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FORMATION OF UNIVERSAL PLANNING AND FORECASTING ACTIONS IN THE EDUCATIONAL ACTIVITIES OF PRIMARY SCHOOL STUDENTS

Annotation: This master's thesis considers such a pedagogical problem as the formation of universal educational activities in the system of primary education. The fundamentals of the concept of "universal learning activities" are revealed. Considerable attention is paid to the research of scientists in the field of system-activity approach to the formation of universal learning activities. The main approaches to the formation of universal educational activities are analyzed, the need for the formation of universal educational activities among younger schoolchildren is identified and justified. The main features of personal, regulative and communicative universal educational actions, as well as the features of their development, are investigated. Possible ways of development and formation of universal educational activities by means of educational cooperation are determined. The main complementary provisions of the formation of universal educational activities are also analyzed. The stages of formation of universal educational activities among schoolchildren of primary education are revealed, the implementation of the ongoing process is argued from the point of view of the expediency of the proposed system. It is substantiated that the formation and formation of universal educational activities is largely facilitated by the educational activities of primary school students. The formation of the personality of a junior schoolchild is traced, starting from the first stages of his development. The substantiation of the role of the formation of the ability to "learn" of a younger student is provided. Various views on the process of formation of universal educational activities of schoolchildren of primary school age are presented.

Keywords: Universal learning activities, forecasting, planning, educational activities, regulative actions, general academic behavior.

INTRODUCTION

It is well known that science and technology do not stand still. Each year brings new developments and technologies, with the rapid advancement of science and technology and the creation of new, cutting-edge information technologies that fundamentally transform people's lives. The rate of knowledge renewal is so fast that throughout life, individuals often have to relearn and acquire new professions. Continuous education has become a reality and a necessity in a person’s life.

To implement such technologies, one must first master them professionally and then integrate them into the system, improving foundational knowledge, skills, and abilities. A distinctive feature of the modern world is its increasingly rapid pace of change. Approximately every 72 hours, the amount of information in the world doubles. As a result, the knowledge acquired in school becomes outdated over time and requires adjustment in accordance with generally accepted and established standards and rules. Educational outcomes today are not just in the form of specific knowledge in certain fields but rather in the ability to learn, adapt, modify, and apply information. These abilities are becoming increasingly important. Thus, the conclusion is that it is not enough to simply transfer all knowledge and professional skills to another person; it is crucial to teach them how to handle and apply the information both in theory and practice.

In the modern world, the knowledge provided in school is far from the only source. The era of "electronic" versions of books, journals, and articles has replaced libraries and textbooks where answers to all accompanying questions could once be found. In public consciousness, there is a shift from the perception of the school's social purpose as merely the transmission of knowledge, skills, and abilities from teacher to student, to a new understanding of the school's role.

Psychological and Pedagogical Characteristics of Primary School-Aged Children

According to psychologists and educators, the primary school age is the most important for the development of various qualities in children that will help them realize their potential in life. These qualities include: self-regulation, creative activity, independence, confidence, perseverance, self-restraint, and responsibility. One of the main developmental directions for a child at this age is the development of independence, as this quality largely determines their future success in life.

When characterizing the independence of younger schoolchildren, it is important to remember that its manifestation is still unstable and situational. The desire for active involvement and independence defines the key psychological traits of younger schoolchildren: emotionality, impressionability, mobility, as well as suggestibility and mimicry. It is also important to remember children's impulsiveness, that is, their tendency to act immediately under the influence of direct impulses and motivations, without thinking or weighing all circumstances. Younger schoolchildren find it very difficult to hide emotions and are unable to control their feelings. Moreover, they are straightforward and open in expressing joy, sadness, and fear. Students are characterized by significant emotional instability and frequent mood swings, making independence an essential willpower quality. It should be noted that the younger the student, the weaker their ability to act independently. They still do not know how to control themselves, so they imitate others. In some cases, the lack of independence leads to increased suggestibility: children imitate both good and bad behavior. Therefore, it is important that the examples of behavior set by teachers and surrounding adults are positive.

At the primary school age, the quality we are studying can be successfully developed based on the psychological characteristics of younger schoolchildren. Psychologists note that children at this age demonstrate an active desire for independence, which is reflected in their psychological readiness for independent actions. The need for independence grows in younger schoolchildren, and they want to be autonomous in their opinions on everything, in their actions, and in their evaluations.

Educational activities consist of actions directed toward the student themselves. The child not only learns to acquire knowledge but also to master it. With the knowledge of writing, arithmetic, reading, and many other skills, the child can guide themselves in self-improvement, mastering the methods necessary for activity and reason (as inherent in the culture surrounding them). Reflective thinking, i.e., the ability to penetrate one's consciousness into one's psychological state, allows the child to compare their past and present selves. Individual changes are tracked and determined by personal achievements.

When a child crosses the threshold of school, their social position changes, but their inner world and psychology are still in a preschool state. The child's main activities are still play, drawing, and playing with toys. Educational activities are still at a level that requires development. The voluntary nature of the necessary actions in educational activities and maintaining discipline are possible only in the initial moments when the child recognizes a small number of goals and tasks that require effort and that can be achieved in the near future. Focused attention on educational activities comes easily to the child.

The Essential Characteristics of the Concept of "Universal Learning Activities"

In a broad sense, the term "universal learning activities" refers to the ability to learn, that is, an individual's ability for self-development and self-improvement through the conscious and active acquisition of new social experience. In a narrower (specifically psychological) sense, this term can be defined as a set of methods of action used by the student (as well as the related learning skills), ensuring their ability to independently acquire new knowledge and skills, including organizing this process.

This ability of a student to independently and successfully master new knowledge, skills, and competencies, including the independent organization of the learning process — in other words, the ability to learn — is ensured by the fact that universal learning activities, as generalized actions, provide the opportunity for broad orientation of students. This applies not only to various subject areas but also to the structure of the learning activity itself, including the students' awareness of its goals, values, and operational characteristics. Thus, achieving the "ability to learn" requires a complete mastery of all components of the learning activity, which include:

1. Cognitive and learning motivations,
2. Learning goals,
3. Learning tasks,
4. Learning actions and operations (orientation, transformation of material, control, and evaluation).

The "ability to learn" is a key factor in improving students' mastery of subject knowledge, skills, and competencies, shaping their worldview, and forming value-based and moral foundations for personal decision-making.

CONCLUSION

Modern society does not stand still. Science and technology are advancing, and new information technologies are emerging. Throughout life, individuals continuously need to learn and sometimes acquire new professions. This has led to the necessity for reforms in education. There is a transition from merely recognizing knowledge, skills, and competencies to understanding education as a process of preparing students for real life, being ready to take an active position, successfully solving life tasks, collaborating effectively, and being prepared for rapid retraining.

Universal learning activities (ULAs) refer to an individual's capacity for self-development and self-improvement through the conscious and active appropriation of new social experiences. They encompass the set of actions that enable learners to achieve cultural identity, social competence, tolerance, and the ability to independently assimilate new knowledge and skills, including the organization of this process.

The types of ULAs include personal, regulatory, cognitive, and communicative activities. In the formation of regulatory ULAs, mathematics plays a significant role. Primarily, it develops intellectual qualities such as mathematical intuition, logical, spatial, technical, and algorithmic thinking, and the ability for constructive mathematical activity.

At the present stage, scholars such as G.V. Belytkova, N.B. Istomina, M.I. Moro, L.G. Peterson, and others are examining the formation of regulatory ULAs.

In the process of working on this master's thesis, we investigated learning activities, planning, and forecasting, considering their formation characteristics within the primary education curriculum.

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