

DEVELOPMENT OF COGNITIVE UNIVERSAL EDUCATIONAL ACTIVITIES OF
JUNIOR SCHOOLCHILDREN IN RUSSIAN LANGUAGE LESSONS

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Annotation: *The article presents the creation of a system for the development of cognitive universal educational activities of junior schoolchildren in Russian language lessons and the stages of the formation of cognitive learning activities.*

Key words: *universal educational activity, cognitive universal, stages of formation of cognitive learning tools.*

Аннотация: *В статье представлено создание системы развития познавательных универсальных учебных действий младших школьников на уроках русского языка и этапы формирования познавательных УУД.*

Ключевые слова: *универсальная учебная деятельность, познавательные универсальные, этапы формирования познавательных УУД.*

Annotatsiya: *Maqolada rus tili darslarida kichik maktab o'quvchilarining kognitiv universal ta'lim faoliyatini rivojlantirish tizimini yaratish va kognitiv o'quv faoliyatini shakllantirish bosqichlari keltirilgan.*

Tayanch so'zlar: *universal ta'lim faoliyati, kognitiv universal, kognitiv ta'lim vositalarini shakllantirish bosqichlari.*

The priority direction of the new educational standards is to ensure the development of universal educational activities of students at primary school age. In a broad sense, the term “universal educational actions” means the ability to learn, i.e. the subject’s ability to self-development and self-improvement through conscious and active appropriation of new social experience.

As part of the main types of universal educational actions, four blocks can be distinguished: 1) personal; 2) regulatory; 3) educational; 4) communicative. This article discusses the problems of development of cognitive educational activities, which include: general educational, logical actions, constitute: the structure of general educational universal actions:

- independent identification and formation of a cognitive goal; search and selection of necessary information;
- application of information retrieval methods, incl. using computer tools;
- structuring knowledge;
- conscious and voluntary construction of a speech utterance in oral and written form;

- selection of the most effective ways to solve problems depending on specific conditions;
- semantic reading as understanding the purpose of reading and choosing the type of reading depending on the purpose;
- extracting the necessary information from listened texts of various genres;
- determination of basic 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.

A special group of general educational universal actions consists of sign-symbolic actions: modeling - transformation of an object from a sensory 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 general laws that define a given subject area. Setting and solving problems involves: problem formation; independent creation of ways to solve problems of a creative and exploratory nature.

Currently, teaching in primary grades is carried out using different educational and methodological sets (TMS). And students' mastery of UUD largely depends on which teaching materials they are taught. The subject "Russian Language", as well as the methodology of teaching the Russian language, meets all the requirements of the concept of UUD development. When analyzing the content of Russian language textbooks, one can notice that the internal structure of each textbook includes elements that, to one degree or another, are aimed at the formation of all UUD groups. But tasks and exercises that contribute to the effective development of educational activities and logical thinking techniques are the most common. Therefore, it is necessary to use additional sources, for example: notebooks of creative works, notebooks of complex works, diagnostic works, which provide great opportunities for the formation of cognitive learning tools. The main thing is that the work is carried out in a system, in a spiral, from simple to complex. You can track the level of development of cognitive learning tools by independently completing the exercises in the textbook. Complex diagnostic work (input, intermediate, final) is used as a diagnostic to identify the level of formation of cognitive learning tools. Thus, in the process of forming cognitive educational skills, the development of personal competencies of younger schoolchildren is carried out, preparing them for a successful life in modern society. Particular attention should be paid to cognitive tasks of a creative nature.

Cognitive learning skills are gradually developed in students from grades 1 to 4. As a result of a system of exercises aimed at developing cognitive learning skills, the student must realize: "I can think, reason, compare, generalize, find and retain information." In the field of cognitive universal educational activities, primary school students will learn to perceive and analyze messages and their most important components - texts, use sign-

symbolic means, including mastering the action of modeling, as well as a wide range of logical actions and operations, including general techniques for solving problems.

In modern pedagogical science, cognitive universal educational activities mean a pedagogically sound system of ways to understand the world around us, build an independent search process, research and a set of operations for processing, systematizing, generalizing and using the information received.

The formation of cognitive universal educational actions occurs in several stages. These stages correspond to the scientifically based stages of the formation of universal educational actions in general. According to P. Ya. Galperin's theory of the planned, step-by-step formation of actions and concepts, the subject of formation should be actions understood as ways of solving a certain class of problems. To do this, it is necessary to identify a system of conditions, the consideration of which not only ensures, but even "forces" the student to act correctly and only correctly, in the required form and with given indicators. This system includes three subsystems:

- conditions ensuring the construction and correct execution by the student of a new method of action;
- conditions that ensure "practice", that is, the development of the desired properties of the method of action;
- conditions that allow you to confidently and fully transfer the execution of an action from an external objective form to the mental plane.

Six stages of development of cognitive universal educational actions are identified.

At the first stage, assimilation begins with the creation of a motivational basis for the action, when the student's attitude to the goals and objectives of the action being acquired, to the content of the material on which it is practiced, is laid. This attitude may subsequently change, but the role of initial motivation for assimilation in general is very large.

At the second stage, the formation of a schema of the indicative basis of the action occurs, that is, a system of guidelines necessary to perform the action with the required qualities. In the course of mastering the action, this scheme is constantly checked and refined.

At the third stage, the action is formed in a material (materialized) form, when the orientation and execution of the action are carried out based on the externally presented components of the schema of the indicative basis of the action.

The fourth stage is external speech. Here a transformation of action occurs - instead of relying on externally presented means, the student moves on to describing these means and actions in external speech. The need for a material representation of the scheme of the orienting basis of the action, as well as the material form of the action, disappears. Its content is fully reflected in speech, which begins to act as the main support for the emerging action.

At the fifth stage, a further transformation of the action occurs - a gradual reduction in the external, sound side of speech, while the main content of the action is transferred to the internal, mental plane.

At the sixth stage, the action is performed in hidden speech and takes the form of its own mental action.

Thus, primary school age is the most favorable period for the formation of cognitive universal educational activities, since all types of activities, including educational activities, at this age contribute to the development of the cognitive sphere. Attention, memory, imagination, perception become more arbitrary. The child learns how to manage them independently. Moreover, in the mental plane, classifications, comparisons, analytical-synthetic type of activity, modeling actions are mastered, which become prerequisites for the formation of cognitive universal actions in the future.

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