

UNIVERSAL EDUCATIONAL ACTIVITIES AS ONE OF THE PRIORITIES OF  
MODERN EDUCATION

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**Annotation:** The article provides information about the ways of developing universal educational actions that enable each student to independently carry out the activities of teaching, set educational goals, search for and use the necessary means and ways to achieve them, be able to monitor and evaluate educational activities and its results.

**Key words:** universal educational activities, state educational standard, primary school, education.

The state educational standard of primary general education has necessitated the creation of new approaches to the organization of the educational process at school in general, to the search and development of new models and technologies of primary school education in particular. The most important tasks of education are self-development, independence, creativity of the child, as well as the disclosure of the abilities of each student, his upbringing as a person ready for life in the modern world. In connection with this requirement, the modern education system is aimed at the formation of a highly educated, intellectually developed personality with a holistic view of the world picture. Primary school education is the foundation of all subsequent education. The State Standard defines a "portrait" of an elementary school graduate, which is focused on the formation of personal characteristics of a graduate: loving his people, his land and his Homeland; respecting and accepting the values of family and society; inquisitive, actively and interested in learning the world; possessing the basics of the ability to learn, capable of organizing his own activities; ready to act independently and be responsible for his actions in front of his family and society; friendly, able to listen and hear the interlocutor, justify his position, express his opinion; following the rules of a healthy and safe lifestyle for himself and others. The most important task of the modern education system is the formation of a set of UUD "universal educational actions", which provide an opportunity for each student to independently carry out teaching activities, set learning goals, search for and use the necessary means and ways to achieve them, be able to monitor and evaluate learning activities and its results. They create conditions for the development of personality and its self-realization. Universal learning activities are skills that should be laid in primary school in all lessons. Universal learning activities can be grouped into four main blocks: personal, regulatory, cognitive and communicative universal learning activities. Today, instead of a simple transfer of knowledge, skills and abilities from teacher to student, the priority goal of school education is the development of the student's ability to independently set educational goals, design ways to implement them, monitor and evaluate their achievements, in other words, the formation of the ability to learn.

**Recommendations for the development of universal educational activities.**

**Personal UDS:**

1. Remember that every child is an individual. We need to help find his individual personal characteristics in him.
2. It is necessary to reveal and develop in each student his strong and positive personal qualities and skills.
3. When organizing educational activities on the subject, take into account the individual psychological characteristics of each student. Use psychological diagnostics.

4. Remember that the main thing is not the subject that you teach, but the personality that you form. It is not the subject that forms the personality, but the teacher through his activities related to the study of the subject.

**Cognitive skills:**

1. If you want children to learn the material on your subject, teach them to think systematically.
2. Try to help students master the most productive methods of educational and cognitive activity, teach them to learn. Use schemes, plans to ensure the assimilation of the knowledge system.
3. Find a way to teach your child to apply their knowledge.
4. Creative thinking

**Universal Learning Activities (UDS) are divided into four main groups:**

**Communicative DMS** - provide social competence and conscious orientation of students to the positions of other people (first of all, a partner in communication or activity), the ability to listen and engage in dialogue, participate in collective discussion of problems, integrate into a peer group, set up productive interaction and cooperation with peers and adults.

**Personal UDS** - provide value-semantic orientation of students (the ability to correlate actions and events with accepted ethical principles, knowledge of moral norms and the ability to highlight the moral aspect of behavior) and orientation in social roles and interpersonal relationships. In relation to educational activities, two types of actions should be distinguished: the action of meaning formation; the action of moral and ethical assessment of the assimilated content. **Regulatory UMS** - ensure that students organize their learning activities. These include: goal setting; planning; forecasting; control in the form of comparison of the method of action and its result; correction; evaluation, volitional self-regulation.

**Cognitive DMS** - include general educational, logical actions, as well as actions of setting and solving problems.

**Recommendations for the development of universal educational activities.**

**Personal DMS:**

1. Remember that every child is different. Help me find his individual personal characteristics in him.
2. Help to reveal and develop in each student his strong and positive personal qualities and skills.
3. When organizing educational activities on the subject, take into account the individual psychological characteristics of each student. Use psychological diagnostics.
4. Remember that the main thing is not the subject that you teach, but the personality that you form. It is not the subject that forms the personality, but the teacher through his activities related to the study of the subject.

**Cognitive DMS:**

1. If you want children to learn the material on your subject, teach them to think systematically.
2. Try to help students master the most productive methods of educational and cognitive activity, teach them to learn. Use schemes, plans to ensure the assimilation of the knowledge system.
3. Find a way to teach your child to apply their knowledge.
4. Develop creative thinking by a comprehensive analysis of problems; solve cognitive tasks in several ways, practice creative tasks more often.

**Communicative DMS:**

1. Teach your child to express their thoughts. During his answer to the question, ask him leading questions.
2. Do not be afraid of "non-standard lessons", try different types of games, discussions and group work to master the material on your subject.

3. When organizing group work or in pairs, remind the guys about the rules of discussion, conversation.
4. Teach the child to ask clarifying questions about the material himself (Who? What? Why? What for? From where?), ask again, clarify;
5. Study and take into account the life experience of students, their interests, and peculiarities of development.

**Regulatory DMS:**

1. Teach the child to control his speech when expressing his point of view on a given topic.
2. Teach the student: to control, to perform their actions according to a given pattern and rule.
3. Help the child learn to adequately evaluate the work he has done. Teach me how to correct mistakes.

Personal DMS provide value-semantic orientation of students (the ability to correlate actions and events with accepted ethical principles, knowledge of moral norms and the ability to highlight the moral aspect of behavior), as well as orientation in social roles and interpersonal relationships. With regard to educational activities, three types of actions should be distinguished:

- self-determination - personal, professional, life self-determination;

meaning formation is the establishment by students of a connection between the purpose of educational activity and its motive, in other words, between the result of learning and what motivates the activity, for which it is carried out. The student should ask the question of "what meaning, meaning does teaching have for me", and be able to find an answer to it;

moral and ethical orientation is the action of moral and ethical evaluation of the assimilated content, providing personal moral choice based on social and personal values.

Personal universal educational actions reflect the system of value orientations of the younger student, his attitude to various aspects of the surrounding world. Personal universal educational actions include:

- a positive attitude to learning, to cognitive activity,
- the desire to acquire new knowledge, skills, improve existing ones,
- be aware of your difficulties and strive to overcome them,
- to master new types of activities,
- participate in the creative, creative process;
- awareness of oneself as an individual and at the same time as a member of society, recognition of generally accepted moral and ethical norms for oneself, the ability to self-evaluate one's actions, deeds;
- awareness of oneself as a citizen, as a representative of a certain people, a certain culture, interest and respect for other peoples;
- striving for beauty, willingness to maintain the state of the environment and your health.
- The following types of tasks can be used to form personal universal educational actions: participation in projects; creative tasks; visual, motor, verbal perception of music; mental reproduction of a picture, situation, video; self-assessment of events, incidents; diaries of achievements; research activities. The State Budget notes that extracurricular activities are a type of activity that is organized in the areas of personal development (sports, spiritual, moral, social, general intellectual, general cultural) in such forms as excursions, clubs, sections, round tables, conferences, debates, school scientific societies, Olympiads, competitions, etc. The main the results of extracurricular activities can be:
  - formation of ideas about social roles, rules and norms of behavior;
  - formation of realistic positive conscious self-esteem;
  - formation of a student's real idea of how he is evaluated and perceived by classmates, parents, teachers;

- development of tolerance in interpersonal communication and interaction;
- formation of an idea of work, respect for work and its results;
- familiarization with the world of professions, their social significance and content.

The integration of educational and extracurricular activities of students makes it possible to create a single educational, developing space that contributes to the emergence of favorable conditions for personal development through inclusion in its environment, that is, in the relationships that develop between children, teachers in the educational process and in extracurricular activities. Thus, the most important task of the modern education system is the formation of universal educational actions that provide students with the ability to learn, the ability to self-development and self-improvement. The main results of teaching children in primary school are the formation of universal ways of action, the education of the ability to learn — the ability to self—organize in order to solve educational tasks, individual progress in the main areas of personal development — emotional, cognitive. universal educational actions are generalized ways of actions that open up the possibility of broad orientation of students, both in various subject areas and in the structure of the educational activity itself, including students' awareness of its goals, value—semantic and operational characteristics.

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