

**THE FOCUS FACTOR: 8 ESSENTIAL TWENTY-FIRST
CENTURY THINKING SKILLS FOR DEEPER STUDENT
LEARNING**

Terese Rachelle Cadiante

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Survey of teachers on the use of innovative teaching methods Many scientists study the active implementation of innovations in training. Professional development support is also critical to help educators develop approaches and content. Lieberman, A.

Findingknowledgeontheinternet:Implicationsfortheknowledge-drivenenc That is, the application or nonuse of innovative methods depends on the personality of the teacher, his methodological competence, pedagogical skills. Let us conduct a survey among teachers—whether they use innovative teaching methods, which see the strengths and weaknesses of ITM application. As a guideline for the interviews, a conceptual twenty-first century digital skills framework was used.

Projectsaredesignedtotacklecomplexproblemsrequiringcriticalthinki descriptions given prior to this point were not focused on digital aspects or e-aspects of twenty-first century skills, by the end of the interviews, participants were required to

determine whether ICTs offer additional value in terms of the proposed skills and to provide examples of digital tools that they use in their work activities. At the same time, it can be assumed that since teachers came to improve their qualifications from different regions of Kazakhstan, they were a priori motivated to update the teaching methods, to apply ITM, and have some experience in applying .