Formation of Cognitive, Regulatory, Communicative Universal Educational Actions in Literary Reading Lessons

Nuraliyeva Shahistakhan Abdusalomovna
Fergana State University

Abstract. *The article characterizes the "book trailer" teaching technology, its capabilities for the formation of all groups of universal educational activities.*

Key words: *book trailer, formation of universal educational actions.*

Modern society needs a trainable person, capable of independently learning and relearning many times over the course of an ever-lengthening life, a person who is ready for independent action and decision-making. Therefore, it is not a person's specific knowledge that is becoming more in demand, but his ability to learn.

Therefore, the teacher must design the educational process so that the student will discover new knowledge himself. The formation of universal educational actions in children is aimed at solving this problem.

In the process of perceiving a literary text, the mind, feelings, and will are involved, which, of course, contributes to the general and moral development of the individual.

The main types of universal educational activities include 4 blocks:

In the process of perceiving a literary text, the mind, feelings, and will participate, which, of course, contributes to the general and moral development of the individual.

1) personal;

2) regulatory;

3) educational;

4) communicative

The subject "Literary Reading" ensures the formation of regulative universal educational actions of students both when studying a section of the textbook and when performing individual tasks.

Regulatory universal educational actions are formed when the teacher teaches specific actions: planning, setting a goal, using an algorithm for solving a problem, etc. They are formed and practiced in stages.

In grade 1, students carry out actions according to a model and a given rule, accept the learning task and follow the teacher's instructions, accept and understand the algorithm for completing tasks.

In grade 2, students accept the execution algorithm educational task, participate in the discussion of the plan for completing tasks.

In grade 3, students accept a learning task and select ways to solve it.

In the 4th grade, students understand the stages of organizing educational work, accept and save the educational task, plan its implementation and methods of implementation.

Cognitive educational activities include: general educational, logical educational activities, as well as formulation and solution of problems.

The formation of general educational activities in literary reading lessons is an assessment of the meaning of the entire text by its title; searching for the right parts of the text, the right lines, the right words; search for the beginning of a lesson using symbols.

The formation of logical educational actions is a comparison and analysis of works in order to highlight essential features in them; analysis of titles and texts in order to identify their genre; establishing cause-and-effect relationships.

Forming the ability to formulate and solve a problem is the creation of a special problem situation in the lesson using a series of questions.

Formation of Communicative educational actions:

➢ planning educational cooperation;

➢ asking questions;

➢ conflict resolution;

➢ managing the partner's behavior;

➢ the ability to express one's thoughts with sufficient completeness and accuracy in accordance with the tasks and conditions of communication.

In recent years, the school has been undergoing global changes associated with the introduction to the educational process. Teachers have to update the teaching system, using forms of work that allow students to develop meta-subject skills. One of these types of work could be creating videos. Their use in literary reading lessons makes it possible to organize work on the formation of all universal educational actions (regulatory, cognitive, communicative).

What are the options for tasks that result in a video being created? This could be compiling a video sequence for the poem (pictures and the student reading the poetic lines); compiling a video series on the topics "Literary hero in the paintings of famous artists", "Prototypes of literary characters of a work", "Biography of a writer"; recording the performance of one's own poems, ditties, songs, impromptu performances of fables, fairy tales, epics. One of the most entertaining assignment options for students is to compile a book trailer - a short video filmed based on a book to awaken interest in reading this work.

The book trailer can be based on any work: books dedicated to anniversaries, books of a certain genre (fiction, adventure, detective stories) studied in extracurricular reading lessons, books written by one author, etc. Perhaps the most difficult part of the work is writing the plot video. To do this, you need to highlight moments in the book (intriguing, exciting, most interesting) that can be included in the plot.

Choose a title that matches the theme of the video, write lines for the characters if you are shooting a video, or comments that will precede your pictures. When creating a book trailer, you must remember that in order to hold the attention of the viewer, the video should not exceed 3 minutes. After completing the creative task, the students' work is evaluated. In this case, you can use the criterion-based assessment option. The criteria are developed by the teacher and given to students before starting work so that they can control themselves in the process of creating a book trailer. On the self-assessment sheet, students fill out the "Indicators" columns: if they did everything independently and did not receive any comments for their work, then they receive 2 points, if they did not always manage to do everything efficiently - 1 point, if the work was not done at all or certain criteria were not met - 0 points. Then they count the points they have scored and give themselves a grade for this task. (The teacher discusses the relationship between the points scored and the grade with the students in advance.) By organizing the work according to the system described above, you can get an excellent

result. As the reflection carried out after discussing the latest book trailers on books given for extracurricular reading shows, 40% of students became interested in the work, 20% reconsidered their view of the issue, and 30% liked the process itself.

References:

1. А. Г. Асмолов, Г. В. Бурменская «Как проектировать универсальные учебные действия в начальной школе: от действия к мысли». М.: Просвещение, 2008 г.

2. Планируемые результаты начального общего образования / (Л. Л. Алексеева, С. В. Анащенкова, М. З. Биболетова и др.) М.: Просвещение, 2010.

3. Программа курсов повышения квалификации «Система работы образовательных учреждений по развитию универсальных учебных действий в условиях реализации Федерального государственного образовательного стандарта основного общего образования» Модуль № 2, 5, 6, 7,8.

4. Nuraliyeva, S. (2023). USE OF WORDS IN OYBEK 'S SKILL OF ARTISTS. *International Bulletin of Applied Science and Technology*, *3*(5), 18-22.

5. Shoxistaxon, N. (2023). ZAMONAVIY DUNYODA CHET TILLARINI BILISHNING DOLZARBLIGI. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, *3*(6), 187-191.

6. Shoxistaxon, N. (2023). KICHIK YOSHDAGI BOLALARGA CHET TILINI O'RGATISH. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, *3*(6), 182-186.

7. Shoxistaxon, N. (2023). OYBEK IJODI—YOSHLAR UCHUN MAHORAT MAKTABI. *Gospodarka i Innowacje.*, *36*, 248-250.

8. Oxonjonovich, A. S. (2023). NEMIS TILIDA HAYVONOT DUNYOSI BILAN BOG'LIQ BO'LGAN FRAZEOLOGIZMLAR. *BOSHQARUV VA ETIKA QOIDALARI ONLAYN ILMIY JURNALI*, *3*(11), 1-4.

9. Oxonjonovich, A. S. (2023). Zamonaviy Nemis Tili Frazeologik Neologizmlarining Sintaktik Tuzilishi Va Semantik Tarkibi. *Ta'lim Va Rivojlanish Tahlili Onlayn Ilmiy Jurnali*, *3*(8), 28-32.

10. Oxonjonovich, A. S., & Ibrohimovich, S. R. (2023). O'ZBEK VA NEMIS TILLARIDA JINS KATEGIRIYASINING GRAMMATIK QURILISHI. *XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR*, *1*(6), 19-22.

11. Ibrochimowitsch, S. R., & Oxonjonowitsch, A. S. (2023). DIE WORTARTEN IM DEUTSCHEN. *XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR*, *1*(6), 28-31.

12. Абдилоев, Ш. О. (2021). ТАЪЛИМ ЖАРАЁНИДА АХБОРОТ-КОММУНИКАЦИЯ ТЕХНОЛОГИЯЛАРИДАН ФОЙДАЛАНИШ. *Евразийский журнал академических исследований*, *1*(9), 306-309.

13. Xabibiloyevna, M. D., & Sirojiddin o'gli, A. M. R. (2023). CLASSIFICATION OF DISCOURSE ACCORDING TO DISCIPLINE. *XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR*, *1*(5), 156-161.

14. Xabibiloyevna, D. M. (2023). FORMS OF DISCOURSE IN LINGUISTICS. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, *3*(6), 174-178.

15. Xabibiloevna, D. M. (2023). THE ROLE OF CONCEPT IN LINGUISTIC DISCOURSE. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, *3*(6), 73-78.

16. Сотвалдиева, Х. М., & Дадамирзаева, Н. (2018). Синтаксическая структура английских пословиц. *Молодой ученый*, (44), 306-307.

17. Musinovna, S. H., & Mirxamidovna, M. G. (2022). Paremiological Units in Uzbek, English and Russian. *International Journal of Formal Education*, *1*(10), 18-21.