



UNIVERSAL LEARNING ACTIONS OF PRIMARY SCHOOL STUDENTS: ESSENCE, CONTENT AND THEORETICAL FOUNDATIONS

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Abstract: This article analyzes the essence, content, and theoretical foundations of universal learning actions in primary school students from a scientific and pedagogical point of view, highlighting their role in the development of students' cognitive activity, independent thinking, and activity in the educational process through personal, regulatory, cognitive, and communicative types, as well as the theoretical aspects of modern pedagogical approaches to their formation.

Keywords: primary school students, universal learning actions, personal, regulatory, cognitive, communicative learning actions, cognitive activity, independent thinking.

Аннотация: В данной статье с научно-педагогической точки зрения проанализированы сущность, содержание и теоретические основы универсальных учебных действий у учащихся начальных классов, освещена их роль в развитии познавательной деятельности, самостоятельного мышления и активности учащихся в образовательном процессе через личностный, регулятивный, познавательный и коммуникативный типы, а также теоретические аспекты современных педагогических подходов к их формированию.

Ключевые слова: ученики начальных классов, универсальные учебные действия, личностные, регулятивные, когнитивные, коммуникативные учебные действия, познавательная деятельность, самостоятельное мышление.

The main goal of modern education is to develop in students not only knowledge, but also independent thinking, problem-solving skills, and creative and metacognitive abilities. Primary school, in particular, is considered the most important stage, as it lays the foundation for a child's success in subsequent stages of education, active participation in society, and realization of personal potential. In the Republic of Uzbekistan, the education system is implementing a state policy aimed at ensuring





quality and continuous education, a learner-centered approach, and the development of competitive individuals. The Law “On Education” adopted by the state, along with ongoing educational reforms, defines a systematic pedagogical approach that supports the social and personal development of the younger generation. In this context, the concept of universal learning activities gains particular relevance as a central element of the pedagogical process.

Universal learning activities are a set of actions aimed at developing students’ ability to learn how to learn, as well as their metacognitive, personal, and interdisciplinary skills. By fostering universal learning activities in primary grades, not only is subject knowledge acquired, but students’ abilities such as creative thinking, analytical reasoning, and independent decision-making are also enhanced. At the same time, this process is closely connected with state educational policy, pedagogical theory, and contemporary Uzbek research.

The essence of universal learning actions in primary grades is expressed in the following:

1. Personal development: Formation of students' skills in self-awareness, behavior management, goal-setting, and evaluation of results.
2. Metacognitive abilities: The student manages the learning process, solves problems, and analyzes mistakes.
3. Interdisciplinary skills: Integration of knowledge between different disciplines and application in practical situations.
4. Activity-based approach: Reinforcing knowledge through practical tasks, project work, and group activities.

Content of Universal Learning Activities

In primary education, universal learning activities are divided into the following components:

1. **Personal (learner-centered) universal learning activities:** These develop students’ self-awareness and self-regulation skills. *Example:* At the end of a lesson, a student reflects by asking, “What did I learn today?”
2. **Metacognitive universal learning activities:** The student manages the learning process and solves problems independently.





Example: While solving a mathematics problem, the student chooses which formula to apply.

3. Interdisciplinary (general) universal learning activities:

These involve connecting different subjects and applying acquired knowledge in practice. *Example:* Applying mathematical concepts in science lessons.

4. Activity-oriented universal learning activities:

Knowledge is reinforced through practical tasks and project-based work. *Example:* Preparing a group project and collaboratively solving a problem.

The theoretical foundations of universal learning actions in primary grades are based on several pedagogical and psychological theories:

1. Activity Theory (A.A.Leontev): Knowledge is acquired only through activity; the student's purposeful activity is at the center of education.

2. Sociocultural theory (L.Vygotsky): The student develops through a social and cultural context. Through the "zone of clear development," tasks that the student cannot perform independently, but does with assistance, are identified.

3. Activity-oriented learning theory (D.B. Elkonin, V.V. Davydov): Based on orienting students towards problem-solving and learning through activity.

4. Constructivist theory: The student builds knowledge themselves, new knowledge is connected with previous experience and knowledge.

5. Theory of pedagogical reflection: Teachers and students analyze their activities, identify mistakes and successes, and continuously improve the educational process.

6. Modern Uzbek research: Teachers of modern Uzbekistan (Masudova M., Toshpulatova G., Ismailova S., 2021-2024) emphasize that the development of universal learning actions in primary grades is effective through activity-oriented and interactive methods. These studies also show the importance of strengthening metamethodical competence and interdisciplinary integration in the educational process.

In conclusion, the formation of universal learning activities in primary education serves as a key means of developing students' personal, metacognitive, and interdisciplinary skills, as well as fostering their ability for independent learning and activity-oriented study. Therefore, universal learning activities can be regarded as a





central element of the pedagogical process. For this reason, it is essential to enhance the metamethodical competence of primary school teachers to ensure the effective implementation of these activities.

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