

FORMATION OF UNIVERSAL LEARNING ACTIONS

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The idea of newfangled and popular universal learning activities is not new. “I’m learning to learn!” - an expression that can be found in many classrooms of general education institutions. The term “Universal learning activities” is nothing more than a concretization of the term “ability to learn,” that is, an individual’s ability for self-development and self-improvement through the conscious and active appropriation of new social experience. From the point of view of psychology, this term is defined as a set of ways of action for a student that ensures the independent acquisition of new knowledge and the formation of skills, including the organization of this process.

Guided by new state documents, today the most important task of foreign language primary education is the formation of universal learning activities that provide primary schoolchildren learning a foreign language with the ability to learn, the ability to work independently, and, consequently, the ability for self-development and self-improvement.

The student’s ability to independently successfully master subject areas, including “Literary reading” and “Foreign language”, including the independent organization of this process, that is, the ability to learn, is ensured by the fact that universal educational actions as generalized actions open up for him “the possibility of broad orientation both in various subject areas, and in the structure of the educational activity itself, including awareness of its target orientation, value-semantic and operational characteristics.” The understanding that the basis of success, effectiveness and independence of learning are general educational actions that have priority in relation to narrow subject knowledge and skills, is recognized today by all leading psychologists and didactics, such as: M.R. Ginzburg, N.I. Gutkina, V.V. Davydov, A.Z. Zak, T.A. Nezhnova, K.N. Polivanova.

Formation of the ability to learn, or the ability for independent productive foreign language activity, presupposes the full mastery by schoolchildren of all components of educational activity, including:

- 1.motives;
- 2.learning goal;
- 3.learning task;
- 4.learning activities and operations.

It is obvious that the formation of universal educational actions is associated with the formation of the main components of the educational activity of younger schoolchildren when mastering foreign language speech activity.

Why are educational actions called universal? They are called so because they are supra-subject or meta-subject in nature and form the basis for the regulation of any student's activity, regardless of its specific subject content.

It is precisely by the unformedness of educational actions that psychologists explain the unformed educational and cognitive motivation, the low level of curiosity and activity of students, the difficulties of planning their activities and problems of school adaptation, chronic failure, emotional fatigue, and the growth of deviant behavior.

References

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