

## DEVELOPMENT OF UNIVERSAL LEARNING ACTIVITIES OF STUDENTS IN TEACHING A FOREIGN LANGUAGE

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This article explores the development of universal learning activities in foreign language education, emphasizing the importance of fostering communicative, cognitive, and regulatory skills. It discusses how these activities enhance students' ability to self-develop, engage in meaningful communication, and build effective learning strategies. Key components, such as listening, cooperation, and dialogue, are integral to improving students' social competence and academic performance. The article also highlights pedagogical conditions that support the formation of these skills, ensuring a comprehensive approach to language acquisition and student growth.

*Keywords:* universal learning activities, foreign language education, communicative competence, cognitive skills, regulatory skills, student growth, social competence.

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"Learn how to read!"- of course, these words are remembered by everyone who studied at school. The idea of universal educational activities, popular today, as it turned out, is not new. The term "universal learning activities" is nothing more than a clarification of the term "ability to learn", that is, the ability of a person to self-development and self-improvement through conscious and active assimilation of new social experience.

The lack of formation of educational activities within the framework of the subject "foreign language" is reflected in the readiness of many students to master a foreign language. The main circle of students' language problems is being formed:

- insufficient (often poor) technical reading and writing skills;
- inability to read meaningfully in a foreign language (with the derivation of meaning);
- inability to independently (without questions and answers) make statements in monologue form;
- readiness to participate in the dialogue and respond adequately to the interlocutor;
- lack of motivation for communication and interaction in a foreign language in general.

The main types of universal educational activities are divided into four blocks:

- I. Personal;
- II. Regulator;
- III. Cognitive;
- IV. Communicative.

The formation of a system of universal educational actions is the only powerful mechanism that ensures the proper level of communicative competence of a student as a result of studying at school, in particular, high-quality mastery of a foreign language as a means of intercultural communication and interaction [1].

Almost all researchers agree that the formation of universal knowledge of the student in the educational corner is important with educational activities. It is this skill that is the empirical basis for the further development of personality. According to N. V. Pudovkina: "universal learning activities of the student are the material that constitutes the potential of self-development and improvement of the subject, the key to the internalization of new skills and knowledge, as well as orientations in various subject areas, since universal learning implies the most generalized forms of activity"[2].

In the context of educational activity, universal educational activities are a single system, within which the emergence of a new type of educational activity is associated with other types of activities, taking into account the age criterion of development: "the development of the cognitive sphere of the child, in accordance with the regulatory age regulation, synchronized with the formation.

Universal educational activities, as part of individual, regulatory, cognitive and communicative activities. In the near future, the development zone will become a landfill where the characteristics and content of the student's educational activity will be improved. There are different interpretations of the concept. In a broad sense, universal educational actions are a system of work that ensures the organization of the process of

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education and development. Some researchers consider universal educational actions as a set of pedagogical guidelines in the system of the primary educational process. V. V. Anisimov highlights the following functions of universal educational activities: "providing the student with the opportunity to independently carry out educational activities, set educational goals, search and use the necessary tools and ways to achieve them, monitor and evaluate the process and results of activities; creating conditions for harmonious development and self-realization of the individual based on preparation for continuing education; ensuring the successful assimilation of knowledge, the formation of skills, competencies in any subject area" [3].

During the implementation of the educational process, the interaction of the teacher with students is formed with the development of general goals, the distribution of functionality, the actualization of tasks, the definition of the thematic field, the elaboration of the search and collection of information, the entry into conflict and exit from conflict situations, the implementation of management, evaluation and control in the ratio with communicative norms.

One of the types of universal educational activities is communicative, the essence of which is considered by researchers in different ways. So, I. M. Alekseeva, M. A. Kuvyrtaeva expressed the following opinion: "communicative universal learning actions are those that provide social competence and consideration of the position of other people, a partner of communication or activity, the ability to listen and engage in dialogue; participate in collective discussion of problems; join a peer group and create productive interaction and cooperation with peers and adults" [4].

Today, the ability to formulate and express one's thoughts comes to the fore. The choice of the form of interaction and communication, the meaning and emotional context that the child puts into communication determines the vector of further formation of his personality, the ability to self-regulate, self-reflection in a large picture of the world and stimulates (or demotivates) its recognition.

From the point of view of psychology, these actions are responsible for the successful socialization of society and life, the acquisition of social status and its place. According to I. Yu. Loktionova research: "the use of pedagogical technologies aimed at the formation and development of communicative universal educational activities of Primary School students contributes to positive results in the acquisition of skills and abilities necessary for their successful speech and social adaptation to sustainable education" [5].

Currently, the formation of communicative universal educational activities is strongly inhibited, and the relationship of minors has largely changed to a virtual form. The scientist E. V. Kharisova believes: along with the formation of "clip thinking", concentration and voluptuousness of attention decreases, memory decreases. The educational environment will be the leading platform for the formation of communication skills of the younger generation" [6].

Communicative universal educational activities are of particular importance in the school. Improving speech skills is an important part of the process of students designing lessons. According to the researcher Tsygankova E. N., in the process of mastering the programs, students discover new aspects of communicative development, value-semantic, personal, cognitive, etc. [7].

Russian scientist A. G. Asmolov associated the concept with the main goals of Education: "communicative universal educational actions are the ability necessary for a full life in society. These are the first steps in friendship and communication, in building social and personal ties, etc." According to the researcher, their components are the following skills: listening, willingness to take into account the opinions and views of another person, promotion to the position of a partner, building a dialogue and being a participant in a group discussion [8].

At the same time, according to A. S. Sedova, the main components of communicative universal educational activities are: "joint work, joining forces to solve educational tasks, creating a favorable atmosphere for effective student activity, enriching with emotional and value experiences when communicating with peers, conscious perception and understanding of new knowledge" [9].

V. A. Sitarov identifies other components of communicative universal reading activities: "listening and understanding the essence of listening, the ability to formulate a question in relation to what is heard; the ability to show independence in the study of literature, the ability to read with understanding; the ability to express one's thoughts verbally, accurately and without distortion; the ability to work together, cooperate" [10].

Communicative universal educational actions, according to their content, are distinguished by three types of communication: "communication, which is characterized as interaction, that is, actions take into account the alternative position of the interlocutor - the ability to abstract, understand comparative judgments, respect for different points of view and justify one's own opinion taking them into account; communication as cooperation is a semantic; communication as a condition for the acquisition of external experience (internalization) through speech actions during the transmission (exchange) of information, contributes to the formation of student reflection.

In the lessons, no special time is allocated to familiarize yourself with the rules for organizing communication, but it happens informally. Not a single conversation passes without dialogue. The main purpose of the dialogue in the learning process is to stimulate cognitive interest, involve the class in active discussion of controversial issues, motivate to think of various approaches when arguing their own and other positions. In the course of learning, this is directed by both the teacher and the students. Dialogue is often built on the basis of a student's misunderstanding, mistake, or ignorance. Therefore, communication is very important in the learning process, from which we cannot escape a single lesson.

In foreign language lessons, it is necessary to create a positive emotional atmosphere, which plays an important role. In the hands of the teacher there is an opportunity to create psychological comfort for students. Thus, the problem of fatigue will be solved, as well as additional stimulation for the child.

Thus, at present, many conditions have been created and are successfully applied, which are aimed at the final goal of forming universal learning activities of students. Their distribution and comprehensive justification contribute to the effective formation of communication universal educational actions, have a general impact on the acquisition of abilities, as well as on the educational process.

The theoretical foundations of the formation of universal educational activities of students in general were considered and described. A theoretical study of the problem showed that universal learning activities of students provide the opportunity to cooperate: the ability to listen, hear and understand a partner, plan and agree on joint actions, act together, defend their opinion. "Communication" means communication between people, the transfer of the necessary information. In general, universal educational activities of students are formed in foreign language lessons, including in the process of completing tasks.

There are many concepts that aim to teach students to solve universal learning activities. Completing a task means answering a question by performing logically correct actions and operations on a given one.

Pedagogical conditions are considered by us as a component of the pedagogical system. Pedagogical conditions represent the totality of the capabilities of education and the material-spatial environment, which have a positive or negative impact on its functional functioning.

The analysis of literature and practical experience includes pedagogical conditions in the formation of universal educational activities of students, namely:

- systematic and purposeful work on the formation of communication universal educational actions in the process of completing tasks;
- Organization of cooperation in the course of work (Dialogue, Group forms, work in pairs);
- familiarization with the rules for organizing communication in the lessons.

At the same time, building taking into account the given conditions contributes to the optimization of the educational process.

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