

Characteristics of the levels of formation of the control action in younger schoolchildren

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Annotation. In this article, we are talking about one of the relevant issues at the same time is the question of the formation of the teacher's control skills as the most important component in the general context of personality formation.

Keywords. primary school teachers, control, respondent, information and communication technologies, professional competence, questionnaire, pedagogical supervision, conversation.

Like any process, the formation of control skills in educational activities in younger schoolchildren is subject to certain patterns.

At school, at the very beginning of learning, mastering control enters for children as an independent form of activity, external to the main task. And, only gradually, thanks to repeated and constant exercises in its implementation, control turns into a necessary element of educational activity included in the process of its implementation. Only then can we say that self-control has become a habit and even turned into a character trait. In elementary school, the younger the student, the more he needs a demonstration of the sample.

Currently, the developing function of learning is being brought to the fore, contributing to the formation of the personality of the younger student and ensuring the disclosure of his individual abilities.

As already mentioned earlier, for the formation of the control skill, one sample is not enough, it is also necessary to motivate control. Therefore, a systematic and consistent control by the teacher is necessary over younger schoolchildren, since younger schoolchildren do not yet realize or are not sufficiently aware of the role of control in solving the tasks assigned to them.

In the conditions of developing learning, the management of the development of each student becomes an indispensable condition for the entire system of organizing the educational process. It primarily reflects the state of what is happening as each student becomes a subject of educational activity and in his learning to change. Thus, in addition to the student, the teacher also takes the position of indispensable implementation of a kind of research activity. The teacher should be able to determine the levels of development of students' learning activities, assess the progress of their changes, make appropriate adjustments to their interaction with specific students and again diagnose the results of such corrections.

One of the indicators of the level of development of educational activities, the success of the development of educational programs can be the level of formation of control skills among students. Therefore, the teacher in his activity must necessarily timely and methodically form the student's skill of controlling his actions. The control action consists in correlating the objective action with the specific conditions of its implementation and with the expected results.

The action can be characterized by various qualitative features that allow us to judge the degree of its formation in the student. So, the control action may be almost completely absent, not manifest itself when solving educational tasks, in this case we can talk about its lack of formation. Or it can manifest itself only in its elementary forms, which indicate only the initial stages of its formation.

Finally, the action of control can be found in a relatively perfect, developed form, which is an indicator of its sufficiently complete formation.

The following criteria can be distinguished as the formation of the control action:

- the need for control;
- awareness of the purpose of control;
- the ability of students to detect mistakes: in the actions of their comrades, teachers, their own, as a result of an action, during an action;
- ability to perform a control action;
- has a desire to exercise control: independent aspiration, at the request of the teacher;
- has no desire to exercise control.

To determine the levels of formation of control in intellectual activity in younger schoolchildren, it is advisable, for example, to apply the methodology of "Studying self-regulation" (according to U.V. Ulenkova) [17]. Children are offered a sample with the image of sticks and dashes on a notebook sheet in a ruler, a simple pencil. Then students are offered to write sticks and dashes in a ruler on a notebook sheet for 15 minutes as shown in the sample, while observing the rules: write sticks and dashes in a certain sequence, do not write in the margins, correctly transfer signs from one line to another, write not in each line, but through one. Next, the teacher records how the task is accepted and performed: completely, partially or not accepted, not performed at all. The quality of control over the course of the task is also recorded (the nature of the mistakes made, the reaction to mistakes, i.e. notices or not, corrects or does not correct them), the quality of control when evaluating the results of activities (tries to thoroughly check and checks, is limited to a cursory review, does not review the work at all, but gives it to the teacher immediately after graduation). The assessment is carried out individually.

The level of control formation is also determined according to the methodology proposed by G.V. Repkina. It offers six levels of control skill formation [36]: lack of control, control based on involuntary attention, potential control at the level of arbitrary attention, actual control at the level of arbitrary attention, potential reflexive control, actual reflexive control.

The first level is characterized by the student's lack of control over his actions and operations, which are often incorrect, mistakes made, even when solving familiar tasks are not noticed and are not corrected. The student lacks the ability to correct the error independently and at the request of the teacher. The reason for this is the student's lack of ability to correlate the results of his actions with a given scheme of action and to detect their compliance or inconsistency.

The second level is characterized by instability and unconsciousness of control, which is based on an unconscious or poorly realized scheme of action by the student, which is fixed in his involuntary memory due to repeated performance of the same action.

The third level is characterized by potential control at the level of arbitrary attention. Having made a mistake when performing a new task, the student, at the request of the teacher, checks his actions or corrects the error, as a rule, finds it and corrects it. In addition, this level characterizes the student's ability to explain his actions.

The fourth level characterizes the actual control at the level of arbitrary attention. When performing a task, the student is focused on a well-realized and learned generalized scheme of action and successfully correlates the process of solving the problem with it. Such actions lead to the fact that the training task is performed, as a rule, unmistakably. If an error is still made, it is easily detected and corrected independently, its repetition is extremely rare.

The fifth level characterizes potential reflexive control. When solving a new problem that looks similar to a previously solved one, the student uses the previous solution scheme, not noticing that the scheme turns out to be inadequate for the new conditions. A student, having made a mistake, can

detect it with the help of a teacher and, answering his leading questions, can explain their source – the inconsistency of the applied action with the new conditions of the task.

The sixth level is actual reflexive control. Solving a new task that looks similar to those solved earlier, the student can independently detect errors that arise due to the inconsistency of the generalized method of action (or scheme) used by him with the new conditions of the problem and, in this regard, independently make adjustments to the applied scheme of action by searching and identifying even more general grounds for action, i.e. the principles of its constructions.

Despite the fact that this characteristic is fundamental in determining the levels of formation of the control action, since it is able to fully disclose their content, it still has its drawbacks. Nevertheless, this characteristic has some inaccuracies, the results may depend on the peculiarities of perception and understanding of the situation by the observer.

The study of the practice of using methods to identify the level of control formation showed that most often in studies the levels of control formation are divided into three directions: low, medium, high. The basis for dividing the formation of the control skill into three levels is the degree of awareness and independence of the student when using the control skill in solving educational tasks, the degree of completeness of the use of the control skill in educational activities.

The low level of control formation is characterized by unstable and unconscious control, all the actions of the student performed by him most often turn out to be incorrect, the mistakes made by him are not noticed and are not corrected, even known tasks are solved with an error. The basis for control in this case is an unconscious or poorly realized scheme of action by the student, which was fixed in his involuntary memory due to repeated performance of the same action. Control, which would be characterized by a purposeful action of the student to correlate the process of solving the problem with the scheme of action learned by him chaotically, due to involuntary memorization of the scheme of action and involuntary attention. In the process of control, the student anticipates the direction of the right actions, therefore he cannot explain his choice and easily refuses his decision. The student, at the request of the teacher, finds an error, but not systematically, often cannot explain both the error itself and the correct option, gives only formal answers such as: "so wrong", "so necessary". New, insufficiently learned actions are even more prone to mistakes that are not noticed and are not corrected.

The average level of formation of the control skill characterizes and distinguishes from the low level of formation of the control skill, first of all, that the student, having made a mistake, at the request to check his actions or find a mistake, does it and can at the same time explain his actions. At the same time, the student is aware of the schemes of action introduced by the teacher and can compare his own process of solving the problem with them. An action performed by a student without conscious control is monitored by the student repeatedly and, if necessary, the required corrections are made. But this also happens at the request of the teacher. Control, which would be characterized by a purposeful action of the student to correlate the process of solving the problem with the scheme of action learned by him, is present, but is carried out at the request of the teacher and after the end of the action. Moreover, the student has difficulty performing a new action and its correlation with the scheme. But, the student performs well-mastered or repeatedly repeated actions almost without errors, and in case of their occurrence, he can correct them on his own. At the same time, correcting a mistake, the student uses a learned and conscious scheme of action and can explain it.

A high level characterizes the fact that the student is focused on a conscious and effectively learned scheme of action and safely correlates the process of solving the problem with it. The result of this is an error-free execution of actions by students, but still the mistakes made are independently identified and corrected, cases of their repetition are minimized. At the same time, the student explains his actions, explains them correctly, without making mistakes, can solve a large number of

different tasks based on the same action, skillfully correlating them with the learned scheme. When performing a task together with other students, a student with a high level of control skill formation consciously controls the actions of other students. The given characteristics of a high level of formation of the control skill relate to the actions of the student, which they have learned and are well familiar with. But, when solving problems that he had not previously solved, or changing the conditions of the old one, the student may face difficulties, since it will be necessary to change the scheme of action that is well known to him, which he will not be able to do. In general, this level reflects the student's ability to control both the process of action and its outcome and, during the execution, compare the actions performed with the ready-made scheme, but at the same time cannot control the compliance of the scheme of actions with the existing new conditions.

In order to conduct an intermediate determination of the level of formation of the control skill, a set of questions can be used, which are divided into groups according to the components of educational activity.

The questions may be as follows:

- does the student make the same mistakes when solving familiar problems?;
- can a student, when solving familiar problems, independently find and correct a mistake?;
- does the student know how to correctly explain the error on the studied rule, on the application of a known method?;
- what does a student do if he is shown the presence of a mistake by the teacher, students and their parents?;
- if a student uses a method that leads to errors to solve a problem, can the student discover that this method is the cause of the error?;
- can the student give an explanation of the reasons for such errors (correlate the methods of action, the validity of the suitability of one and the unsuitability of the other)?

The first level will have students in relation to whom the answer to the question: "Does the student make the same mistakes when solving familiar problems?" will be an affirmative and a negative question: "can the student find and correct the mistake made by himself when solving familiar problems?".

The sixth level has students whose attitude is given the answer "can independently" to the question: "If a student uses a method that leads to errors to solve a problem, can a student discover that this method is the cause of the error?".

Thus, it is possible to distinguish the following indicators of control formation among students:

- the ability to plan it before starting work;
- the ability to change the composition of actions in accordance with the changed conditions of activity;
- the ability to consciously alternate expanded and abbreviated control formulas; the ability to move from working with a natural volume to working with its a symbolic and symbolic image.

Summing up the first chapter, it is necessary to conclude that the action of control consists in comparing the action performed or its result with the corresponding samples: specifically given or existing in consciousness. Based on this, the structure of the control action assumes:

- the model of the result of the action;
- the process of comparing the image and the result of the action;
- making a decision on the continuation of the action or its correction.

Control in math lessons, at the same time consists of such actions as:

- checking the correctness of copying the example;
- checking the correctness of the order of actions;
- checking the first action;

- checking the second action; – checking the final result;
- comparison with a ready answer.

Determination of the level of control development in younger schoolchildren is carried out using criteria:

- the need for control (the desire for self-verification and attitude to external control);
- mastery of various types of control (the ability to act according to a given pattern, the ability to act strictly according to instructions, the ability to adhere to the inspection plan, the ability to program and plan, the ability to perform the task and guide their actions in accordance with the specified rules);
- the level of arbitrary control (the ability to accept the educational task and its preservation, independence, concentration, included in the work).

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- the ability to plan it before starting work;
- the ability to change the composition of actions in accordance with the changed conditions of activity;
- the ability to consciously alternate expanded and abbreviated control formulas;
- the ability to move from working with a natural volume to working with its symbolic image; the ability to independently compile systems of verification tasks.

Including scientifically analyzed the development of small business and business, and the legal basis, at this time financially support small business and business, the latter is amended and the rules for this branch of national legislation are added.

Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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