REGULATORY UNIVERSAL EDUCATIONAL ACTIVITY AS THE MAIN COMPONENT OF THE RESULTS OF THE META-TOPIC OF PRIMARY CLASS NATIVE LANGUAGE EDUCATION

Abdullayev A'zimjan Abduvali ugli
Namangan State University, Namangan City-Bobur shox Street 161
Email: azimjon2103@gmail.com

ABSTRACT

In this article, the universal educational activity of Primary School students is considered as the main component of the results of the meta-topic of elementary school native language and reading literacy classes. Approaches based on the opinion of several scientists have been described about the role and importance of universal educational activities in the organization of practical activities of Primary School students, their types and age-related developmental features.

Keywords: Universal educational activity, primary education, creative activity, regulatory, cognitive, communicative, cognitive activity, self-development, planning, forecasting (forecasting).

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The most important task of the educational system, both current and future, is the formation of a UTF system consisting of skills used in the process of studying school subjects in students, as well as in everyday life (regulatory, cognitive, communicative).

The essence of modern education is to create conditions and situations in the process of teaching and education in which the student becomes his subject, that is, self - control and self-development are envisaged. The formation of educational skills in schoolchildren is a priority for each teacher at all stages of school education. In the context of the implementation of educational requirements, new organizational tasks are facing teachers. In this case, the organization of the educational process should be based on the active cognitive activity of students, which develops in students the ability to independently put educational tasks before themselves, it is necessary to appropriately plan the content and sequence of educational work, the ability to perform tasks, as well as carry out quality control during the work performed and adequately assess the results obtained All these skills can be included in the block of regulatory educational activities, which provides for the regulation of all types of educational activities.

Issues of the theory of regulatory educational activity in psychology S.L.Rubenstein, P.K.Anoxin, V.I.Slobodchikov, I.M.Sechenov et al., A. in pedagogy.O.Zyazin, E.A.Barakova, A.A.Markina, A.M.Kondrakov, G.P.Studied by shedrovsky et al.

Determining the content of regulatory educational activities is based on a functional and structural analysis of any type of activity, including educational activities. If it is considered from the point of view of functional analysis of activity, then such a composition can be defined as indicative, executive, control parts of the action (P.Y.In Galperin's view).

Thus, based on the logic of this description, I.E.In her study devoted to the formation of universal educational activities in primary school students, Syuskina describes the composition of regulatory educational activities as follows:

- the presence of this direction in the indicative part (the child analyzes the sample, the resulting product, associates it with the sample); the nature of the direction in this case manifests itself in an assembled - expanded, irregular - organized way; expectation of the final or future result; the nature of cooperation can be characterized as self-regulation of the child's actions for cooperation with;
- the executive part involves analysis depending on the degree of self-control: either it is an irregular appearance without an analysis of errors, or it is a conscious correlation of the implementation of an action according to the plan, or with the conditions given;
- in the control part of regulatory educational activities, the level of control self - control must be taken into account; the presence of controls; the nature of control (assembled - expanded, determinant-foresight); the nature of cooperation together or separately [1].

If we consider the content of regulatory educational activities from the point of view of a systematic analysis of the student's activities, then again I.E.We can use the research work of syusyukina. It identifies the following functional and structural components:

a) the student's acceptance of the educational assignment, adequate attitude to its purpose and conditions of implementation;

b) operational implementation of purposefully planned activities and the connection of educational activities with the given conditions;

c) measures for correcting errors and deviations and making appropriate adjustments are also considered in conjunction with the activities of the established targeted educational activities and control of the results obtained, self-control activities;

d) assessment activities are manifested through an emotional response to success and failure, as a statement of progress towards the goal set, an analysis of the causes of failure;

e) the speed and rhythm of performing activities based on individual characteristics. The types of activities listed above are indicators of the maturity of regulatory educational activities. When assessing the formation of regulatory educational activities, the type and amount of assistance provided to the student to consciously carry out activities is taken into account [1].

Regulatory UTF is directly related to self-regulation. O.A. In his work "structural-functional and substantive-psychological aspects of conscious self-government", Konopkin argues that:

"We understand that conscious self-control is a systematically organized process of internal mental activity of an individual in order to start, build, support and manage the types and forms of voluntary activity, to directly carry out the achievement of the goals adopted by the individual" [2]. It defines the functional branches of self-regulation: "the purpose of the activity adopted by the subject, which is carried out in the construction of the self - regulation process, is the general system-forming function; determination of the set of conditions to be taken into account when choosing a specific performance program; development of the program itself; selection of a system of criteria for subjectively achieving the desired result, that is, the criteria for achieving the initial goal understood by the subject; monitoring and evaluation of the achieved current and final results of success criteria; determination of the

U. As Logvinova noted: "the higher the level of creativity of regulatory educational activities in educational activities, the higher the activity of students in the educational process, the more conscious goal setting, modeling, planning, thinking and voluntary regulation (self-control)

occurs. The level of formation of self-management skills in educational activities is an indicator of the formation of the subjectivity of the student" [11].

If we consider regulatory educational activities from the point of view of the process, A.V. Let's turn to Karpov's Work “Psychology of Management” [9]. He identified the following properties of regulatory processes:

- seen as a synthesis of psychic processes: cognitive, emotional, volitional, motivational;
- is cognitive and controls executive actions;
- sequentially, each process corresponds to a specific stage of activity.

The sequence of regulatory educational activities consists of: setting a goal, forecasting, making decisions, planning, self-control, evaluating the results and correcting them; is based on the formation and development of the most important personal qualities necessary for the implementation of the regulatory action. The insufficiently developed nature of these processes is manifested through the self-existence of actions, indecision, lack of internal discipline, etc. [9].

Regulatory educational activities provide the ability to manage cognitive and educational activities by setting goals, Planning, monitoring, correcting one's own actions, and evaluating learning success. Therefore, regulatory Utfs are integrative because they contain a certain set of mental operations. In addition, regulatory educational activities are synthetic and metacognitive. All of these features fully identify the specifics of the regulatory utf and will be related to the regulatory UTF function, such as the correlation between Inter-subject and metasubject outcomes.

We O.M. We support korchajkina's view that regulatory Utfs are "minimal activity components of the meta-subject content of Education" [10]. Also, the regulatory UTF is simultaneously evaluated as a" trigger "and a" binding " mechanism between cognitive, communicative, and personal competencies. This communication is related to the organizational characteristics of the UTF.

Speaking of organizational characteristics, N.I.Shevchenko emphasizes stages and logical sequence of educational activities: goal setting, design, planning, forecasting, control, correction, and voluntary self-control: [14]. In our complex of regulatory educational activities, we identify other groups of similar regulatory activities and take them as a basis for the development of diagnostic tools that distinguish individual operations as part of regulatory educational activities and descriptors. In the educational process, from elementary to high school, students must be independent and responsible in completing academic assignments. Elementary school students must have the skills to solve specially selected and developed educational tasks that ensure the assimilation of the individual functions of regulatory control systems.

Next, in the primary class, students are offered tasks that require planning and step-by-step implementation of educational activities that involve collaboration in education with teachers and peers, including social context. And in high school, students are already engaged in life tasks that ensure the construction of a wide range of individual educational trajectories. The success of performing tasks presented to schoolchildren at all stages of Education largely depends on how students master the regulatory system, since they are the basis for the formation of skills associated with self-organization of educational activities.

In determining the importance of regulatory educational activities, it can be noted that if regulatory educational activities are formed, then the student has mastered educational activities and, through an understanding of interest and value in learning, the subsequent successful acquisition of other types of activities will have motivational conditions for self-education [14].

In determining the structure of regulatory control systems, when we dwell on the importance of regulatory activities, We can rely on the opinions of Asmolov [8]. The author believes that regulatory control systems are structured from goal-setting, planning, forecasting, control, correction, evaluation, and voluntary self-management actions. Such an image of the structure is associated with the description of the features of the process that we analyzed above, and becomes the basis for further studies of regulatory processes.

Goal-setting actions are associated with the attitude of accepting a task as a goal and setting a task. Goal setting is based on the relationship between what the student previously knew and mastered and what needs to be learned and mastered. A.V. Khutorskoy mentions that goal setting in education is the setting of goals and objectives for a student to acquire knowledge at certain stages. This option is necessary for the design of students ' educational activities and is associated with an external social order. Social order is determined by educational requirements and takes into account the peculiarities of internal educational conditions (the level of development of children, the motives for their study) and the features of the topic being studied, external features associated with what is available and used: educational tools, pedagogical experience of the teacher, etc. [13].

Action planning is the determination of the stages of activity.
Also, in primary education, the achievement of the specified goal of students is associated with the description of the sequence of assignments and labor activities. A planning outcome is a form of activity that can consist of a number of tasks or activities. Its system of activities, E.I. According to Isaev, by nature is intentional (plan) and is carried out on the basis of an individual's foresight for a certain "depth", which is directly related to the activity of predicting the results of future actions. In addition, planning activities are closely related to the assimilation of theoretical information of the topic, therefore, in order to successfully master planning, students need to understand the basics of the origin of certain methods of activity related to the content of the topic.

Predicting activities-waiting for the result and level of assimilation. A.G.In the view of Asmolov: forecasting is one of the important factors for the successful implementation of various types of regulatory activities, which helps to achieve the set goals and effectively solve the tasks set with minimal time costs [8]. Since predicting allows the student to mentally visualize the final result of an activity, it is possible to compare it with the actual result of educational activity, and therefore allow him to assess its success and effectiveness.

Control activities are the type of activity that is carried out to detect deviations and differences from the level of demand and the comparison of its result with the given demand.

In the process of solving the educational task, a special place is occupied by the problem of the formation of control activities. A.B. Voronsova noted that " the student's mastery of control activities of a generalized nature helps to know the procedural side of educational activities, ... allows students to properly organize their activities, to consciously correct all the components of its actions " [4]. From this we can conclude that the student has mastered the activities of

self-control, thereby creating for himself an active space for the formation and development of all parts of educational results.

Corrective activities are associated with linking the result with demand and the introduction of the necessary additions and correction of its further work. In pedagogy, correction is understood as the process of improvement.

"While there is a discrepancy between assessment and self-assessment (at least theoretically), correction is not error correction, but improvement, improvement of the result. M.E. Bershadsky - ” usually the correction consists of returning to one of the previous stages, " Notes[3]. Correction is carried out at all stages of activity, depending on what stage the deviation from the goal or action plan occurred. By improving their work, the student can perform error detection and Correction operations.

Assessment activities are activities aimed at understanding what students have been previously studied and what needs to be learned according to the plan.

In the process of considering this regulatory activity, we take into account that the assessment is associated with the student's knowledge of achievements and failures, and in this case, we reflect on self-esteem. The importance of forming activities related to evaluation is closely related to their other regulatory activities: activities such as goal setting, predicting, controlling, correcting. This regulatory activity is studied in terms of personal self-esteem and upbringing. Personal self-esteem is determined by an adequate assessment of one's own achievements, the ability to analyze, identify the causes of strengths and weaknesses, successes and failures, the learner's self-esteem in the process of learning, how he evaluates his achievements and shortcomings in education. In the process of conducting practical activities through our work, we pay special attention to self-assessment in the educational activities of the student. In the process of practical work, the student will definitely evaluate his results, comparing them with a model or a given task. In this case, the evaluation performs several interrelated functions:

- monitoring and diagnostic functions during fixation,

results of completing training assignments (for example, comparison with those shown in the picture);

- stimulating and educational functions are manifested in order to correct the results, through motivation for further conscious activity (for example, achieving high quality of the lesson);

- the development function is associated with self-esteem based on critical thinking (for example, when collective assessment of results, the level of personal achievement is determined when viewing creative works, with the right attitude it can be an impetus for self-development).

In the process of training primary students, we pay special attention to the processes of self-systematic assessment and correction through regulatory UTF, since in the labor results of personal and collective work, this component determines the quality of the product. In confirming this opinion, A.V. Zakharova proves that the formation of systemic control and assessment actions contributes to the formation of reflection.

Thinking is one of the main mental mechanisms, therefore, a self-regulatory system, the formation of which should be discussed when the basic skills of control and evaluation are formed [6].

To achieve success, let's focus on voluntary self-regulation, the formation of a regulatory considering this category in detail. Voluntary activity is associated with the mobilization of the strength and energy of students when faced with a choice in a conflict situation or overcoming obstacles. Taking advantage of the situation in the elementary class mother tongue and reading literacy lesson, we can show the further development of the student, who will adequately carry out self-assessment in the process of collective vision of creative work and determine the level of his achievements. Thus, having determined that the creative object is of low quality or an irrational solution to the problem, the reader decides by willpower to do the work again or do it again. In this case, the role of a mentor-teacher is important in the development of these regulatory qualities, indicating the methods of interaction and examples of the correct attitude to criticism. Of course, the development of Will and erudition occurs in the process of communication between the student and adults, it gives the experience of interaction in educational activities and educational environments. O.A. According thoughts, the broad meaning of the word self - regulation is a systematically organized process for managing the internal mental activity of a person, aimed at achieving the goals adopted by the subject [2]. Again, we remind you that voluntary self-regulation is based on its activity in a particular situation, which is the choice of the type of activity depending on the set goals. Thus, self-regulation is seen as a chain of regulatory activities ranging from goal acceptance to evaluation. Therefore, we consider self-regulatory activity as a complex multifactorial process, the formation of which occurs in the process of formation of individual regulatory activities, and without it we do not pay attention to its further breakdown when developing the content of regulatory UTF. We consider the formation of regulatory activities for self-regulation as a pedagogical task for the formation of them in the practical activities of students in the process of classes in the native language and reading literacy of Primary School students.

In modern scientific research, the description of systems of regulatory universal educational activities is constantly expanding and changing. In Particular, O.V. Kuznetsova focuses on such an effective condition for the formation of regulatory educational activities when the student is in front of the competition. A.A. Antoshkina, on the other hand, argues that when determining the success of a person in his life in modern society, the significant ati of regulatory activities for self-organization is at a high level [5].

Thus, regulatory UTF is of particular importance for the development of personality, since they are associated with the formation of voluntary regulation of interaction with activities, behavior, etc. Regulatory UTF is one of the personal important qualities in constant practical activity that characterize the ability to interact in the process of creative work in the lessons of primary class mother tongue and reading literacy, to adequately assess their actions and communicate correctly with classmates.

Based on the points mentioned above, we can conclude:
Regulatory universal educational activities are the basis for all components of other educational activities. This approach is I.V is recorded by Mushtavinskaya. [12].

Consequently, we can say that each academic discipline, depending on the content of the science and methodically correctly organizing the educational activities of students, opens up certain opportunities for the formation of all parts of the educational process, including regulatory ones. N.I. As Shevchenko said, the logic of the topic, with its equally meaningful structure, determines the algorithms for their study and creates conditions for understanding and mastering the text, the formation of universality of cognitive and regulatory educational activities [14].

In mother tongue and reading literacy classes, learning activity is no less important than in others, so an accurate algorithm and sequential work will help make the result effective. There is nothing to do about working according to a well-defined algorithm that contradicts the educational goals of native language and reading literacy classes. While the negative impact is only an algorithm of educational activities that are constant and constant throughout the entire period of study of the subject of mother tongue and reading literacy, students can be observed without discussing generally accepted practical assignments, without using methods of activating educational activities.

It should be noted that the possibilities of the subject "native language and reading literacy" provide more opportunities for the formation of regulatory educational activities than other school subjects. The possibility of effective formation of regulatory management systems in the education of" native language and reading literacy " is determined by the specific practice-oriented direction of science. It includes all creative and technical work planning, work on given algorithms, material modification, evaluation of results, regulatory control measures related to learning activities (setting goals, planning, forecasting, self-correction of activities, self-control, self-assessment and mutual assessment) very visual and therefore understandable to students, but due to the fact that the regulatory skills of students include a sufficient level of skills, the formation of regulatory learning skills should be considered as a complex multicomponent process, which requires the presence of an adequate methodology, taking into account the peculiarities of the subject of native language and Reading Literacy, which includes the appropriate diagnosis of the formation of regulatory educational activities of students for the formation of regulatory educational skills.

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