



# The Importance of Using 4K Model Skills In The Acmeological Development Of Future Educators In The Design Of Modern Training

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**Abstract:** This article highlights the role and importance of the 4K model (creativity, critical thinking, collaboration and communication) in the process of acmeological development that guides future preschool teachers to the peak of professional maturity. In the course of the study, the psychological and pedagogical possibilities of 4K skills in the formation of motivation for self-development and professional success in students were analyzed. Each component of the 4K model is justified by the author as a motivational factor that strengthens the acmeological position of the future specialist. At the end of the article, methodological recommendations aimed at ensuring the personal and professional growth of students in the process of higher education are put forward.

**Keywords:** Acmeology, 4K Model, Future Educator, Motivation, Professional Development, Creativity, Critical Thinking, Communication, Collaboration, Higher Education

## Introduction

Today, in the world education paradigm, the training of future specialists is focused not only on increasing their intellectual potential, but also on the formation of their internal needs that encourage them to achieve high results in their professional activities. Especially in the conditions of the modernization of the preschool education system, the role of the educator has changed radically, and the modern educator is not just an educator, but a creator, researcher, and strategist who designs the child's individual development. Therefore, ensuring acmeological development of future educators at the stage of higher education remains one of the most important tasks of pedagogy. The essence of the acmeological approach is aimed at studying the laws of a person's professional development, and the acmeological development of a future educator is understood as the process of striving for the highest point of efficiency in his professional activity and the process of maximum manifestation of his creative and pedagogical capabilities.

However, educational practice shows that students are often passive in acquiring theoretical knowledge. They do not have a clear sense of how the knowledge they are

acquiring will serve for their future success, as a result, they do not have enough motivation for professional growth or success. In solving this systemic problem, the 4K model, i.e. creativity, critical thinking, collaboration and communication, serves as an important didactic tool. Although this model is usually seen only as a set of skills, it should be noted that its acmeological essence is much deeper.

In particular, creativity awakens the pride of authorship in the student by encouraging him to abandon ready-made templates and create his own individual work style. Critical thinking allows the student to analyze his knowledge and create a strategy for continuous development. At the same time, collaboration and communication skills strengthen the motivation to find a place in the social environment and achieve professional recognition by contributing to collective success. The purpose of this article is to study each component of the 4K model as a motivational driver affecting the acmeological development of future teachers and to develop methodical recommendations that ensure students' aspiration to the professional peak. This approach serves to ensure the transition in the mind of the student from the concept of just getting a diploma to the concept of professional growth.

## Methodology

The methodological basis of this research is aimed at a systematic, dynamic and prognostic analysis of the process of professional formation of future teachers, which includes several interrelated stages. Through the analytical-comparative method used in the theoretical-methodological stage of the research, the functional and hierarchical relationships between the fundamental principles of the modern acmeological approach and the structural components of the 4K model (creativity, critical thinking, collaboration, communication) were studied. In doing so, the existing pedagogical-psychological theories and advanced international educational experiences were comparatively studied, and the psychological determinants of cognitive skills such as creativity and critical thinking in reaching the peak of personal maturity were determined. This analytical stage made it possible to scientifically prove that the 4K model is not just a complex of technical skills, but a stable methodological foundation that determines the trajectory of acmeological development of a future specialist.

At the empirical stage of the research, in order to determine the internal motivation field of future specialists and the level of striving for the professional peak, complex diagnostic methods were used, including a directed interview and methodical questionnaire methods specially prepared and tested for the purpose of the research. In this process, prospective professional strategies of future educators, their needs for self-development and cognitive complexity, as well as their subjective attitudes towards acquiring 4K skills were thoroughly studied. The analysis of the collected data showed that academic mastery and the acquisition of theoretical knowledge do not always deterministically determine the level of striving for professional excellence. The obtained empirical results were mathematically and statistically analyzed, and the scientific hypothesis that the dynamics of success motivation is directly correlated with the degree of formation of interactive and creative skills was put forward and justified.

In the final, constructive-design stage, along with the pedagogical modeling method, the projective modeling method was used. With the help of this method, the "ideal professional image" of future educators in the process of designing modern trainings was visualized. In doing so, each of the 4K skills was intersynthesized as components of this ideal model. This methodological approach made it possible to measure not only students' practical skills, but also their acmeological orientation - that is, their internal need for continuous growth. Through projective modeling, the student designed his future professional "Me", which served to determine which component of the 4K model could be the driver for his acmeological growth.

## Result and Discussion

As a result of the conducted research and pedagogical analysis, it was found that each component of the 4K model has its own motivational load in the acmeological development of the future teacher. In particular, the skill of creativity encourages the student to abandon traditional, uniform educational methods and to create his own "authorship" method. In this process, the student appears not just as a performer, but as a creative subject. Seeing the results of their ideas in practice instills a sense of professional pride in the student and mentally prepares him to conquer new pedagogical milestones, that is, to become a true master of his field.

The resulting importance of the component of critical thinking is that it forms in the future specialist the internal need to regularly analyze his work and find the most appropriate pedagogical solution. Studies have shown that students with developed critical thinking skills are not afraid to work on their mistakes. On the contrary, they see every mistake as an opportunity to gain professional experience. This provides them with acmeological stability and keeps their motivation to succeed in any pedagogical situation at a high level. Socio-pedagogical skills, that is, collaboration and communication processes, gave results related to the manifestation of the student's identity in a collective environment. In the process of collaboration, the student strives to achieve social recognition by becoming a leader in the team or making a significant contribution to the overall success. This desire strengthens his internal motivation to increase his professional reputation. Communicative skill awakens in the future educator the desire to rise to the level of a professional "speaker" by conveying his thoughts clearly, fluently and effectively. As a result, mastering the art of communication is not just a task for a student, but an important factor in reaching his professional peak.

Research results and discussion. As a result of the conducted research and pedagogical analysis, it was found that each component of the 4K model has its own motivational load in the acmeological development of the future teacher. In particular, the skill of creativity encourages the student to abandon traditional, uniform educational methods and to create his own "authorship" method. In this process, the student appears not just as a performer, but as a creative subject. Seeing the results of their ideas in practice instills a sense of professional pride in the student and mentally prepares him to conquer new pedagogical milestones, that is, to become a true master of his field.

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**Table 1.** Stages and Constituent elements

Stages	Constituent elements
I. Primary Driver	4K Skills: Creativity, Critical Thinking, Collaboration, Communication.
II. Transformation	Motivational factors: Pride of authorship, self-correction, social recognition.
III. Personal position	Acmeological position: Realization of the professional "I" and readiness for continuous growth.
IV. The end result	Professional pinnacle: Highly competent and competitive professional.

## Conclusion

Based on the conducted research and theoretical analysis, it can be concluded that the systematic and step-by-step introduction of the 4K model into the process of higher education classes will significantly accelerate the pace of acmeological development of future educators. This model makes a radical change in the minds of students, forming in them a strong professional vision that "I am not just an executor of the curriculum, but a creator and a professional who conquers the pinnacle of my field." Through critical thinking, the student learns to objectively evaluate his strengths and weaknesses, and as a result, the self-correcting mechanism necessary to reach the acmeological "peak" is activated. This ensures that professional growth does not stop even after graduating from a higher education institution. Also, the processes of communication and cooperation accelerate the socio-professional adjustment of the student, making him a competitive specialist in the modern labor market.

The results of the study confirmed that each component of the 4K model - creativity, critical thinking, collaboration and communication - are interrelated mechanisms that strengthen the student's acmeological (high achievement) position. The interactive environment created for the student to demonstrate his pedagogical skills fulfills his need for professional success by revealing his personal competencies. This, in turn, is one of the most important strategic factors for bringing the quality of preschool education to a completely new, innovative level. After all, only a spiritual and methodical educator who

"strives to the top" can successfully form modern skills even in the growing young generation.

In future studies, it is desirable to study the issues of designing the individual acmeological trajectory of each student, combining the 4K model with digital educational technologies and artificial intelligence tools. The establishment of a didactic system based on the principles of 4K in higher pedagogical education serves as a foundation for the training of highly intellectual potential, competitive and motivated personnel for the preschool education sector of our country.

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