Universal Educational Activities in Primary Grades

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Abstract: It can be said that activities form the basis for active learning, however teachers determine which activity is effective for the development of students. One of the criteria in this determination is the student, which is the basic input of education. This article discusses universal educational activities of elementary school students as a result of a meta-subject approach that serve to deepen and expand understanding of school subjects.

Keywords: Universal Educational Activities, Primary Education, Teaching Meta-Science, Meta-Prediction, Meta-Ability, Meta-Activity, Meta-Theme.

Introduction

The current guidelines of the new modern pedagogical and educational policy for a clearer understanding of educational results are reflected in the National Curriculum of the School in Uzbekistan in the form of a description of the composition of groups of general educational subjects and meta-topics. The requirements for studying the main general educational programs as normative guidelines determine the need to develop innovative models for organizing the learning process, monitoring, adjusting and evaluating the process and results of their educational activities by providing students with the opportunity. Changes in the direction of target guidelines in the education system required a wide range of changes in the content and methods of teaching science, therefore, in the professional pedagogical community, such concepts as "teaching meta-science", "meta-topics", "meta-subject", "meta-activity" and "meta-abilities" are very often used. These terms are combined with the preposition "meta", which makes a lot of sense. Khutorskoy (2012) emphasizes the following meanings of the front complement "meta": in the middle, together, then, between, with, for, prefix command, joint action, intermediate, something; follow something in space or time, etc.

The result of the meta-theme is the final design of academic disciplines in accordance with the requirements of education based on comprehensive learning, and academic disciplines as an educational complex describing a set of subjects. For instance, rising sea

levels due to meltwater can turn into a catastrophe for hundreds of millions of people. These connections are necessary because they serve the fields of science and allow us to deepen and expand our understanding of school subjects.

Methodology

The importance of meta-themes in the modern education system is defined in a number of scientific works on pedagogy. Gromiko (2008) believes that the meta-prognostic approach in education and meta-prognostic teaching technologies are necessary to solve the problem of separation between different scientific disciplines. This study identifies and analyzes new methods of processing the content of training, analyzes the forms of work with knowledge common in pedagogical sciences. The researcher emphasizes that the spread of scientific disciplines and subjects has been observed since the 17th century and that this process is associated with the rapid development of technology and the humanities. During this time, new educational systems will be developed aimed at incorporating new knowledge obtained in scientific fields into the content of individual scientific disciplines in order to use them in training specialists. Over time, many specialized disciplines will appear that contributed to the fragmentation of scientific knowledge. This disintegration is observed today, in some areas it continues and even intensifies, since educational models have not changed yet (Gromiko, 2008).

At the same time, pedagogical practice at the present stage reliably demonstrates the connection between meta-thematic results and general pedagogical skills, so there is a need to revise the essence of universal educational activities in the education system. Loshkareva (1984) identifies universal learning activities and skills and links them with students' readiness for practical and theoretical work on independent acquisition of knowledge and skills based on acquired knowledge and practical experience. According to Vorovshchikov (2019), universal learning activities can be defined as universal methods of acquiring and applying students' knowledge and skills, widely used in various academic disciplines. Menchinskaya (2015) classifies universal learning activities related to cognitive meaning as "meta-knowledge" and identifies them as "interdisciplinary intellectual abilities inherent in any educational predecessor, regardless of the type of educational activity". In addition, the researcher divides skills into thematic and universal in the following sense: "qualification (the same qualification or skills) is a product of internal mental alignment, and effort is a result of transferring skills to the outside world. Uniformity of activity and mobility always has social significance. This is a characteristic of mastery in movement and hierarchy (Shevchenko, 2019).

From the interpretations of this concept proposed by educational researchers, the connection between the meta-theme and general academic skills seems more obvious. Although interest in the development of students' learning abilities arose as early as the 4th century BC, which is confirmed by quotes from the "Great Didactics" of Jan Amos Comenius (1910), the solution to the problem of developing universal educational actions is also one of the most pressing issues in the center of attention of the pedagogical community at the present stage of pedagogical development. Beginning in the second half of the 20th century, the development of various scientific ideas for determining the content and role of universal educational actions of students began to develop as a domestic science. Many researchers

speak about the importance of forming and developing universal educational actions of students in their works. In 1101, in his essay "Rational Organization of Educational Activity" Babansky cited universal educational actions in the form of educational, upbringing and educational skills (Bababskiy, 1981).

Loshkareva (1984) suggests additionally considering a group of communicative skills in the system of forming universal educational actions of schoolchildren. The researcher also believes that "it is necessary to include in school subjects a list of teaching and methodological materials based on interdisciplinary connections, as well as to propose methods for their step-by-step formation". Another example of a program for the development of universal educational activities of students, proposed by Loshkareva (1984), was soon filled with the development of computer skills and abilities. According to Loshkareva (1984) distinguishes educational and intellectual skills, which are considered as components of universal educational activities, in three more groups of skills. In his essay "School Teaches to Think" he proposed a separate program for the development of thinking abilities. In this aspect of pedagogical sciences, the author proposed the basics of methods of comparison, analysis and distinction, integration and systematization of intellectual activity, identification and explanation of concepts, clarification, proof and refutation, modeling. Based on the works of Usova (2002), universal learning activities can be presented in the form of a classification of cognitive, practical, organizational, self-monitoring and evaluative (regulatory) skills.

Friedman and Kulagin published their work "Formation of universal learning activities in students", in which universal learning activities are presented in the form of a description of the following groups (Sysoev, 2015).

1. Primary qualification: reading and writing skills, geographical and historical skills, geometric skills. In an integrated form, they are defined as natural and general qualifications; logical universal learning activities.

2. Types of activities and skills that ensure the organization of the learning process. This is a qualification for planning, monitoring and evaluating educational work; possession of speech and writing skills, text and information processing; skills and qualifications for measuring quantities (Fokin, 2020).

It seems clear that the composition of the first group cannot be fully linked to universal educational activities, but that specific scientific skills, in turn, will be the main component of the formation and development of universal educational activities.

The introduction of universal educational activities into the education system as a key component of modern education due to the lack of a clear development of a new methodological system has created a stylish problem in the development and improvement of skills defined as pedagogical skills. Educational standards of activity are "educational activity" since they are units of educational activity. Although the developers of the standard recognize that pedagogy has a previously developed problem with universal educational activities, when implementing the standard, they assume a clear reliance on the concept of "universal educational activities", which are close to the concept of "universal educational activities" (Gromko, 2008). This logic of the research on the development of this methodological system provides an interpretation of universal educational activity. In the works of R. Descartes and B. Spinoza (cited by Carriero, 2020), the concept of "universality"

from the roots of the Latin "unus" and "vetro" took on a psychological context. Universal formation is understood as a feature of activity that allows identifying the specificity of the perceived object in connection with the activity.

Researchers suggest considering these universal types of activity on a triangular example. It can be imagined that among the various geometric figures associated with triangles, there are straight and rectilinear figures. When combining the characteristics, it can be determined that the presence of a right angle will be a universal property (Carriero, 2020). In the case of writing, B. Spinoza considers the activity that is performed in the form of physical labor, in the regulation of writing activity. From any point of view, when we consider writing as an activity (physical characteristics, motivational), it can be recognized as a universal activity. Universality is a classical concept as a pedagogical concept and generally accepted for describing one of the characteristics of the learning process. Komensky (1955) considered the ability to learn by special means to be universal. The universality of educational activity from the point of view of psychological characteristics is described by F. Kapterev (cited by Vladimir, 2020). According to the author, the universality of universal student activities lies in understanding educational activity through his thought processes in the manifestation of a motivating component to a certain extent. The author also pays great attention to understanding the importance of the universality of educational activity from the point of view of self-development.

The main incentive for self-development in mastering universal types of activity is the need to understand the relevance of these types of activity as a necessary basis for understanding the meaning and significance of student learning through practical needs and for mastering professional activity in the future.

Analyzing modern pedagogical literature, we can conclude that the term "universality" can be used to explain the meaning of "metasumativity". Universality can be determined by meta-subjectivity.

Universal learning activity is based on mental operations; the driving factor in mastering universal activities such as reading and writing, measurements is the understanding of the desire for self-development and the importance of their development for future self-development, including understanding the importance of professional development in the process of professional development.

Result and Discussion

According to the main goal of our study, the next term that requires interpretation is the term "universal learning activity", the interpretation of which and its in-depth disclosure can be found in the works of Asmolov and his colleagues (Aslomov, et.al. 2001). In a broad sense, the term "universal educational activity" refers to the ability to learn, that is, through reasonable and active mastering of new social experience, it determines the subject's ability to develop and self-improvement. As Kapterev notes (cited by Vladimir, 2020), it is important to emphasize that they understand the importance of self-development for mastering universal learning activities. When designing universal educational activities, researchers consider the essence of this term as a set of actions for a student based on the ability of the learner to independently acquire new knowledge and skills, including organizing the cognitive process (Aslomov, et.al. 2001).

It should be noted that the research work of Tatyanchenko and Vorovshchikov (2002) on pedagogy has received recognition among theorists and practitioners in the field of developing universal educational activities. Systematized material on this issue is presented in the author's essay "Universal Educational Activity: the Charm of Clarity". Based on the development program of Loshkareva (1984), the authors combined universal educational activities into the following three groups:
- education and management;
- education and information;
- learning ability and logic;

This approach to analytical description, based on the fragmentation of the whole and deep study of each component of the system, will please the author of this study. We applied a similar approach to the description of universal educational activities that can be formulated in the process of classes in the native language and literacy of schoolchildren. The decomposition method was used in the development and description of the content of normative universal educational activity.

In turn, as Khutorskoy (2012) points out, the system of universal educational activities, which is formed among students, creates conditions for understanding the harmonious development of the individual, the desire for self-awareness, the importance of universal educational activities as a key factor in continuous education. At the same time, as already noted, the meta-prognostic approach prevents the so-called erosion of the knowledge system in a narrow range of specialization in the middle of the twentieth century. According to the author, the meta-thematic approach in general does not mean a rejection of the substantive expression of knowledge in the form of individual subjects, but rather refers to the foundations of the organizational and substantive forms of the curriculum and the development of educational activities (Khutorskoy (2012). As a result, during classes, the teacher must be able to identify the content and methods of organizing the active cognitive activity of students, since the formation of the education system occurs in the same activity.

Conclusion

As the conclusion, it can be assumed that it ensures the active interaction of all subjects of education in modern education, provides didactic opportunities for self-development and self-improvement of students, and as a result of such training, universal learning activities are formed.

Thus, in the process of psychological and pedagogical analysis taking into account universal learning activities as a result of meta-thematic teaching of primary school students for studying scientific approaches related to meta-thematic education in language and literacy lessons, we have established:
- Universal learning activities are the main component of students' results on the meta-theme;

- Universal learning activities relate to the ability to learn, i.e. to determining the ability of an entity to self-development and self-improvement in the learning process based on conscious and active activity;
- The components of universal learning activities are interconnected with the presence of personal psychological neoplasms;
- The process of forming universal learning activities is complex, since it occurs in the process of mastering all subjects of the curriculum as a result of active educational and cognitive activity of the student, specially organized by the teacher;
- Universal learning activities are integrative, since they involve many operations, therefore, to diagnose the level of development of universal learning activities, specially developed assessment tools are needed to determine the level of development of individual components. The introduction of pedagogical skills into the national curriculum offering the results of modern education is a labor-intensive undertaking, because nothing should stop, but develop, that is, education should develop. Thus, the next generation standard will have more serious requirements for the results of students in meta-topics, especially for universal learning activities. In the current program, the student's personality, his self-determination, self-awareness, independent decision-making and analysis of his activities come first. All of the above will undoubtedly allow us to talk about the need to solve pressing problems related to determining the composition and nature of universal learning activities. They should be formed in students using certain methods for forming the entire composition of universal learning activities in individual school subjects. In this regard, the issues of diagnosing the level of formation of universal learning activities are of particular importance, since, taking into account the results of diagnostics as feedback, the teacher can identify the main problems in the formation of universal learning activities, which allows them to adapt to the process of their formation and development and make it more consistent and logical.

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