords: education, primary education, collaborationism, communicativity, creative thinking, critical (critical) thinking, analysis, evaluation, explanation, justification of one's point of view, hypothesis, regulation, communication, collaboration, creativity, educational technology, problem education, discussion, interactive methods, methodology.

Primary school is the most important part of the period of personality formation. The phase is also sensitive, and the child is a canvas of understanding the world under awareness, reconstructing the foundation of imagination and knowledge. In this way, the child forms in himself a "student personality," begins to become interested in school and education, a craving for love, an explosion of energies for future achievements on the path to science. This calls for hard work commitment to the ideational, teaching and educational aspect of books as an ageless, multidimensional issue in the context of new pedagogy.

The concept for the development of the public education system up to 2030 sets the mission to improve the teaching method. In line with this, there was an initial effort in revising textbooks. Namely, according to contemporary foreign experiments, Primary class textbooks were newly elaborated on the basis of the "4K" model. The use of the "4K" model has been tested many times, what is needed is a new methodology. We have so far focused more on children's writing, We have written dictations. With the new experience, however, more importance is given to the students' critical thinking, the ability to freely express their own opinion.

These new schoolbooks of contemporary times present an innovational approach. This approach is aimed at children's all-round development and includes four key competencies. At the elementary level of education, it is vastly essential for the students to instill in themselves the habits of collaborationism, communicativity, creative thinking and critical thinking, since these habits serve not just academic success, but also personal development and societal activities.

Collaboration – textbooks are created in a manner that they facilitate the building of teamwork skill among students. It helps students learn collaboration, effective feedback, and supportive skills.

Communicativity – textbooks aim to develop the skill of students for communication with others. The students learn to express their ideas fully and clearly, to listen and understand the interlocutor, and to employ the entire set of language instruments in the transmission of information.

Creative thinking – textbooks foster the creative thinking and innovating skills. Students are taught to use new methods in order to attain their objectives, create innovative solutions, and gain creative problem-solving abilities.

Critical thinking – this approach implies the creation of students' ability to critically evaluate information, the creation of their own opinion and argumentation. Students learn to view problems from a critical perspective and create their own opinion based on logical reasoning.

In the development of such skills, the following approaches can be suggested:

Gruppenarbeit: stimulating students to work in groups of a few to address a particular problem or project work. This enables students to share ideas with one another, allocate tasks and accomplish a shared objective.

Support by students: the students should reciprocally help each other with new ideas or completing assignments. It develops the students' cooperation and respect towards each other.

Organized debates: educating students to debate matters and hearing various opinions. With this, students learn how to articulate their ideas clearly, grasp other people's views, and defend their views.

Role-playing and debates: to develop communicative competence, students can be drawn towards role-playing games. This allows them to rehearse different social interactions and learn to communicate.

Jody assignments: giving students assignments that require new and creative approaches. For example, having students come up with new ideas or products that stimulate their imagination and creativity.

Encouraging creative thinking: offering incentives for unconventional and creative ways of developing thoughts and ideas. This is achieved, for example, by asking "how else" questions.

Analysis and evaluation: direct students to objectively evaluate educational materials in depth, compare facts from different sources and analyze them critically.

How?" and "Why?" questions, which help them enhance their comprehension of the topic. This helps them to express their views cogently and substantiate them with facts.

If we are to help develop these precious abilities, we must organize the process of learning in a fun and useful way for kids. Any lesson at school is a process of autonomous acquisition of knowledge by students and the development of their capabilities, and not just the mastering of science material. And new schoolbooks for primary grades are no less crucial in that they not only comprehensively instruct the younger generation, the owners of our future, but also give special significance to the cultivation in them of the skills necessary for successful adaptation to contemporary society.

In repetition and reinforcement classes, the collaborative work of the 4K model, i.e., the collaborative section, is marked by high efficiency. There are several ways of structuring students' collaborative training: group teaching (R.Slavin), students are split into two equal-sized groups. Completes the same assignment in both classes. Team members do training assignments in groups, and each student focuses on gaining the knowledge, skills and abilities anticipated in the subject. R.Slavin argues that teaching is not enough for students to be guided to do assignments in groups. Students' activism gradually evolves into an intellectual and applied movement that is entirely under their command; whereas the monosatah between the student and the teacher turns into a partner role.

A problematic, contentious situation is when a person gets into a complicated state or condition that continues, depending on the result of thinking while doing his endeavor. In this case, he does not know how to read an event or process. Problematic, controversial situations test the mental stamina of students, he begins in pursuit of ways to describe the situation, runs into issues. A person begins to think only when he face to face (run into) the problem. Starting to take actions thinking with the information at his disposal, he begins to make conclusions on the level corresponding to the level. The pupils should be capable of narrating and explaining how they had solved the tasks they had completed. The teacher should be capable of verbalizing, in his own words, the intangible aspects in the process of solving the problem.

The German pedagogue Disterweg did not speak words in vain when he said "a disadvantaged teacher will tell the truth, and a good teacher will teach him to find it". Here, the teacher's function

is not merely to define the subject, but also to be able to put the problem in its place, to entice students to take an interest in their science, to be able to tickle his feelings and participate as a partner in the solution of the problem. When a child's activity is not limited, when he is not induced to hurliki, then there is a sense of respect for the person. Through the argument, the students' involvement with the teacher saves the child from mutelicity, blind obedience. The lesson is then the sole participatory activity brought to one focus.

The "joint study" collaborative teaching method "joint study" collaborative teaching method was created in 1987 by the University of Minnesota faculty members D.Johnson, R.Designed by the Johnsons. The class students are divided into small groups of 3-5 individuals. Each group does some portion of the work that needs to be accomplished in the lesson. Due to the complete completion of tasks, integrated assimilation of course material is achieved.personal qualities like Initiative, optimism, self-assurance are acquired by the learner, subjectivity of the participant of co-operation is ensured by the teacher's ability to organize group, Team, pair activities in the classroom. In a situation of cooperative pedagogy, the educator takes the position of a fascilator, i.e., executes the work of an assistant, provides group communication, facilitates the establishment of a positive atmosphere for intergroup debate.

Collectively, each student has to be an instant participant in the learning process, to intentionally choose the types of mental activity, to perform thinking activity, to learn freely to express his opinion, to actualize his potential. By interacting in small groups while repeating and reinforcing classes, students provide each other with friendly support, lower self-esteem students are subjected to friendly support, a healthy spirit of competition develops between groups, which gives them a good psychological climate for the construction of effective activities. The role of the teacher in these cases diminishes to coordination alone, guidance, advice, and encouragement. The member of the collaborative setting realizes in practice that, besides expressing his own view during the time of communication, has at his disposal the opinion of others, masters himself, knowledge of this or that information will lead the group to success, and failure to deliver tasks on time will lead to defeat, the reader's sense of responsibility will be enhanced.

A space for intellectual discussion, a business and beneficent space is established. When distributing assignments to students, the teacher should pay attention to this aspect, namely, give assignments in this direction if the learner cannot grasp what subject or area (oral speech, written speech, spelling) he has. The creation of a shared learning environment in repetition and reinforcement lessons of students at the elementary level reinforces the level of critical thinking of students, stimulates their personal growth, promotes autonomy, performs a priceless function of successful socialization of students, and also stimulates the teacher himself to be in permanent creative search.

Games and exercises: interactive games and exercises may be introduced to promote teamwork and creativity. For example, by solving the problem in groups, constantly performing new and different tasks, students ' creativity increases.

Using visual aids: graphics, diagrams, images, etc., expressing thoughts allows readers to understand better.

The use of the 4K model in elementary school classes leads to the following results:

- ✓ enriches the learning process of the Student;
- ✓ provides information to students cognitive (expanding the circle of knowledge about the environment, training for the development of cognitive needs);
- ✓ arouses passion for learning material in students;
- ✓ the formation of their own personal knowledge and worldviews expands opportunities;
- ✓ increases the efficiency of bilateral exchange of information;
- ✓ provides students with the necessary jamming occurs.

In place of the conclusion, it can be said that in primary education, the formation of skills for students in collaborationism, communicativity, creative thinking and critical thinking will benefit their success in education, as well as in their social and personal lives. By training these skills, students are able to develop themselves more firmly and more efficiently.

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