

каждого ребенка. Обновилось содержание современного образования, появился новый подход, появились новые технологии обучения. То есть в нашей деятельности широко используется понятие педагогической технологии.

**Ключевые слова:** педагогическая технология, дифференцированное обучение, уровневые задания, мониторинг, дифференцированное обучение.

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ORGANIZATION OF PHYSICAL EDUCATIONAL ACTIVITIES THROUGH TRAINING LEVEL**

*This article describes the organization of physical education classes with the help of level training. In this technology, the student is in the first place and special attention was paid to his activity in self-education. Today, the main task of the country's education system is to raise the level of education of the younger generation at the international level by switching to the national education module. Four-level tasks of level-based learning technology require full completion by all students, each level is determined by points, a rating is systematized, and a monitoring score is set. The technology of level-based learning provides training depending on the level of abilities and capabilities of each student. That is, the strong strengthen their abilities and flexibility. The weak, who are used to being critical of themselves, get rid of their insecurities and become more active. The desire to learn in strong groups increases, and learning in groups with different levels of education becomes easier.*

*Currently, a new education system is being created in Kazakhstan to enter the world of education. This process is accompanied by concrete changes in the theory of pedagogy and the educational process. Changes in various areas of the country require a new approach to learning: a new organization of the teacher's educational process, the development of the cognitive and creative potential of students.*

*The future of our country and its inclusion in the number of civilized countries is reflected in the image of today's generation. It is necessary to develop a new type of education based on the best world practices, that is, to create favorable conditions for the development of natural abilities of each child. The content of modern education has been updated, a new approach has appeared, and new teaching technologies have appeared. That is, the concept of pedagogical technology is widely used in our activities.*

**Key words:** pedagogical technology, differentiated training, level tasks, monitoring, differentiated training.

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**PROMOTING LEARNING SKILLS (4Cs) IN THE ENGLISH CLASSROOM**

**Abstract**

*The article explores the issue of developing students' learning skills (4Cs): critical thinking, communication, collaboration, creativity. These skills are included in the list of competencies of 21st century and students also need these skills to succeed in their future professional life. The special role is given to knowledge of foreign language that is considered to be one of the tools for enhancement of professional knowledge and opportunities. The article presents some techniques to support developing students' learning skills (4Cs) at English classes.*

**Key words:** education, foreign language, learning skills (4Cs), critical thinking, communication skills, creativity.

**1. Introduction**

One of the aspects of education development in the world is enhancement of 21st century skills, and in this regard it is also of high priority for the education system of Kazakhstan. The

relevance is caused by the needs of the modern society and new requirements to education results. It is a good tendency that nowadays people are becoming more creative problem solvers, better communicators and lifelong learners.

In the context of modernization of education in the Republic of Kazakhstan it is required to introduce new educational programs, innovation approaches and technologies on the basis of international standards. New educational programs are focused on formation of soft and hard skills necessary in the rapidly changing VUCA world and for lifelong learning. Therefore schools and universities transfer to updated programmes with the goal to develop such skills as creative usage of knowledge, critical thinking, using information-communication technologies, research work, problem solving, decision making, and argumentation skills. The key competence is communicative skills of students in three languages [1].

Besides subject competencies, the Partnership for 21st Century Learning offers a framework for 21st century skills where «innovative skills» are defined: critical thinking and problem solving, creativity and innovation, communication and collaboration skills, and also a great set of «life» or «career» skills [2].

Among them are learning skills or 4Cs that include such skills as critical thinking, communication, collaboration, and creativity. When you combine them with the other 21<sup>st</sup> century skills you get a well-rounded student who is able to discern accurate information in an age of Internet when there is so much data out there available. All of these skills students are bound to use in their personal and professional life.

The relevance of the research is defined by the requirements of modern continuous language education in preparation of future specialists capable to realize teaching goals according to the new educational standards, global tendencies of updating of the purposes, the content and forms of educational interaction, ready to solve professional aims of foreign language teacher.

In the epoch of scientific and technical progress, a wide cultural exchange and market relations between the countries there is a great need in knowledge of foreign languages. Development of the international cooperation in all spheres of life demands fast and effective mastering of foreign language as well as its high level of knowledge. Nowadays the knowledge of foreign language is one of the major characteristics of any top specialist. Therefore, fostering the positive attitude to learning foreign language is of great importance in the preparation of future specialist.

Moreover, it should be noted that foreign language promotes learners' general educational and cultural development by enriching their knowledge about foreign countries, and acquainting them with the traditions of the people whose language they study. It is an effective means to communicate, to participate in international business activities, and to obtain information about the events all around the world. In this case, it is essential to foster in students understanding of the importance and necessity of foreign language knowledge in the modern world as it opens many opportunities for professional development in the future career.

In this regard the goal of teachers is to teach students to get knowledge, to develop communicative skills and to solve problems themselves. It includes selecting appropriate methodologies and resources for introducing, developing and evaluating learners' skills and demonstrating the value and importance of 21st century skills to and for learners. Much attention is paid to increasing of the role of education efficiency and qualitative professional training of specialists.

## **2. Materials and methods**

With the goal to consider the issue of promoting learning skills (4Cs) in the English language classroom, we studied and analyzed scientific and methodological literature on the research problem; described the importance of developing learning skills (4Cs) in the process of teaching and learning foreign language; defined peculiarities of 4Cs in the foreign language classroom; and considered the techniques focused on development of students' learning skills (4Cs).

Methods of the research: theoretical analysis of scientific and methodological literature on the given problem; methods of generalization and description.

Scientists have long paid great attention to the problem of teaching and learning principles. The first attempts in this direction were made by J.A. Komensky, J.J. Russo, I.G. Pestalozzi, K.D. Ushinsky. J.A. Komensky who already in the 17th century urged «to teach children to think» was one of the first supporters of active training. According to him only the knowledge that person can use in life and in practice is of high-grade and value. K.D. Ushinsky attached great importance to the principles of teaching and one of them is that education should in every way develop students' autonomy, activity, initiative [3]. R.A. Nizamov notes that learning demands high activity of personality. For this reason it is important for teacher to conduct classes or lectures taking into account the activity of students themselves [4].

A number of the researches have been made with the aim to find out what competences the professional community is focused on, and what is included into the national educational policy. One of the researches was made in the countries of the Asian-Pacific region to which modern leaders of education belong - Hong Kong, South Korea, Singapore, Japan [5].

The researchers studied the educational policy documents and educational standards of these countries, and defined most often used competences, values and other educational results which students should possess. Among them the first positions have critical and creative thinking, ability to collaborate with others. One of the latest researches was conducted in 152 countries and it shows that the most frequent competencies used in the documents defining the content and direction of education development are communication, creativity, critical thinking and problems solving [6].

### **3. Results and discussion**

English language teachers have at their disposal a number of instructional methodologies. However, it is important that English teachers carefully consider their teaching context before choosing a particular methodology or certain techniques from a methodology. As J.Scrivener notes, «the right methodology is the right methodology for a context» [7].

What might be an effective method in one context might not work in another. Teachers need to carefully consider such factors as their learners' past educational experience, access to resources, class size, and appropriate topics before making choices regarding methodologies or techniques. It is also essential to keep in mind that we are living in a VUCA world where rapid unpredictable change has become the norm. VUCA stands for Volatility, Uncertainty, Complexity, Ambiguity [8]: Volatility refers to the speed of change in a society, or the world in general. Change could be violent and uncontrollable.

Uncertainty refers to the extent to which we can confidently predict the future. We are uncertain of what might happen in the future. The future is unpredictable, making it hard to prepare for. Complexity refers to the number of factors that we need to consider or take into account. With so much going on, things can often feel chaotic and confused. Ambiguity refers to a lack of clarity about how to interpret something. We lack clarity because it is hard to know what the root cause of the problem is.

Therefore it is vital to know how to manage in a VUCA world. The main thing that should be taken into account is that new conditions mean new opportunities, but in this case it is not easy to adapt to changes and to acquire new skills. That's why lifelong learning is of great importance and comes as a necessity. In this regard, for learning it is better to choose the skills that could be used in different scenarios of the future, i.e. universal or the so called metaskills. Metaskills are basic abilities and competencies of a person through which individual skills are developed [9]. It is valuable what you can do and can use, but not just know.

Moreover, it is important to be flexible, to communicate with other people and here soft skills are essential, particularly communicative skills and empathy, ability to make decisions and to realize goals. Curiosity also helps be open to new experience, creatively solve problems, collaborate and study. In this way it promotes developing such soft skills as empathy, adaptability, logical thinking.

Promoting 21st century skills in the classroom is crucial nowadays as it presents a holistic view of teaching and learning. Students need the following learning skills or competences «4Cs» to

fully participate in today's global community: creativity, critical thinking, communication and collaboration. Critical thinking is one of the 4Cs. The person starts to think when there arises a question (problem) or a new information, when he tries to find an answer to this problem or tries to understand something new. Critical thinking is an important and vital topic in modern education. Surely it is very important for students as it will equip them with specific skills that can be used in every sphere of their life. Formation of critical thinking skills at foreign language lessons is a very complex process and requires the teacher to organize training activities at the appropriate level. The technology of teaching these skills is based on using of various methods and techniques.

A variety of definitions of critical thinking have been provided by theorists and educators, but there is no any concrete definition. The literature on critical thinking coming from psychology, philosophy, and education, agrees somewhat with this point. Critical thinking refers to the ability to analyze information objectively and make a reasoned judgment. Critical thinking means the formulation, definition, justification and analysis of the thoughts and ideas discussed.

It is necessary to note that the most known scientists and teachers in the different countries, in different cultural and historical contexts, are very close in understanding of the nature of critical thinking. According to Moore's research, critical thinking is the judgement of whether something is good, bad, valid, or true; rational or reason-based; skeptical thinking; productive thinking [10].

American researcher Peter A. Facione understands «critical thinking to be purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based» [11].

One more definition states that «...critical thinking is a skill built on our ability to conduct careful and thoughtful analyses of issues» [12].

Thus, critical thinking refers to students' abilities to analyze, to interpret, evaluate, make decisions, and solve problems. In this regard, the use of critical thinking technology in teaching and learning foreign language is of great importance. All four language skills (speaking, reading, listening, writing) can easily be activated when students are asked to research a topic, discuss or debate that topic with each other, and write about what they find. Part of critical thinking is the ability to carefully examine something, whether it is a problem, some data, or a text. Students can examine information, understand what it means, and properly explain to others the gist of that information.

Critical thinking often involves creativity and innovation. In this case students show their personal vision on this or that point drawing connections, making predictions, presenting different approaches, developing their imagination and outlook. Creativity also includes such abilities as brainstorming, refining ideas, being responsive to ideas from others.

Problem solving is another critical thinking skill that involves analyzing a problem, generating and implementing a solution. Here students need such skills as attention to details, decision making, innovation, evaluation.

Along with developing students' critical thinking skills in the classroom it is necessary to build their communicative skills with the aim they could be able to interact with groupmates, share their opinion and ideas while expressing their thoughts to others, work in teams and in pairs. It demands strong and active listening, collaboration, and evaluation skills.

The problem faced by students is low critical thinking, and it can be seen from their speaking activities. The students have some difficulties when they should state their idea, give their reasons, give facts, and hold their argument. It is obvious that success in developing students' speaking skills will fully depend on the teacher's ability to create situations for speaking, and favorable conditions for students to speak. Tasks should be designed so that students have a reason or a purpose for speaking. Thus, carefully setup tasks (picture description, role-play, problem-solving, debate, etc.) provide the reason, purpose and guidelines within which students can speak more freely.

Students need opportunities to be creative and express themselves while learning a foreign language during classroom activities. In this regard debate is an excellent activity for language

learning because as an educational technology it forms students' four language skills: speaking, listening, reading and writing. In addition, debate is also highly effective for developing argumentation skills, for persuasive speech and writing [13].

Debate is a gaming technology that has its own principles and rules, which allows developing both communication skills of students and skills to conduct polemics, defend their position on the basis of knowledge and logical reasoning. Besides, debate participants develop thinking, including the ability to match, compare, independently find and analyze information from different sources [14].

One more method that promotes critical reading involves the use of mass media in the classroom. Newspapers, magazines, television, and radio can motivate students to develop critical listening and reading skills. Critical thinking skills help people of all ages shape their own opinions based on facts and data presented through research, news stories and experience. For learning critical thinking skills it is helpful to use newspaper articles and books, and analyze the presented information forming opinion and arguments that are in favor or against the topic. Students should be trained to become critical readers who can ask questions, interpret, synthesize, and digest what they read. The reading texts chosen for teaching must arouse students' interest and motivation, providing challenge to their thinking. Students are not simply receiving the facts and knowledge in the text, but try to form their own opinions and viewpoints about what they read from texts. After comprehending and evaluating of the text, students will be required to write summaries or create similar stories.

One of the ways that can be used to make the students speak actively is by PMI technique (Plus, Minus, and Interesting). The reason is that PMI is the simplest way of thinking. Besides, it is suitable for the beginning learners. Instead of just deciding whether or not the students like an idea, this thinking operation encourages them to find the good points (Plus), the bad points (Minus), and the interesting points about an idea (Interesting). The interesting points are those which are neither good nor bad but are worth noticing. The PMI is a way of treating ideas, suggestions and proposals [15].

It helps to develop speaking skills and critical thinking skills too. It should be added that in PMI technique, the students learn and work in group to give ideas, comments, and responses. Teachers also could use such activities as SWOT analysis, KWL-chart, Mind mapping to develop students' learning skills. Engaged in the interactive activities while practicing both communicative skills and critical thinking, students have a better chance to improve understanding of their abilities, to increase their self-esteem and self-confidence and to become more autonomous thinkers.

The use of critical thinking technology and other techniques in the classroom makes foreign language classes more informative, motivated, increases interest in learning a foreign language. This enables students also to work in microgroups where communication activities provide a good environment for language learning. Moreover, it plays a huge role in teaching the phonetic, lexical and grammatical aspects of a foreign language, and all this allows students to achieve good results in learning English. They have a rich vocabulary, are fluent in grammatical material, freely express their thoughts in a foreign language.

#### **4. Conclusions**

The integral part of educational process is application of innovative educational technologies promoting formation of student personality, development of key and professional competencies, and enhancement of cognitive activity. A foreign language can become the factor forming the personality of students, promoting their all-round development, realization of their possibilities in the future professional work. In other words, language teaching is a process which involves different activities, and it is the responsibility of the teacher to decide when and how to engage learners in the classroom, what could be done to encourage motivation and desire to know in learners.

Learning activities and assignments should have clear expectations for learners to generate critical and creative thought. These techniques and activities are aimed to support developing students' learning skills (4Cs) and promote an effective organization of the process of studying a

foreign language. As for the technology of creative thinking development and its elements, they are able to motivate students to independently study a foreign language and apply it in communicative situations, which is today one of the main goals of teaching a foreign language at school or university. Moreover, critical thinking not only helps learning to communicate, but also to convince, to look at things from different points of view, to challenge facts and ideas, to build arguments. The skillful and appropriate use of this technology will have a positive impact on the whole process of teaching foreign languages.

Teachers are faced with the challenge of equipping students with a range of skills: creative and critical thinking, problem-solving abilities, communicative skills, collaborative skills, leadership, and digital literacy. In this case digital tools can help foster these skills in students. They can help students think critically, communicate, collaborate, and be creative, and we know that these skills foster higher-order thinking, which is crucial for 21<sup>st</sup> century learning.

Formation of learning skills in foreign language lessons is a very complex process and requires the teacher to organize training activities at a level where feedback is provided between the teacher giving knowledge and forming skills to use this knowledge in practice and students showing in the training how correctly this process was organized. If we think about consistent and continued development of the 4Cs we must understand it as a process. One lesson cannot be sufficient to achieve the complex purpose of developing these skills.

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### **АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА ОҚУ ДАҒДЫЛАРЫН (4CS) ДАМУ**

*Мақалада студенттерге оқу қызметінде қажетті дағдыларды (4 Cs) дамыту мәселесі қарастырылады: сыни ойлау, коммуникация, ынтымақтастық, креативтілік. Бұл дағдылар XXI ғасыр құзыреттіліктерінің қатарына жатады және студенттерге болашақта табысты кәсіби қызмет жасау үшін де қажет. Бұл ретте кәсіби білім мен мүмкіндіктерді арттыру құралдарының бірі ретінде шет тілін білуге ерекше рөл беріледі. Мақалада ағылшын тілі сабақтарында студенттердің оқу дағдыларын (4 Cs) дамыту тәсілдері берілген.*

**Кілт сөздер:** білім беру, шет тілі, оқу дағдылары (4Cs), сыни ойлау, коммуникация дағдылары, креативтілік.

**БАЛЖАНОВА, А.М.**

**РАЗВИТИЕ УЧЕБНЫХ НАВЫКОВ (4Cs) НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ**

*В статье рассматривается вопрос развития навыков, необходимых студентам в учебной деятельности (4Cs): критическое мышление, коммуникация, сотрудничество, креативность. Данные навыки входят в компетенции XXI века и необходимы студентам также в будущем для успешной профессиональной деятельности. Особая роль при этом отводится знанию иностранного языка как одному из средств повышения профессиональных знаний и возможностей. В статье представлены приемы развития у студентов учебных навыков (4Cs) на занятиях по английскому языку.*

**Ключевые слова:** образование, иностранный язык, учебные навыки (4Cs), критическое мышление, навыки коммуникации, креативность.