STUDYING THE LEVEL OF FORMATION OF COGNITIVE UNIVERSAL LEARNING ACTIONS OF ELEMENTARY SCHOOL STUDENTS WITH MULTI-ETHNIC COMPOSITION

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Annotation: The cognitive approach in linguodidactics is one way of explaining linguistic phenomena. At the cognitive level, language grammar provides speakers with an inventory of linguistic resources (linguistic system). Utilizing these resources to construct and evaluate appropriate expressions is what speakers perform through their abilities, something that forms the linguocognitive level of linguistic personality. The article is devoted to analyzing and highlighting the methodology of using the criteria for determining the level of formation of cognitive universal learning actions in elementary school students at Russian language lessons.

Аннотация: Когнитивный подход в лингводидактике – это один из способов объяснения языковых явлений. На когнитивном уровне грамматика языка предоставляет говорящим инвентарь языковых ресурсов (лингвистическую систему). Использование этих ресурсов для построения и оценки соответствующих выражений – это то, что выполняют говорящие, благодаря своим способностям, то, что формирует лингвокогнитивный уровень языковой личности. Статья посвящена анализу и освещению методики использования критериев определения уровня сформированности когнитивных универсальных учебных действий у учащихся начальных классов на уроках русского языка.

INTRODUCTION. RELEVANCE OF THE TOPIC.

In the modern world, as stated in the Decree of the President of the Republic of Uzbekistan PF 5712 of 29.04.2019 "Concept of development of the national education system until 2030" the most important value and the main capital of society, its driving force are educated citizens capable of highly productive labor, possessing high spiritual and moral qualities. That is why in the XXI century - the century of intellectual knowledge, a high level of development will be achieved by those countries that have chosen to prioritize investment in human capital. Only a truly educated society will be able to overcome modern challenges and problems.[1].

The relevance of the topic of the article is determined by the processes that are taking place in modern society, and after it in modern school. Today, any person is required to be capable of self-knowledge, self-development and self-improvement, reflection. Society is changing rapidly and this requires its members to be able to master

new knowledge and skills throughout their lives, including on their own initiative. The high level of competition in the modern world, the constant emergence of new technologies requires from the individual self-development and self-improvement.

Modern society is constantly undergoing changes that require rapid modernization of the education process, defining and setting new educational goals, taking into account both social and state interests and needs, as well as personal ones. That is why the education system of the Republic of Uzbekistan is undergoing radical reform of the system of lifelong learning, which requires updating the content of education at all its links. In this regard, the most important task of primary education is the formation of universal learning activities that provide students with the ability to learn, the ability to work independently, and, consequently, the ability to self-development and self-improvement. In this regard, one of the tasks of modern methodology is to introduce into the educational process such methods and techniques that will help students not only to master certain knowledge, skills and abilities in this or that sphere of activity, but also to ensure their social competence, the ability to independently assimilate new knowledge and skills through conscious and active appropriation of new social experience. Today's pedagogical practice proves that now it is no longer possible to work according to the old model in the education system. Finding a way to solve the problem, there are attempts to modernize the education system, to change its content, to apply innovative technologies, to change the forms and methods of education[4].

At a younger age a child enters a new stage of his development. At this age there is a change in the way and style of life of the child: new requirements are made to him/her, he/she acts in a new social role of a student, mastering a fundamentally new type of activity - educational and creative activity. This is where one of the main tasks of elementary school follows - the formation of cognitive universal learning actions in the child, which will greatly contribute to the success of further education throughout life. The main task of modern education is to reveal students' abilities, to bring up a personality ready for life in the modern competitive world. This is where one of the main tasks of elementary school follows from - the formation of cognitive universal learning actions in the child, which will greatly contribute to the success of his/her further lifelong learning. The main task of modern education is to reveal the abilities of students, to bring up a personality ready for life in the modern competitive world. Students should independently set and achieve learning goals, be able to analyze, compare, predict phenomena and events known to them, as well as model learning and real-life situations. In this direction, the formation, development and improvement of universal learning actions are of particular importance. Formation of SDI, in particular, cognitive universal learning actions, involves determining the initial level of cognitive universal learning actions of junior schoolchildren. In this article we will talk about the

criteria and methodological methods of studying the level of formation of this type of universal learning actions in the process of mastering grammatical concepts in Russian language classes of elementary school with Russian language of instruction in Uzbekistan with multi-ethnic composition.

<center>METHODOLOGY. RESULTS.</center>

In our opinion, the study should begin with the identification of the general level of general educational universal actions. The following criteria can be used for solving this task.

is able to analyze grammatical concepts, identifying essential and non-essential features, distinguish between subject and speech reality;

-is able to analyze objects, identifying essential and nonessential features, poorly distinguishes between subject and speech reality;

- is not able to analyze objects and identify essential and nonessential features, does not distinguish between subject and speech reality;

To determine the level of formation of cognitive universal learning actions, it is also necessary to test the ability of students to the following universal logical actions:

- is able to identify and compare strategies for solving a logical problem. -the ability to establish analogies;

is able to identify and compare strategies for solving a logical problem, establish analogies;

- is able to highlight and compare strategies for solving a logical problem, establish analogies with the help of an adult;

- does not possess the ability to allocate and compare strategies for solving a logical problem, establish analogies[8].

The following methodological techniques can be used to identify the initial state of the level of formation of cognitive universal learning actions in junior schoolchildren at Russian language lessons: 1) speech analysis-synthesis; 2) determining the number of words in a sentence; 3) finding the missing letter; 4) I think so?

5) finding analogies.

The purpose of the speech analysis-synthesis is to identify the level of ability to analyze grammatical concepts with the selection of essential and non-essential features. The teacher may recommend to students the following instruction: I will tell you words, and you look for the extra word and justify your answer. There will be five words in total, four can be combined, they fit together, and one is inappropriate, superfluous, so name it. A slide with the words: computer, natural science, education, textbooks, beautiful is demonstrated.

Pupils read out the sequence of words and write down the superfluous word they have highlighted. Students' explanations and comments are also recorded. If a student has difficulty in completing the task, classmates help him/her choose the extra word

and explain why it is extra. The task can be further complicated: they can be given four rows of words, in each of which they have to find an extra word: 1. River, bay, ocean, beach, pond. 2. Cube, bicycle, sand, ball, doll. 3. Tit, pigeon, pigeon, bird, sparrow, duck. 4. Glass, wooden, lightweight, iron, plastic. If the last word in the row is constantly named as an extra word, then attention should be paid to the volume of students' verbal memory. If the memory capacity is small, it is concluded that the pupils simply cannot remember the whole row and call what they remembered, i.e. the last word.

Determination of the number of words in a sentence is carried out in order to reveal the pupils' ability to distinguish the grammatical concept from the subject reality. Pupils are read a sentence and given the task of telling how many words are in the sentence and naming them. The first task: "Say how many words are in the sentence". The second task is: "Name the first word, the second word, etc.". Pupils may be given the following sentences: Nigora and Mohinur went to town. Tanya and Petya are playing ball. The results can be evaluated as follows: if the orientation is only to the subject reality, there is no awareness of grammatical meaning, it is evaluated as low level. Pupils give incorrect answers, orienting on subject reality. If the orientation to the speech reality is not stable enough, pupils give partially correct answers, correctly name words but without prepositions and conjunctions, the level can be defined as average. High level - orientation to the speech reality is independent, differentiation of grammatical and subject plans is mostly observed.

Methodological technique "The missing letter" Objective: to identify the ability to identify and compare strategies for solving a logical problem. Material: a card with a list of words: cat, put, lon, sweat, niga, pata, kyshka. Task: to determine which letter is missing in the following words, to compare the effectiveness of different problem-solving strategies. Students are given a list of words with a missing letter. They have to determine which letter is missing and compare the ways of finding the missing letters when constructing words. The most effective way to analyze the proposed set of letters and the way to find the missing letters is to find the solution ways and compare their effectiveness. The results can be evaluated by comparing the following indicators: high level - the child finds the missing letter, compares ways of finding missing letters when building words, finds the most effective way of analyzing the presented set of letters and the way of finding missing letters; medium level - the student does not immediately determine which letter is missing, has difficulties in comparing ways of finding missing letters when building words, has difficulty finding the most effective way to analyze the initial set of letters and the way to search for missing letters;

low level - the child can not identify the missing letter, does not compare ways of finding missing letters in the construction of words, can not find the best way to analyze the presented set of letters and the way to search for missing letters[9].

The purpose of the methodical technique "I think so" is to identify the formation of actions aimed at taking into account the position of the interlocutor (partner) when characterizing grammatical concepts. Pupils are given three different texts in turn and asked questions. The texts can be selected from the textbook on "Reading Literacy" taking into account the grammatical concept being studied. The evaluation is made taking into account the following indicators: low level fixes the situation when the student does not assume the possibility of different grounds for evaluating one grammatical concept, therefore, excludes the possibility of different points of view; the child takes the side of one of the classmates, considers the other position unambiguously wrong. The average level implies a partially correct answer, when the child understands the possibility of different approaches to evaluating a concept or situation and realizes that different opinions are fair or wrong in their own way, but has considerable difficulty in trying to justify his/her opinion. A high level in which the pupil demonstrates an understanding of the relativity of evaluations and approaches to choice and recognizes the different positions of characters, and is able to express and convincingly justify his or her opinion.

The methodical technique of finding analogies is used to reveal the ability to establish analogies. Pupils are asked to answer questions and find analogies: It is light during the day, but at night ?..... (dark) A bird sings and a dog ?.... (barks) The airplane flies, and the car ? ... (driving) A pigeon flies, and a dolphin ?... (swims) A cat has hair and a pike has ?.... (scales) The dress is made of cloth, and the bag ?..... (from leather) Evaluation criteria: Low level - the student selects 1-2 analogies and gives 1-2 correct answers. Medium level - the student selects 3-4 analogies and gives 3-4 correct answers. High level - a student selects 5-6 analogies and gives 5-6 correct answers. Analysis of the results of the "Finding analogies" method showed that 8% (2 persons) of the control group showed a high level, while only 4% (1 person) in the experimental group. Pupils with high level selected the maximum number of analogies and gave the most correct answers.

RECOMMENDATIONS FOR DISCUSSION.

Formation of cognitive SDIs is the most important task of a teacher, especially in Russian language lessons. Russian language is a subject that allows to form cognitive and other SDIs. Working with text provides for the development of the ability to analyze, compare, establish cause-and-effect relationships. Mastering the morphological and syntactic structure of the language and the rules of word and sentence structure, graphic form of letters provides the development of sign-symbolic actions - substitution, modeling (making schemes for word composition) and model transformation (word changes) [8]. When developing Russian language lessons, it becomes clear that the formation of cognitive SDIs is not an easy task, it takes time. Teachers face the question: how to design a lesson correctly, so that students have not

only subject results, but also develop prospects for the formation of cognitive SDI [5]. For the formation of cognitive SDI, the technology of each Russian language lesson should realize the system-activity approach to learning. For example, it can be lessons of discovery of new knowledge, which include the following steps [2]: 1. Motivation to learning activity. This stage of the learning process involves the student's awareness of entering into learning activities with the aim of discovering new knowledge. For this purpose, his/her motivation to learning activity is organized by the following methods: - requirements to him from the educational institution are actualized, the concept of "must" is formed; - conditions are created for the formation of the internal need for inclusion in the learning activity ("I want"); - the limits of possibilities are set ("I can"). 2. Actualization and fixing in a trial learning action. This stage implies preparation of pupils for the necessary fixation in a trial action. At this stage it is supposed: - actualization of the study of ways of action sufficient for learning new knowledge, their generalization and pronunciation; - independent performance of the trial action; - fixing by pupils of difficulties in performing the trial action [12]. 3. Identification of the place and cause of difficulty. At this stage, the teacher organizes the students' identification of the problem they had when performing the action and identifying the cause of the difficulty. For this purpose it is necessary to: - to restore the performed operations and fix them by means of speaking, to identify the place where the difficulty arose; - to correlate the actions used with the algorithm of their execution, and then, based on the result, to speak out the cause of the difficulty depending on the method chosen to solve the task [13]. The formation of cognitive SDM in primary grades should be based on the peculiarities of students, as well as on proven methods of developing universal learning actions. However, the education system is constantly developing new methods of forming certain knowledge and skills in students, related to the transformation of society and the change in the structure of knowledge in general

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