

Forming universal learning activities for primary schoolchildren with pedagogical management technologies

Kadirov Turdumat Dyikanbaevich Osh State University,

Jumashova Gulzada Sultanovna Osh State University,

Arstanov Sabyrkul Abdimanapovich Osh State University,

Shaanov Talant Muradillaevich Osh State University,

Marazykov Nurabidin Kamchyevich Osh State University

Abstract.: This article reveals the need for the formation of universal educational actions of primary schoolchildren, the relevance of problems in the modern educational paradigm, as well as the importance of the teacher's reorientation from the position of authoritarianism to the position of "soft" pedagogical management, the implementation of co-management of the formation of universal educational actions in the system "teacher-student"

Keywords: pedagogical management technologies, forming management, formation, technology, logical-semantic model, coordinates, educational situation, scenarios.

Today's examples show that students demonstrate a high level of subject knowledge, skills, but they experience difficulties in drawing up a plan of the text, highlighting the main thing, in the methods of rational memorization, in competently resolving conflict situations, in asking questions and constructing answers. Schoolchildren "not recognize" the studied material, if the wording of the learning tasks departs from the traditional form [5]. When preparing projects, reports, abstracts, they use the Internet as the only source of information. As a result, teachers often receive one and the same information material (text of the abstract downloaded from the Internet, report).

The reasons for this situation include the lack of orientation of pedagogical activity towards the development of universal educational activities of schoolchildren. The results of our survey of heads of educational institutions and teachers, analysis of lessons attended, class documentation showed that leaders do not have a clear idea about managing the process of forming students' universal learning activities; most teachers do not attach significant importance to the formation skills and abilities of educational activity; they lack a clear understanding. Formation of universal educational actions of students what educational activities are universal and what work needs to be done to form them [1].

It is obvious that achieving positive results is possible in a purposeful work of pedagogical, as well as student and parent teams. In this regard, the issue of management of the formation of universal educational actions of pupils of a general education school [3].

The conducted historical and pedagogical analysis has shown that the problem of the formation of universal educational actions of schoolchildren is not new. About the need to prepare the younger generation for future self-education and self-education, about the developing nature of education, about high mission of a teacher capable of building upbringing on the principles of natural conformity, cultural conformity, and amateur performance were spoken by outstanding teachers of the 17th–19th centuries [2].

An analysis of existing approaches to model the management of the educational process allows learner to design a model for managing the process of forming universal educational actions for schoolchildren, determined by the problem, goals that are solved through this model. The model developed by us is designed to ensure the optimization of management activities for the formation of universal skills and abilities: determining a system of measures that, in the conditions of a particular school, transforms structure and management process, which will achieve the maximum possible positive results at all levels of management without exceeding the norms study load and time [3]. The target component includes the goals and objectives of managerial, methodological, pedagogical, educational and cognitive activities, which are a necessary condition for organization, cohesion, integration of the overall activity for the formation of universal educational activities for schoolchildren.

It is important to ensure that the participants in the educational process accept the targets of joint work on the formation of universal educational schoolchildren's actions. This requires a regulatory framework that regulates the activities of the school on the problem under study. The target component of managing the formation of universal educational students' actions is implemented through functions such as analysis of the actual state of the pedagogical process, planning the work of the school in line with the problem under study [6]. A new teaching methodology based on the use of information and communication technologies is confidently entering the practice of various educational institutions of various forms and levels. Due to its novelty, this methodology until it has a fixed name. Since one of its main features is independence from geography, independence from the distance between the teacher and trainees, it began to be called remote (derived from English noun distance - distance, removal), that is, learning at a distance [5].

The study of the works of M. M. Potashnik, V. S. Lazarev, T. I. Shamova and others makes it possible to identify the main areas of analysis in the structure of managing the formation of universal educational actions for schoolchildren:

1. the study of the actual state of the system for the formation of universal educational actions of students (the level of formation of universal educational actions of schoolchildren; the state of teaching, educational work; work with teaching staff, work with parents);
2. comparison of the real and desired picture of the quality of the work of the school according to the problem under study;
3. an objective assessment of the conformity of the results and requirements;
4. determination of the set of problems to be solved;
5. identifying the shortcomings of the educational process and the conditions that lead to problems;
6. the development of ways to improve the efficiency of the formation process of universal educational activities of schoolchildren [8].

Analysis of the process of formation of universal educational actions of schoolchildren is the basis for the implementation of subsequent management functions; the specificity of this function is that it begins and ends with the managerial cycle, thereby ensuring the continuity of management activities. The most important means of effective management is the planning of the work of the school for the formation of universal educational activities for schoolchildren [9].

A recent innovation in the scheduling function is the transition from the traditional plans of educational work of the school to the design of the main educational programs of the school.

The program for the development of universal educational activities is a component for part of the main educational programs for all levels of general education. Developers A. G. Asmolov, G. V. Burmenskaya, I. A. Volodarskaya, O. A. Karabanova, N. G. Salmina offer the following content of the program development of universal educational activities of schoolchildren:

- value orientations of primary, basic general education;
- concept, functions, composition and characteristics of universal educational activities;
- connection of universal educational activities with the content of educational subjects;
 - conditions that ensure the continuity of the program for the formation of students of universal educational activities in the transition from preschool to primary and basic general education.

A systematic approach to management requires unity of approaches to solve the problem under study by all structural divisions and the use of various forms and methods of work, subject to a single goal. The system of appropriate organizational forms and measures of the organization includes in itself:

- organization of work with teaching staff (meetings with the director, teachers' councils, meetings of methodological associations of primary school teachers, subject teachers);
- organization of work with student groups (diagnostics of the level of formation of universal educational activities);

- formation of motivation for educational activities, organization of work in the classroom, mastering by schoolchildren the methods of educational and cognitive activity, involvement of students in extracurricular research activities);
- organization of work with parents (classroom and school-wide parent meetings, individual consultations);
- psychological support for managing the formation of universal educational activities for schoolchildren (development of diagnostic procedures, preparation of information on the psychological foundations of schoolchildren's educational activities at different age levels);
- organization systems for ensuring program activities (a system of information and analytical support, a system for monitoring and regulating the pedagogical and educational and cognitive activities of teachers and schoolchildren, a system logistics) [8].

Evaluation of the success of management activities in the formation of universal educational activities involves determining the correspondence between the results that obtained during the study and the goals set. Therefore, the main purpose of the estimated and effective component of the model management - obtaining information about the results and the state of the process of forming universal educational actions of schoolchildren and assessing success of management activities. The function of the management cycle allows learners to get the information of interest, monitoring the results and status of activities for the formation universal educational activities of schoolchildren:

- the level of formation of universal educational activities of schoolchildren;
- the quality of the implementation of the program for the development of universal educational activities of schoolchildren;
- the state of teaching academic disciplines that implement the system of formation and development of subject educational skills and abilities of students and universal educational activities;
- the state and quality of the organization of extracurricular activities to educate the culture of educational work of schoolchildren;
- work with teaching staff to improve activities aimed at working on the formation of universal educational actions of schoolchildren;
- joint activities of the school and the family on the formation of universal educational activities for schoolchildren;
- satisfaction of participants in the educational process with the results, pedagogical, educational and cognitive activities [10].

The isolation of the reflexive-analytical component is due to the fact that management of the formation of universal educational activities of schoolchildren involves the implementation of joint activities of the administration, pedagogical, student, parental teams aimed at developing goals and achieving results, selecting content and using a variety of means, forms and methods of educational work to form universal educational activities.

The leading function of management at this stage is the reflexive analysis involving the identification and disclosure of the subjective experience of participants in the process of forming universal educational activities of schoolchildren. Management of the educational process in school, it is possible to judge the success of managerial activity by the following criteria.

1. The criterion for the effectiveness of managing the formation of universal educational activities of schoolchildren.

Indicator: positive dynamics of the results of management activities: growth optimal and sufficient levels of formation of universal educational activities of students, the level of managerial activity of the administration and the professional skills of teachers, the involvement of parents in solving the problem of improving the quality of schoolchildren's learning.

2. The criterion of resource support for managing the formation of universal educational activities for schoolchildren.

Indicators:

Philosophical Readings XIII.4 (2022), pp. 437-440. 439

Info@philosophicalreadings.org

10.5281/zenodo.5854597

- regulatory and legal support;
- staffing;
- software and methodological support.

3. The criterion of satisfaction of participants in the educational process with the results of managerial, methodological, pedagogical, educational and cognitive activities.

Indicators:

- the attitude of subjects to their own managerial, methodological, pedagogical, educational and cognitive activities;
- the attitude of subjects to the joint activities of participants in the educational process in the formation of universal educational activities of schoolchildren;
- the need for teachers to constantly update methodological tools, the desire to search for new knowledge in the field of the formation of the main components of educational and cognitive activity of students;
- increasing the interest of parents in the problem under study[4,8,10].

Thus, the management of the formation of universal educational actions of schoolchildren involves, first of all, the organization of interaction subjects, since the processes of democratization and humanization of education mean the development of activity and initiative not only of leaders, but also of teachers, students, parents; orient them towards cooperation, co-creation; establish a subject-subject relationship.

REFERENCE

1. Asmolov A. G. - How to design universal learning activities in elementary school. From action to thought: A guide for the teacher / A. G. Asmolov, ed. M., 2010.
2. Babansky Yu. K. - Optimization of the learning process (General didactic aspect)., 1977.
3. Belentsov S.I. The relationship between school and family at the turn of the nineteenth and twentieth centuries: interaction. Action or mutual claims // Public education. 2005. No. 2. P. 185–188.
4. Chulanova, N. A. Theoretical aspects of the formation of schoolchildren's meta-subject competencies in the context of new educational standards / N. A. Chulanova // Productive education: the formation of a child's worldview and its pedagogical support: materials of the international. scientific-practical. conf. (Moscow, February 1-3, 2012) / ed. E. A. Alexandrova, M. P. Zinovieva. - M. : Action, 2012. - Issue. 14. - Part 2. - P. 250-254.
5. Chulanova, N. A. Formation of metasubject competencies as a component of the socialization of the student's personality / N. A. Chulanova // Topical issues of regional education. - 2013. - No. 9. - P. 32.
6. Churakova R. G. Ten basic principles of effective management. M., 2011.
7. Lerner I. Ya - Learning skills and their functions in the learning process // The role of educational literature, role in the formation of general educational skills and abilities of schoolchildren. M., 1984.
8. Sadoyan R.E. The initial stage of building a multimedia system distance learning foreign languages. M., 2006.
9. Shamova T. I., Davydenko T. I. - Management of the educational process in the school. M., 2001.
10. Selevko, G.K. Modern educational technologies: textbook. Allowance / G. K. Selevko. - M.: People's education, 2004. - 256 p.