



UNIVERSAL EDUCATIONAL ACTIONS: A MODERN APPROACH TO THE DEVELOPMENT OF STUDENTS' COGNITIVE ABILITIES

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ABSTRACT

The article discusses the main problems and prospects of forming universal educational actions. It examines the forms and means of their development, theoretical approaches to program compilation. The author's attention is focused on the creation of universal educational actions in the learning process, as the ability to apply conceptual apparatus and use analysis techniques to reveal the essence and significance of events, as well as the ability to study and systematize information, revealing its cognitive value, are one of the subject results.

KEYWORDS

Educational standards, universal educational actions, general educational skills, classification of universal educational actions, program for the development of universal educational actions, cognitive educational actions.

INTRODUCTION

The modern pedagogical paradigm, focusing on universal educational actions, represents the key basis of the educational process. The modern approach, which includes both the traditional presentation of educational material and an emphasis on the development of universal educational actions, focuses on stimulating the development potential of students.

METHODOLOGY

Scientists define universal educational actions as generalized actions that contribute to the formation of a broad orientation of students in various areas of knowledge and motivation for learning. In a broader context, universal educational actions are considered as the ability to learn, expressing the individual's ability for self-development and self-improvement through the active appropriation of new social experience. In a narrow psychological sense, this term is defined as a



set of student's action methods and related educational skills, ensuring his ability for independent acquisition of new knowledge and skills, including the organization of this process.

The activity theory, developed by A.N. Leontiev, serves as the methodological basis for the formation of cognitive universal educational actions of primary school students. It laid the foundation for P.Ya. Galperin's teaching on the sequential development of intellectual actions. According to this teaching, the goal of education should be actions that are considered as ways to solve a certain class of tasks.

To achieve this goal, it is necessary to create a system of conditions that not only provides but also «forces» a primary school student to act correctly, in the required form and with the given indicators. This system of conditions consists of three subsystems:

- conditions that help a primary school student to build and correctly perform a new method of action;
- conditions that contribute to the development of the desired characteristics of the method of action;
- conditions that allow a primary school student to confidently and fully transfer the performance of actions from the external subject form to the mental plan.

In our understanding, the first subsystem of conditions plays a key role in revealing the objective structure of the material and action in front of primary school students. It helps to highlight landmarks in the material and the sequence of its individual links in the action. This creates a system of objective conditions that allow the student to correctly perform all tasks the first time and every subsequent time. In theory, this system of conditions, ensuring the correct performance of a new action, has been called the orienting basis of action. It includes: "characteristics and functions of the product

(result), content and operational composition of the action; characteristics of material, tools and means of action, including control means" (P.Ya. Galperin).

The second subsystem of conditions describes the conditions that ensure the acquisition of the desired properties by the action. It includes the form of action performance (material/materialized, verbal, mental), the completeness or abbreviation of the action; the degree of differentiation, the degree of separation of essential properties from non-essential ones, temporal and power characteristics, as well as reasonableness, consciousness, generality, criticality and mastery of the action.

The third subsystem of conditions ensures the transfer of action to the ideal (mental) plan in the course of step-by-step transformations occurring in the process of becoming an action. Scientists P.Ya. Galperin and N.F. Talyzina identified six stages of action interiorization. This allows primary school students to confidently and fully transfer the performance of actions from the external subject form to the mental plan.

The methodological part of this article is based on a comprehensive approach to the study of universal educational actions as a key element of the modern pedagogical paradigm. Within this approach, we consider universal educational actions not as separate skills or abilities, but as a holistic system in which each action is interconnected with others and is determined by the general logic of the student's age development.

As the main research method, we use the analysis of scientific literature on the topic of universal educational actions. This allows us to cover a wide range of ideas and approaches proposed by various scientists and to identify common trends in their understanding and application of universal educational actions. In addition, we analyze specific examples of



the application of universal educational actions in educational practice to understand how they can be integrated into the educational process and how they affect the development of students' cognitive abilities.

For a deeper understanding of the mechanisms of formation and development of universal educational actions, we also use qualitative research methods, including observation, interviews, and document analysis. These methods allow us to obtain more detailed information about the process of forming universal educational actions, about the difficulties that students and teachers face, and about the strategies they use to overcome these difficulties.

DISCUSSION

Universal educational actions form a holistic system, within which the development of each type of action depends on its interrelation with other types and the general logic of age development. The universality of these actions is manifested in their metasubject character, providing stages of mastering educational material and developing psychological abilities of students. The solution of tasks of cultural, value-personal and cognitive development of students is carried out through universal educational actions in the context of studying academic subjects and disciplines, as well as in metasubject activity.

The term "universal educational actions" is explained in the works of many scientists. For example, A.G. Asmolov defines them as "a set of methods that a student can use (taking into account of related educational skills) to ensure the ability for independent acquisition of skills and knowledge". The system of universal educational actions, which includes personal, regulatory, cognitive and communicative actions, contributes to the development of psychological abilities of the individual in accordance with the age

formation of the cognitive and personal sphere of the student.

In the context of modern pedagogical theory, universal educational actions, proposed by A.G. Asmolov, "personal actions are associated with the development of the ability to correlate actions and events with ethical principles, regulatory actions - with the ability to plan, control and evaluate one's own educational activity, cognitive actions - with the formulation of cognitive goals, and communicative actions - with the ability to effectively interact and solve tasks together with others", represent a complex of skills that are necessary for the comprehensive development of the student's personality. Personal actions are aimed at forming an ethical worldview of students, allowing them to correlate their actions and occurring events with generally accepted moral principles. Regulatory actions are aimed at developing the ability of students to independently plan, control and evaluate their educational activity, which contributes to the formation of responsibility and independence in them. Cognitive actions are associated with the formation of the ability for analytical thinking in students, allowing them to structure their knowledge and skills and formulate cognitive goals. Communicative actions are aimed at developing the skills of effective interaction and joint problem solving in students, which is important for the formation of their teamwork skills and the ability to conduct a dialogue. Each of these groups of actions plays an important role in the educational process and contributes to the comprehensive development of students. However, it should be noted that the effectiveness of mastering these actions largely depends on the methods and approaches used in the educational process, as well as on the individual characteristics of each student.

S.G. Vorovshchikov notes that universal educational actions, like "skills, represent a system where each



action is determined by its interrelation with other types of actions and the general logic of age development" . Mastering all components of educational activity contributes to the effective assimilation of subject knowledge, skills and the formation of competencies, the image of the world and the value-semantic foundations of personal moral choice.

The teacher in the process of the lesson forms universal educational actions through subject skills, contributing to the development of cognitive abilities of schoolchildren. Students, mastering the educational material using the appropriate techniques and actions, develop general educational skills. This allows them to apply the acquired knowledge in new situations and demonstrate the formed general educational skills.

One of the key tasks of the teacher is to develop a methodological toolkit for students, including criteria for working with questions and assignments. The teacher should provide students with evaluation criteria and help in independent mastery of educational material. Various methods and techniques of working with educational assignments and tasks can be effectively developed using a metasubject approach.

The main results of education and upbringing, which contribute to the social, personal, cognitive and communicative development of primary school students, can become broad opportunities for mastering knowledge, skills, competencies, as well as the ability and readiness for cognition of the world, learning, cooperation, self-education and self-development.

The second-generation educational standards are distinguished by the fact that they enhance the orientation towards the results of education as a system-forming component of the standards

construction. In this context, "the learning process is understood not only as the assimilation of a system of knowledge, skills and abilities that make up the instrumental basis of the student's competencies, but also as a process of personality development, acquisition of spiritual and moral experience and social competence." This emphasizes the importance of an integrated approach to education, which takes into account all aspects of student development.

CONCLUSIONS

We can conclude that the formation of universal educational actions implies the creation of a system of trainings aimed at developing general educational skills and abilities based on the content of academic subjects. This helps students develop thinking abilities and apply them in practice, which is an important factor for improving the effectiveness of education.

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