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SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

## International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2022 Issue: 04 Volume: 108

Published: 19.04.2022 <http://T-Science.org>

Issue

Article



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## TEACHING A FOREIGN LANGUAGE THROUGH THE FORMATION OF UNIVERSAL LEARNING ACTIVITIES

**Abstract:** The article analyzes the effectiveness of the use of universal educational actions in the process of teaching a foreign language to senior students. Special attention is paid to the universal nature of cognitive universal actions that contribute to the formation of a new consciousness of the student, increase the level of motivation to learn a foreign language, including by performing various tasks that are given in the work.

**Key words:** foreign language, universal educational activities, cognitive universal learning activities, motivation, self-education.

**Language:** English

**Citation:** Dagarova, A., & Amanbaeva, R. (2022). Teaching a foreign language through the formation of universal learning activities. *ISJ Theoretical & Applied Science*, 04 (108), 506-509.

**Soi:** <http://s-o-i.org/1.1/TAS-04-108-56> **Doi:**  <https://dx.doi.org/10.15863/TAS.2022.04.108.56>

**Scopus ASCC:** 3304.

### Introduction

According to the requirements of the state educational standard of the new generation, an important task of the modern education system is the formation of universal educational actions aimed at teaching university students to learn and improve themselves.

It is known that the effectiveness of any human activity depends not only on abilities, but also on rational ways of its implementation.

Educational activity is not an exception, rather, it is a rule, speaking of which, it should be remembered that in the vast majority of cases, mastering knowledge is too much for a student because he does not know how to learn, and, therefore, is not trained to use universal educational activities.

Scientists, in particular, A. G. Asmolov, define universal educational actions as "self-development and self-improvement through conscious and active appropriation of new social experience, a set of actions of the student that ensure his cultural identity, social competence, tolerance, the ability to independently assimilate new knowledge and skills,

including the organization of this process" [1, 27]. The ideology of the new educational standard assumes that in the process of learning English, a student must answer for himself the questions: Why am I learning English? Why am I doing this exercise (reading, writing, listening to the text)? Why do I repeat the material I learned in class at home? What did I learn in class? What else do I need to do?

Thus, the state standard of the new generation, having a pragmatic orientation, in comparison with its predecessors, sets the HEI the task of forming a modern personality, continuing, most importantly, willing to study outside the educational institution. The purpose of modern education is seen in the development of the student as a subject of cognitive activity, the process of self-education. An important stage of training is precisely the senior link of training, as a result of studying at the high education, and entering adulthood.

In the standards of the first generation, the purpose of education was the direct transfer of knowledge from teacher to students, and the result of training was the acquisition of a system of knowledge,

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skills, and skills. The purpose of training has also changed: the student must now not only acquire a set of certain knowledge and skills, but also be able to extract them independently. In other words, the graduate must have certain universal educational actions (UEA). What is it?

Universal educational activities are a set of ways of various actions that contribute to the active self-development of the student, helping the independent acquisition of new knowledge, the development of social experience, the formation of social identity. In simple words, these are actions that help "teach a person to learn."

What is their versatility? It consists in the fact that training activities:

- have a meta-subject (intersubject) character;
- the concept of UEA is not attributed only to any one academic subject;
- form the psychological abilities of students;
- they are the basis of any activity of the student.

In addition, this kind of training activities perform the following universal functions:

- create conditions for the comprehensive development of the individual on the basis of readiness for continuing education;
- contribute to the successful formation of skills, competencies, assimilation of knowledge in various subject areas;
- provide an opportunity for the student to independently carry out the activities of teaching, goal-setting, monitoring and evaluation of the process and learning outcomes.

It is necessary to emphasize the multifunctionality of universal educational actions, the implementation of which can be traced in:

- ensuring the student's ability to independently set educational goals, search for and use the necessary means and ways to achieve them, monitor and evaluate the process and results of activities
- learn;
- creating conditions for harmonious self-development of the individual, readiness for continuous education and self-education;
- ensuring the successful and conscious assimilation of knowledge, skills and abilities, the formation of competencies in the subject area in general, and "foreign language" in particular.

So, in a comprehensive educational establishment, an integral basis of the educational process at the present stage is the formation of the student's desire and ability to independently manage their activities: initiate it, set adequate feasible goals and objectives, adjust them, evaluate the results obtained, plan further educational and cognitive actions.

Ideally, a good student always strives to learn new things. New social demands of society determine the general cultural, personal and cognitive development of students, which provides the key

competence of education "to teach to learn". According to methodologists, for example, Nesterova I. A., it is possible to implement this task precisely through the formation of universal educational actions of various types [5].

Methodologists distinguish the following types of universal educational activities:

1. personal (life, professional self-determination);
2. regulatory (students' organization of their educational activities (planning, forecasting, correction, evaluation));
3. cognitive (formation of general educational, logical abilities of the student);
4. communicative (formation of a student's social competence) [4, 14].

At the same time, the role of universal educational activities as self-development and self-improvement through conscious and active appropriation of new social experience cannot be overestimated.

A fundamental role in the educational process is played by the formation of cognitive universal educational actions, within the framework of which the child is taught to use techniques and methods that form the ability to acquire knowledge, collect the necessary information, put forward hypotheses, draw conclusions and conclusions – independently organize educational activities.

Simply put, cognitive UEA are general educational actions based on the ability to learn, that is:

- independently form a cognitive goal;
- search and structure the necessary information using various means;
- carry out semantic reading;
- simulate the situation.

It is through the ability to learn that students master cognitive learning actions, which creates the possibility of independent successful assimilation of new knowledge, skills and competencies [2, 3]. O. A. Karabanova notes that this opportunity is provided by the fact that universal educational actions are generalized actions that generate a broad orientation of students in various subject areas of cognition and motivation to learn [3, 11], including, and above all, a foreign language.

The student consciously strives to learn about the foreign language world. From a passive consumer of information, he turns into a serious customer of educational services. Cognitive actions of students, undoubtedly, represent the most extensive block of UEA, since they include general educational actions; logical actions; actions to pose and solve a problem.

A highly qualified foreign language teacher should not only be information-savvy, methodically literate, but also, importantly, methodically flexible. This is especially true at the senior stage of education – the stage of formation and development of cognitive

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universal educational actions among university students.

When forming universal educational actions of a cognitive nature, the teacher has the opportunity to predict the results of the process, among which scientists (Nesterova I. A. and others) distinguish cognitive universal educational actions that:

- reflect the methods of cognition of the surrounding world and help to distinguish the methods of cognition of the surrounding world; identify the features of different objects in the process of their observation; analyze the results of research; record their results; reproduce from memory the information necessary to solve the educational task; check information, find additional information using reference literature; apply tables, diagrams, models for to receive information; to present the prepared information in a visual and verbal form;

- they form mental operations and help to compare various objects: to distinguish them from a set of common properties; to compare the characteristics of objects by one (several) signs; to identify similarities and differences of objects; to distinguish common and particular, common and different in the studied objects; to classify objects; to give examples as evidence of the propositions put forward; to establish causal connections between objects; perform training tasks that do not have an unambiguous solution;

- form search and research activities, help to make assumptions, discuss problematic issues, draw up an activity plan; choose a solution from several proposed ones, briefly justify the choice; separate the known and the unknown; transform models in accordance with the content of the educational material and the set educational goal; model various relationships between objects of the surrounding world, taking into account their specifics; explore your own non-standard solutions; transform the object: improvise, change, creatively alter [5].

The process of forming cognitive universal educational actions in older university students is a rather diverse and creative process, since it can occur through a variety of forms and types of activities:

- individual and group;
- based on the existing background linguistic and cultural knowledge of students and through the search for new (research activity);
- under the supervision of the teacher and independently;
- within the framework of regular and extracurricular activities, etc.

To achieve the goals outlined above and considering their possible results, a large number of

different tasks can be offered, some of which are listed below.

- find information in the reference book / dictionary / Internet (about the author, cultural event, customs and traditions of the country of the language being studied (traditional dish, style of clothing, well-known media, etc.));

- find the answer to the question in the proposed English-language text;

- give a short / detailed oral / written answer to the questions posed;

- structure the specified sentences into a coherent text of the correct meaningful sequence;

- independently complete the expression / sentence / dialog / text with the completion of the missing components (words, phrases, sentences);

- classify words by parts of speech / reading rules / belonging to the designated topic;

- to make a table, a diagram-a model of the linguistic phenomenon being studied;

- independently derive a rule (grammatical phenomena, word formation);

- select a description of situational thematic pictures from an English-language artistic work (article, Internet source);

- find an excerpt in the English text that is being studied in the lesson;

- find a similar passage from a work in Uzbek, analyze (compare the similarities and differences of the original and the translation);

- find more than one translation of the proposed passage into Uzbek from the specified work, analyze (compare the similarities and differences of the original and the translation, determine the most successful translation and comment);

- simulate a situation (role-playing game) similar to the one proposed in the read text of the article, based on the clichés, vocabulary, etc. used in the original text.

We will note that it is possible to form UEA skills in a foreign (English) language lesson through all types of speech activity: reading, writing, listening, speaking.

The analysis of educational activity shows that the performance of tasks of this kind is able to teach students to analyze, synthesize, classify, compare, establish cause-and-effect relationships, analyze the structure of the text, highlight the educational goal, identify actions, evaluate their effectiveness and effectiveness.

One of the significant results is an increase in the motivation of university students to consciously learn a foreign language, which contributes to the growth of their self-education and self-development.

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