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IMPLEMENTING THE 'FOUR CS' SKILLS INTO THE LANGUAGE CLASSROOM THROUGH COOPERATIVE LEARNING TO PROMOTE KAZAKH YOUTH COMMUNICATION SKILLS

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Abstract. The sustained development of technology has drastically changed how people function in society. Society urges fostering social skills such as critical thinking, creativity, communication, and collaboration for a person's success. The proliferation of those skills has been the aim of education contexts worldwide, particularly in Kazakhstan. Therefore, it is necessary to examine the suitability and readiness of these contexts for implementation. Our study is aimed at considering teaching strategies that might foster implementation of the 'Four Cs' skills in classrooms to determine how best to integrate these new tools into a language learning environment and understand what learning model can and should be used at a high school to enable Kazakh students to comfortably and confidently communicate ideas, give input in team meetings, conversations and interactions with their external stakeholders. Results showed that suggested teaching strategies have significantly contributed to the development of language learners' ability to generate ideas, build argumentation, highlight the lack of information and search, develop and formulate ideas, evaluate one's assumptions and judgments, accept the goals of a group, and assess overall results. In addition, these integrated skills allow students to learn independently, cooperate with others, and prove themselves in research activities. The study results suggest that mastering the 'Four Cs' skills in language classrooms based on cooperative learning accelerates the development of communication skills in Kazakh youth, offering a promising future for language education in Kazakhstan.

Key words: 4Cs skills, cooperative learning, communication skills, classroom activities, integrated approach, language teaching, language learning environment, pedagogical tools

Introduction

The purpose of this study is to consider teaching strategies that might foster the implementation of the '4Cs' skills in classrooms to determine how best to integrate these new tools into a language learning environment and understand what learning model can and should be used at a high school to enable Kazakh students to comfortably and confidently communicate ideas, give input in team meetings, conversations and interactions with their external stakeholders. This study is confined to applying cooperative learning to implement the '4Cs skills' in the language classroom.

By the end of the study, students were able to demonstrate their capacities to (1) generate and communicate ideas and give input in team meetings, conversations, and interactions with their external stakeholders, (2) evaluate their assumptions and judgments, accept the goals of a group and evaluate overall results, (3) cultivate increased cooperation in a group to solve specific problems, (4) improve their tolerance to the difference in cognitive ability of others, (5) seek to think critically and creatively.

The ever-growing need for effective communication and social skills has created a massive demand for quality language teaching methods and resources. The labor market asks for employees with effective communication and collaboration skills, as they are found to be a prerequisite for success and advancement in many fields of employment in a globalized society. Hence, the need for a suitable teaching methodology remains as high as ever. The education system is rethinking its goals and incorporating an increasingly wide range of market-driven skills into educational programs. School education worldwide is transitioning from the traditional orientation towards integrating subject knowledge and skills, creating conditions for developing modern critical competencies/skills of the 21st century.

Despite the different configurations of those skills in various competence models and educational outcomes of the 21st century, their core set remains relatively stable. Several studies examined sets of competencies the professional community is guided by and specificities in different states' educational agendas to collate and categorize the skills required for success in the 21st century [1]. The researchers studied the documents on educational policy and educational standards in various countries and identified the most common competencies to be formed in students. The ability to think critically, act creatively, manage oneself, and interact with others was positioned widely in those documents. A similar study in 152 countries showed that the most commonly reported *competencies are communication, creativity, critical thinking, and problem-solving* [2]. These competencies include sub-skills such as imagination, generating ideas, building argumentation, highlighting the lack of information and searching, formulating ideas and developing others', evaluating one's assumptions and judgments, accepting the group's goals, and evaluating the overall result. The authors believe these competencies allow students to learn autonomously and cooperate with others to express themselves in research activities [2-5]. The Partnership for 21st Century Learning movement identified the 'Four Cs skills' - Critical thinking, Communication, Collaboration, and Creativity, as essential skills that prepare students to be successful participants in the globalized society of the future [3].

Educators have discussed implementing the "4Cs" effectively in the classroom for years. There is a consensus among scholars and practitioners about the possibility of integrating 21st-century skills into education along with reading, writing, mathematics, and knowledge of the core subject areas, which remain essential to each person's education. Recent discussion has included the proliferation of these skills effectively to language learning while the course content is presented along with these 4 Cs skills.

One of the learning models to apply 21st-century skills smoothly and efficiently in an educational environment is cooperative learning (CL) [4]. Applying the CL teaches students to show empathy, build social relationships, create mutual understanding between them, and more. It also enhances students' self-esteem, social skills, and study skills.

The State Education Standards for all education levels in the Republic of Kazakhstan amplify the 4Cs skills through curricula and program developments designed to integrate these skills into education content [5].

To address these challenges, Kazakh teachers need a well-planned and balanced curriculum that motivates students with meaningful and relevant activities. Our search for learning models that promote an integrated classroom environment stimulates progress in mastering foreign language skills such as speaking, reading, writing, and listening and fosters collective creativity, critical thinking, and communication, which has led us to analyze cooperative learning. This approach has been incorporated into the Kazakh language courses at KazNU and Narxoz University.

The purpose of this study is to consider teaching strategies that might foster the implementation of the ‘Four Cs’ skills in classrooms to determine how best to integrate these new tools into a language learning environment and understand what learning model can and should be used at a high school to enable Kazakh students to comfortably and confidently communicate ideas, give input in team meetings, conversations and interactions with their external stakeholders. This study is confined to applying cooperative learning to implement the ‘Four Cs skills’ in the language classroom. To make this possible, we need to explore some key questions and challenges for implementing the ‘4 Cs skills’ in the Language Classroom for Kazakh high school students:

1 How can language learning and the ‘4 Cs skills’ concept be incorporated in a language classroom?

2 How does cooperative learning in language learning help students become critical, active, creative, and innovative human beings?

Empirical evidence suggests that students studying cooperatively demonstrate significantly better academic achievement. Vygotsky believed that during collaborative teaching, educators constructed mediational spaces utilizing the tools available in their school context and those they created for meaningful and interactive teaching purposes [6]. Swain argues that collaboration not only stimulates an output that can serve to focus on, formulate, and test ideas, but it also provides opportunities to function as a metalinguistic tool to support academic-specific language development. In addition, collaboration generates unintended consequences as students treat the given task according to their own needs and goals [5].

Eison considers active learning strategies practical tools for engaging students in thinking critically or creatively, communicating with colleagues in small and large groups, generating ideas in spoken and written form, exploring attitudes and personality values, and giving and receiving feedback on academic performance [8].
Kagan defines CL as structured peer interaction emphasizing positive human relationships, collaboration between peers, active learning, academic achievement, equal participation, and equal status of students in the classroom. The author devises the acronym PIES to describe the critical elements of CL:

- Positive interdependence: This requires the contribution of each of the group members to accomplish a specific goal;

- Individual accountability: Each student is held accountable for their contribution. In addition, students and the teacher should be able to measure whether the group, as well as each student, has met the lesson objectives;

- Equal participation: Each student must contribute to the task at hand. No one student can do all of the work while the others do little or nothing;

- The more students talk with each other, the more they will learn. When more students engage in conversations simultaneously, they can negotiate for meaning, apply content and language skills, and learn more deeply [4].

Kagan claims cooperative learning is a teaching method involving small, diverse student groups collaborating to achieve shared learning goals. Students work together to learn and are accountable for their and their peers' learning. Cooperative learning has become a significant component of progressive education and an essential feature of effective teaching and learning, constructing a fundamental basis for other forms of active learning, such as problem-based, team-based, and peer-assisted learning [7]. Furthermore, learning instructions aimed at calling students for collaborative actions to fulfill assigned tasks have great educational potential since they guide students to acquire additional knowledge, promote the development of social and communicative skills (planning, information retrieval, decision-making, systematization, group communication, discussions, cooperation, presentation of results, evaluation, etc. [8]. So, we understand *CL as an instructional strategy aimed at inspiring critical thinking, motivating creativity, and streamlining communication on output-driven cooperation in small groups of students*.

The summative characteristics of ‘4 Cs skills’ are given in Table 1. We believe these skills are particularly appropriate for mastering the ‘4 Cs’ skills in L2 classrooms with 1st-year students with B2 English language proficiency. At the B2 level, Kazakh language learners can understand the main ideas of a complex text related to their field of study, clearly and spontaneously communicate without strain, produce a detailed text on a wide range of subjects, and introduce their vision on a topical issue giving the pros and cons of various options [8].

We accept that there are some disadvantages of CL, such as students’ lack of social skills and their worries about failure, the feeling of dependency on the group members, and the ambitions of active participants who might complain that they need to spend their precious time in teaching other team members. We believe there are many approaches to avoid these problems. Every case needs a separate approach for problem settlement to be achieved during the talks with team members individually or collectively and educators' careful classroom facilitation. For better results from CL, we recommend educators follow the strategies suggested by Johnson and Johnson in every classroom, no matter what the subject area:

1. Work cooperatively in small groups, ensuring all members master the assigned material;

2. Engage in a win-lose struggle to see who is best;

3. Work independently on their learning goals at their own pace and in their own space to achieve a preset criterion of excellence [5].

We are in solidarity with the authors that there are three ways student-student interaction may be structured in school classes: competitively, individualistically, and cooperatively. This interaction can develop social skills such as participating in

discussions, applying critical thinking, challenging others' reasoning and conclusions, and supporting and stimulating others to complete their tasks.

Table 1 – Four Cs Skills Characteristics

Skills	Definition	Abilities
Creativity	an ability to think outside the box and unconventionally, question assumptions and standard ways of doing things, and imagine new products and solutions to problems.	- generating, offering, and brainstorming ideas; - appreciating ideas of his own and other team members; - creating a new product, procedure, or idea. - applying basic skills in a non-standard situation; - finding an original solution, continuing to search for new ideas and solutions after the completion of the assignment; - using many of the creative abilities to settle problems; - improvising a solution by using something in a novel way, etc.
Collaboration	an ability to work together to achieve a common goal or to solve a problem, deeper learning, new and innovative products, and mutual benefits arise; collaboration among people from diverse backgrounds and differing perspectives.	- asking for help; listening to other people's arguments and agreeing with other people's proposals; - building his work into the general work of the group; - determining his contribution to the overall work; - inviting classmates to speak/answer' - working cooperatively overtime to achieve a common goal; - asserting, cooperating, compromising, competing, or deferring to resolving conflicts; - sorting options provided to the group, choosing a single option to move forward, etc.
Communication	An ability to generate, transmit, explain, and negotiate information, including feelings, thoughts, perceptions, expectations, commands, attitudes, knowledge, and more.	- analyzing the subject, purpose, sender, receiver, medium, and context of a message; - communicating within the expected norms; - decoding written words and images to understand their originator's intention; - communicating verbally and non-verbally to convey ideas; - switching effectively from receiving ideas to providing ideas, back and forth between those in the communication situation; - understanding the abilities and limitations of any technological communication; - encoding messages into words, sentences, paragraphs, etc.
Critical thinking	An ability to make appropriate decisions and judgments using what they have learned or read, use inductive and deductive reasoning as proper to the situation, analyze complex systems, and determine how parts of a whole interact.	- breaking something into its parts, examining each part, and noting how the parts fit together; - arguing a series of statements connected logically together, backed by evidence, to conclude; - identifying the categories of something, showing how each category is distinct from the others; - pointing out the similarities and differences between two or more subjects; - comparing and contrasting against an accepted standard of value. - analyzing the causes and effects of a problem to get mutually beneficial solutions, etc.

The modern labor market requires employers to have broad cognitive and affective skills, often 21st-century skills. These skills include a person's capability to solve complex problems, to think critically about tasks, to communicate with people from a variety of different cultures effectively and using various techniques, to work in collaboration with others, to adapt to rapidly changing environments and conditions

for performing tasks, to manage one's work effectively, and to acquire new skills and information on one's own. Wiggins and McTighe state that integration of the core academic content and necessary future skills is very significant in equipping students with the essential skills that will help them satisfy their desire to be successful in the future [12]. The Partnership for 21st Century Learning introduced the ‘four Cs skills’ concept to improve education outcomes and prepare students for the demands of 21st-century life and workplace environments after high school graduation. These are portable skills that individuals can transfer from one assignment to another assignment and from one job to another job [3, p. 11].

Based on recent research on educational effectiveness, many educational institutions have collaborated to establish common standards that provide students with the academic knowledge and skills required for the future [13]. These standards are referred to as the State Education Standards of the Republic of Kazakhstan, which state that the 4Cs skills should be fully integrated into teaching and learning to adequately prepare citizens and employees for the needs of the 21st century [5]. The Standards highlight that education content should focus on mastering core academic subjects and developing 21st-century skills. They also emphasize that students must possess competencies such as creativity, critical thinking, effective communication, and the ability to collaborate in adaptive situations, in addition to solid knowledge and skills in language, arts, mathematics, and science. Integrating these skills into the curriculum requires a shift in the materials, new teaching methods, and revised assessment strategies. Various teaching strategies are recommended in the Standards to embed the 4Cs skills into classroom activities, such as problem-based learning, team-based learning and peer-assisted learning, cooperative learning, critical thinking, digital tools, and many others that are expected to prepare students for further vocational or higher education and career life. This initiative entails encouraging students to become creative to secure opportunities for output to function meaningfully and efficiently in a competitive global market. Further, we will discuss our study to integrate the 4Cs skills into the language classroom through collaborative learning to promote Kazakh high school students’ communication and social skills.

Materials and Method

This study was conducted with 1st-year Narxoz University students. The quasi-experiments, interviews with students, and classroom observation were used in this study. Sixty-three Finance and Law students were involved in the control and treatment group research. Finance groups were administered as the control groups (CG), and the Law groups were the treatment groups (TG). The selection of Law groups as the TG was based on the fact that the students were more active in the questioning and discussion during learning in the spring semester of the 2022-2023 academic year before the treatment. In addition, the performance of the groups was lower, and the authors set themselves to raise the level of students experimentally. During the experiment, the TG tested the application of 4Cs to language learning based on CL, whereas the CG was provided with conventional learning.

At the beginning of the experiment, all groups were given a pre-experiment task to diagnose students' capacity for communication, collaboration, creativity, and critical thinking. The 4Cs skills were measured using validated social interaction instruments in the form of case studies in both groups. As there are many different approaches to practicing case studies, there are other assessment criteria. Considering the basic principles for designing assessment criteria, which are (1) the learning outcomes are aligned with the case for analysis and (2) the grading criteria fit the format chosen for the case, the authors of the given study suggested their rubrics for case study assessment. By the end of the experiment, both groups were given a post-experiment case study analysis task.

Results and Discussion

As our study aims to reflect on pedagogical strategies that might introduce the 4C skills into language teaching, some practices in incorporating 4C skills through communicative tasks are suggested to ensure the effective integration of these skills in language teaching and learning environments. While having 4Cs as an isolated tool, students may face specific difficulties discussing the given classroom tasks. For instance, creativity today requires adaptability and teamwork, so collaboration and communication skills are a must to master. Designing practical thinking is critical and creative, as well as generating and evaluating ideas [14-15]. Integrating the 4Cs skills as one unit into a language teaching/learning environment through collaborative tasks encourages students to access, analyze, evaluate, and create various learning materials and resources, for instance, delivering talk shows, analyzing movies, writing argumentative essays, etc. [15].

The notion of ‘communicative task’ has been defined in several ways. Nunan defines the communicative task as a classroom activity that engages learners to comprehend, manipulate, produce, or interact in the target language. At the same time, they focus on meaning rather than linguistic structure [20]. Swain expands Nunan’s definition, suggesting that focus on the form should be equally important as focusing on meaning [4]. The author claims students must engage in 'meaning-making' related to academic content while focusing on form. We share Swain’s mindset on collaborative tasks, which aims to integrate language instruction into content instruction, evolving students to interact about form and content. This kind of approach to collaborative tasks provides students (1) improve their communication competence as they try to express their intended meaning, leading them to search for problem solutions; (2) externalize their social skills by reflecting, revising, assessing, and applying them into practice according to their own goals and needs (Table 2). Moreover, collaborative tasks create an environment where cooperative learning occurs, where students collaborate to explore significant questions or make a meaningful project [21].

While designing classroom activities based on cooperative learning, Lucas et al. suggest several principles to develop a task for a creative lesson, which state that tasks should:

- allow to observe and evaluate the communication and social skills being formed, makes them "visible";

- make students become its ‘co-developers/co-creators’ in accomplishing assigned tasks;

- make educators use a whole range of pedagogical techniques: problem-based learning, team-based learning, and peer-assisted learning, encouraging communication and collaboration;

- promote positive interaction among the members of the group through estimating each member’s effort;

- stimulate students' curiosity and use their experiences to encourage innovative and creative thinking and collaboration [14].

Table 2 – Characteristics for the Collaborative Task

- a learning task involves more than one or many possible solutions; - a learning task expects either a designing mini-project or creating a particular product with non-standard solutions or means; - a learning task provides an opportunity for the development of a briefly outlined plot within the framework of a given problem; - a learning task involves working in a group with the possible allocation of subtasks for autonomous or peer work; - a learning task requires an independent search for the necessary information in open sources; - a learning task on a specific subject may involve finding and using information from other subjects.

The pedagogical principles for designing a pilot project for the experiment are based on CL. They are focused on incorporating the 4Cs skills into the subject's content. The pilot project aims to create an educational environment to apply and develop critical thinking, creativity, communication, and cooperation to develop students' communication and social skills.

At the beginning of the treatment, all students from the CG and TG groups were given a pre-experiment task to diagnose their capacity for communication, collaboration, creativity, and critical thinking. The 4Cs skills were measured using validated social interaction instruments for cooperation.

Pre-Experiment Task Sample for Treatment & Control Groups.

In groups of three to four, study the graphs on obesity prevalence among youth aged 2-17 years by sex and age from 2015 to 2019. Work out the meaning of the given materials by talking about them, and then write their negotiated understanding as accurately, appropriately, and coherently as possible. The report with your findings will be recommended for posting on the school's Instagram page.

The task accomplishment results suggested that students encounter some problems. Besides linguistic issues such as lexical choice, the best syntactic structure, etc., these problems include generating common ideas, involving other peers in a team discussion, evaluating one's assumptions and judgments, accepting others’ ideas, showing tolerance to the differences in the cognitive ability of others, and thinking critically and creatively. The results of the pre-experiment task are presented in graph 1.

During the experiment, the treatment group tested a pilot project for applying 4Cs to language learning based on CL, whereas the control group was provided with conventional learning. Various learning tasks were designed based on Characteristics for collaboration in language classrooms.

Collaborative Task Sample for Treatment Groups

In small groups, create a plan for involving students in making technology decisions in the school. The process may include gathering student input from surveys, establishing a student advisory committee, using students to help provide tech support or other services to the school, evaluating cost/value ratios, and fundraising proposals to support their recommended strategies. These plans should be used in a presentation to the principal or the school board.

Collaborative Task Sample for Treatment Groups

Working in small groups, survey favorite forms of recreation among local teens. Research the local history of recreational youth facilities for teens and the potential sources of political and economic support. Study a current issue and analyze its historical, political, and financial components, various viewpoints, and possible solutions, present your findings in graphs, and create a business plan for developing a local recreation center/club for teens. Use technology tools to present survey results, needs, and plans to a community group or civic association.

By the end of the experiment, both groups were given a post-experiment case study analysis task. This part of the experiment aimed to determine how the pilot project affected students' communication and social skills enhancement.

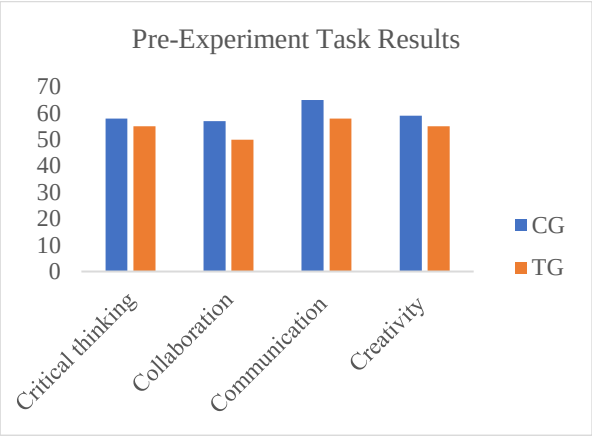
Post-Experimental Case Study Sample for Treatment & Control Groups

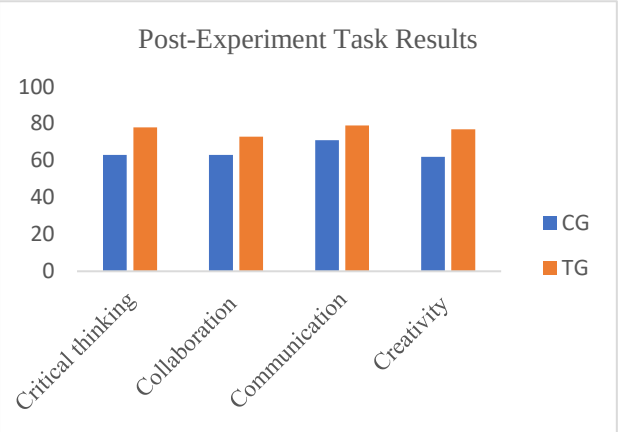
Introduction: The Sustainable Development Goals (SDGs) are global goals for fair and sustainable health at every level, from planetary biosphere to local community. The aim is to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity, now and in the future.

Growing points: There is an increasing understanding that sustainable development requires a paradigm shift in how we understand the interaction between the real economy and quality of life. Changing our current model would have many social, environmental, and economic benefits.

Task: Work in groups of three to four. As part of a unit on community development, communicate with a Peace Corps volunteer, community activist, or local leader who is fluent in the target language and has fieldwork experience. Exchange information related to the work/projects on the UN Sustainable Development Agenda being undertaken locally and in the country of the respondent's origin. Areas of focus may include agriculture, business, education, health, and the environment. Analyze and describe how science and engineering involve creative processes, including generating and testing ideas, making observations, and formulating explanations of new advances brought to life by the Agenda. Post your findings on the school's Instagram page and call your followers for comments.

Graph 1 – Pre and Post- Experiment Results in Control and Treatment Groups





Task accomplishment results suggested that students from treatment groups encounter fewer problems than students from control groups. There were slight improvements in students' academic performance from the control groups. They still need help in social interactions and soft skills like problem-solving, creativity, and linguistic problems. The results for students from treatment groups are optimistic. Students were able to demonstrate their capacities to (1) generate and communicate ideas and give input in team meetings, conversations, and interactions with their external stakeholders, (2) evaluate their assumptions and judgments, accept the goals of a group, and evaluate overall results, (3) cultivate increased cooperation in a group to solve specific problems, (4) improve their tolerance to the difference in the cognitive ability of others, (5) seek to think critically and creatively. The results of the post-experiment task are presented in graph 1. The ability to make appropriate critical decisions and judgments (critical thinking) was improved from 55 to 78, a +23 score. The ability to work together to achieve a common goal or to solve a problem (collaboration) was improved from 50 to 73 (+23). The ability to generate, transmit, explain, and negotiate information (communication) was improved from 58 to 79, a +21 score. The ability to think unconventionally to create new products and solutions to problems (creativity) was improved from 55 to 77 (+22). The pre-and post-experiment testing results in control groups (CG) and treatment groups (TG) are given in Table 3.

Table 3 – Pre and Post- and Post-experiment Testing Results in Control and Treatment Groups

Pre- experiment test					Post-experiment test			
Sections	Critical thinking	Collaboration	Communication	Creativity	Critical thinking	Collaboration	Communication	Creativity
Points	100	100	100	100	100	100	100	100
CG (32)	58	57	65	59	63 (+5)	63 (+6)	71 (+6)	62(+3)
TG (31)	55	50	58	55	78 (+23)	73 (23)	79 (+21)	77 (+22)

Conclusion

The concepts of the ‘four Cs skills’ as essential skills of the 21st century have been discussed in this paper. The proliferation of these skills among language learners

has been the aim of most recent language programs, including Kazakh. However, achieving this vital aim in these contexts requires additional thought and planning to create the appropriate educational environment for integrating these skills in language teaching and learning. The quantitative survey provides data about the outcomes of applying cooperative learning to implement the 'four Cs skills' in the language classroom. By the end of the study, students were able to demonstrate their capacities to (1) generate and communicate ideas and give input in team meetings, conversations, and interactions with their external stakeholders, (2) evaluate their assumptions and judgments, accept the goals of a group and evaluate overall results, (3) cultivate increased cooperation in a group to solve specific problems, (4) improve their tolerance to the difference in cognitive ability of others, (5) seek to think critically and creatively.

These results suggest that mastering the 21st-century competencies (critical thinking, creativity, communication, and cooperation) in the school education framework will help students navigate the ever-changing world and large information flows and allow them to learn throughout life. The proposed tasks are consistent, and they overlap and complement each other. They all lie in one space that supports students' cognitive development and fills it with accurate life content. However, they are still innovative for most Kazakh schools.

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ҚАЗАҚСТАНДЫҚ ЖАСТАРЫНЫҢ КОММУНИКАТИВТІК ДАҒДЫЛАРЫН ДАМЫТУ ҮШІН КОРПОРАТИВТІК ОҚЫТУ АРҚЫЛЫ ТІЛДІК САБАҚТАРДА "4К" ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУ

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Аңдатпа. Технологияның тұрақты дамуы адамдардың қоғамда қалай жұмыс істейтінін түбегейлі өзгертті. Қоғам адамның жетістігіне жету үшін сыни ойлау, шығармашылық, қарым-қатынас және ынтымақтастық сияқты әлеуметтік дағдыларды дамытуға шақырады. Бұл дағдыларды тарату бүкіл әлем бойынша, әсіресе қазақ тілінде білім беру бағдарламаларының мақсаты болды. Сондықтан осы контексттердің іске асыруға жарамдылығы мен дайындығын зерттеу қажет. Біздің зерттеуіміз осы жаңа құралдарды тіл үйрену ортасына қалай жақсы біріктіру керектігін анықтау үшін сыныптарда "4 К" дағдыларын енгізуге ықпал ететін оқыту стратегияларын қарастыруға және қазақ оқушылары идеяларды ыңғайлы және сенімді жеткізе алуы үшін орта мектепте қандай оқыту моделін қолдануға болатынын және қажет екенін түсінуге бағытталған. командалық жиналыстарға, әңгімелесулерге және сыртқы мүдделі тараптармен өзара әрекеттесуге үлес қосыңыз. Нәтижелер ұсынылған оқыту стратегиялары тіл үйренушілердің идеяларды қалыптастыру, аргумент құру, ақпараттың жетіспеушілігін атап көрсету және Іздеу, өз идеяларын тұжырымдау және басқалардың идеяларын дамыту, олардың болжамдары мен пайымдауларын бағалау, топтың мақсаттарын қабылдау және жалпы нәтижелерді бағалау қабілеттерін дамытуға ықпал еткенін көрсетті. Сонымен қатар, бұл интеграцияланған дағдылар орта мектеп оқушыларына өз бетінше және басқалармен бірлесіп оқуға және ғылыми-зерттеу жұмыстарында өзін көрсетуге мүмкіндік береді. Зерттеу

нәтижелері бірлескен оқыту негізінде тілдік сыныптарда "4К" дағдыларын меңгеру қазақстандық жастардың коммуникативтік дағдыларын дамытуды жеделдететінін көрсетеді.

Тірек сөздер: 4К дағдылары, корпоративтік оқыту, коммуникативтік дағдылар, тілдік сабақтар, кешенді тәсіл, тілді оқыту, тілдерді оқыту ортасы, педагогикалық құралдар

ФОРМИРОВАНИЕ НАВЫКОВ "4К" НА ЯЗЫКОВЫХ ЗАНЯТИЯХ ПОСРЕДСТВОМ КОРПОРАТИВНОГО ОБУЧЕНИЯ ДЛЯ РАЗВИТИЯ КОММУНИКАТИВНЫХ НАВЫКОВ КАЗАХСТАНСКОЙ МОЛОДЕЖИ

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Аннотация. Устойчивое развитие технологий кардинально изменило то, как люди функционируют в обществе. Общество призывает развивать социальные навыки, такие как критическое мышление, креативность, коммуникация и сотрудничество, для достижения успеха человека. Распространение этих навыков было целью образовательных программ по всему миру, особенно на казахском языке. Следовательно, необходимо изучить пригодность и готовность этих контекстов к внедрению. Наше исследование направлено на рассмотрение стратегий преподавания, которые могли бы способствовать внедрению навыков "4 К" в классах, чтобы определить, как наилучшим образом интегрировать эти новые инструменты в среду изучения языка, и понять, какую модель обучения можно и нужно использовать в средней школе, чтобы казахские учащиеся могли комфортно и уверенно передавать идеи, вносите свой вклад в командные собрания, беседы и взаимодействие с внешними заинтересованными сторонами. Результаты показали, что предложенные стратегии обучения способствовали развитию способности изучающих язык генерировать идеи, выстраивать аргументацию, подчеркивать недостаток информации и осуществлять поиск, формулировать свои идеи и развивать идеи других, оценивать свои предположения и суждения, принимать цели группы и оценивать общие результаты. Кроме того, эти интегрированные навыки позволяют старшеклассникам учиться самостоятельно и в сотрудничестве с другими и проявлять себя в исследовательской деятельности. Результаты исследования показывают, что овладение навыками "4К" в языковых классах на основе совместного обучения ускоряет развитие коммуникативных навыков у казахстанской молодежи.

Ключевые слова: навыки 4К, корпоративное обучение, коммуникативные навыки, языковые занятия, комплексный подход, преподавание языка, среда обучения языкам, педагогические инструменты

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