Asian Journal of Multidimensional Research
ISSN: 2278-4853 Vol. 11, Issue 5, May 2022 SJIF 2022 = 8.179
A peer reviewed journal

FEATURES OF THE FORMATION OF COGNITIVE UNIVERSAL LEARNING ACTIONS IN PRIMARY SCHOOL STUDENTS

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DOI: 10.5958/2278-4853.2022.00107.0

ABSTRACT

At primary school age, arbitrary memory also becomes a function on which the formation of cognitive universal educational activities is based. The leading role of this cognitive process in educational activity leads the child to an understanding of the need to develop his memory, mastering the possibility of its regulation and conscious control. As a result, the role and specific weight of verbal-logical, semantic memorization is enhanced.

KEYWORDS: *Modernization Of Education, Competency -Based Approach, Competence, Ability To Learn,Analysis Of Objects , Synthesis, Derivation Of Consequences, Establishment, Construction Of A Logical Chain, Proof, Hypotheses And Their Substantiation, Statement And Solution Of The Problem, Formulation Of The Problem, Independent Creation.*

INTRODUCTION

In the context of the new paradigm of education, many researchers (A.A. Verbitsky, I.A. Zimnyaya, V.V. Kraevsky, V.V. Serikov, A.V. Khutorskoy) associate the new quality of education with the concept of "competence". At the same time, a special role is given to "competence in the field of independent cognitive activity, based on the assimilation of methods for acquiring knowledge from various sources of information" [33, p.26], in other words, educational and cognitive competence, the level of which directly depends on the nature of cognitive universal learning activities .

The term "universal learning activities" means the ability of the subject to self-development and self-improvement through the conscious and active appropriation of new social experience, i.e. the ability to learn [66, p.27]. Cognitive universal learning activities that provide educational and cognitive competence and organization of educational and cognitive activities are aimed at the cognitive development of the individual, which means the formation of a scientific picture of the world in students, the development of the ability to manage their cognitive and intellectual activities, mastering the methods and methods of cognition and learning, development of representative, symbolic logical and creative thinking, productive imagination, arbitrary memory and attention, reflection [17, p.92].

A.G. Asmolov in the block of cognitive universal educational actions highlights general educational actions, logical actions, as well as the actions of setting and solving a problem [23, pp. 90-91].

General educational universal actions include:

- Independent selection and formulation of a cognitive goal;

- Search and selection of the necessary information; application of information retrieval methods, including using computer tools;

- structuring knowledge;

- Conscious and arbitrary construction of a speech statement in oral and written form;

- Selection of the most effective ways of solving problems depending on specific conditions;

- Reflection of the methods and conditions of action, control and evaluation of the process and results of activities;

- Definition of primary and secondary information; free orientation and perception of texts of artistic, scientific, journalistic and official business styles;

- Understanding and adequate assessment of the language of the media;

- Statement and formulation of the problem, independent creation of activity algorithms in solving problems of a creative and exploratory nature.

It should be noted such a general educational universal educational action as students' reflection of their actions, which implies their awareness of all components of educational activity.

Sign-symbolic actions constitute a special group of general educational universal actions [16]:

- Modeling - the transformation of an object from a sensual form into a model, where the essential characteristics of the object are highlighted (spatial-graphic or sign-symbolic);

- Transformation of the model in order to identify the general laws that define this subject area.

Logical universal actions are [56]:

- Analysis of objects in order to highlight features (essential, non-essential)

- Synthesis - the compilation of a whole from parts, including independent completion with the completion of the missing components;

- Choice of grounds and criteria for comparison, seriation, classification of objects;

- bringing under the concept, derivation of consequences;

- Establishment of cause-and-effect relationships, representation of chains of objects and phenomena;

- Construction of a logical chain of reasoning, analysis of the truth of statements;

- Proof;

- Hypotheses and their substantiation.

Statement and solution of the problem [16]:

- Formulation of the problem;

- Independent creation of ways to solve problems of a creative and exploratory nature.

It should be noted that when forming cognitive UUD, the teacher should pay attention to establishing links between the introduced concepts and the past experience of children in order to facilitate the perception and comprehension of educational material.

The result of the formation of cognitive universal learning activities are the skills presented in Table 3 [51].

In the context of the requirements of the SES, the formation of cognitive universal actions among students is one of the priority goals of education. However, despite the rather large number of scientific studies devoted to educational and cognitive activity, the methods of its formation and activation, the problem of the formation of cognitive UUD is quite acute. And in this regard, the issue of determining the features of the formation of cognitive UUDs in the primary school age becomes relevant.

As you know, primary school age is a period of intensive development of cognitive processes (perception, memory, thinking, imagination), therefore, this age is a sensitive period for the formation of cognitive universal learning activities.

The formation of cognitive universal educational actions requires the development of higher mental functions - the arbitrariness of memory, attention, and imagination. It is at this age that these cognitive processes become independent [19]. The younger student learns to master special actions that make it possible to keep in memory what he has seen or heard, to imagine something that goes beyond the previously perceived. V.S. Mukhina notes that the younger student can plan his own activities [63, p.34], which, in turn, organizes the attention of the student.

In primary school age, the development of imagination also continues. At the age of 7-10 years, a child of his age can create a variety of situations, which makes it possible to transfer the imagination to other activities. For a younger student, imagination is a way to go beyond personal practical experience and the most important condition for the development of creativity and creative abilities.

The formation of cognitive universal educational activities is impossible without the development of thinking, which becomes more flexible and complex in primary school age. Other features of the thinking of a younger student are reversibility, going beyond the "here and now", multidimensionality, the ability to draw logical conclusions and conclusions, the search for cause-and-effect relationships [63, p.35]. However, the main new development of the period under consideration is the formation of visual-figurative thinking, which gives the child the opportunity to solve problems as a result of internal actions with images [63, p.36]. Moreover, at primary school age, children develop a met cognitive ability, which they use when planning their actions, making decisions, and choosing effective memory strategies [6, p.128].

The development of thinking in younger students is a guarantee of high-quality mastery of cognitive UUD.

The lessons of the Russian language are of great importance in the development of abstract thinking, since teaching linguistics requires a distraction from the concrete semantic side of the word and highlighting the features of various words from the side of their belonging to a certain grammatical category.

It should be noted that during the period of primary school age, the development of memory, attention, thinking and imagination, as well as the formation of educational and cognitive competence, occurs in educational activities, which become the leading activity at this stage of the child's development. It is educational activity that makes it possible to solve the most important tasks of development in primary school age, namely the formation of learning motives, the development of stable cognitive needs and interests, as well as the development of productive methods and skills of educational work, "the ability to learn" [34]. Under the influence of learning, there is a gradual transition from cognition of the external side of phenomena to cognition of their essence, reflection in thinking of essential properties and signs, which make it possible to make the first generalizations, the first conclusions, draw the first analogies, and build elementary conclusions. On this basis, the child begins to form scientific concepts [4, p.22].

Despite the change in the leading type of activity, the game in primary school age still occupies a special place and has a positive impact on the formation and development of not only creativity, but also educational and cognitive competence in general. N.V. Rozhdestvenskaya and A.V. Tolshin, considering the age-related features of the psychological phenomenon of creativity, note that in the game and children's creativity, the subordination of motives, the purposefulness of actions, the subordination of goals, the connection between distant and close goals develop [57, p.44]. So in the game activity the foundations of educational and cognitive competence are laid.

Thus, at primary school age, all types of activities, including educational activities, contribute to the development of the cognitive sphere. Attention, memory, imagination, perception acquire the character of greater arbitrariness. The child masters ways of managing them independently, mentally masters classifications, comparisons, analytical-synthetic type of activity, modeling actions, which become prerequisites for the formation of cognitive universal actions.

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