THE DIGITAL-PEDAGOGICAL MODEL FOR DEVELOPING STUDENTS' UNIVERSAL LEARNING ACTIVITIES

Nishonova Muattarxon Alisherovna
Doctoral Student at Andijan State Pedagogical Institute, Uzbekistan

ABSTRACT

The article analyzes the essence of students' independent learning activities and universal learning activities (ULA). Based on Asmolov's model, a hybrid digital learning environment consisting of "Platform + Interactivity + Content + Learning Actions" is proposed. The model makes it possible to develop ULA through a digital ecosystem and to automate personalized learning trajectories.

KEYWORDS: Universal learning activities; cognitive and regulatory competencies; communicative and personal competencies; digital learning platform; electronic learning resources; interactivity; educational content; digital pedagogy; personal learning trajectory.

INTRODUCTION

In modern higher education, a student is viewed not only as a recipient of knowledge, but also as a subject who independently plans and develops their own learning activity. Universal learning activity (ULA) is an integral indicator that reflects the student's processes of acquisition, analysis, evaluation and creative activity. The formation of ULA is based on the harmonious development of cognitive, regulatory, communicative and personal competences. Developing ULA on the basis of electronic learning resources is particularly relevant for the education system of Uzbekistan, as interactive and multimedia digital tools make it possible to organize this process effectively. This approach is grounded in the scientific views of L. S. Vygotsky [1], J. Piaget [2], A. N. Leontiev [3] and A. G. Asmolov [4]. According to A. G. Asmolov [4], universal learning activity is a person's ability to consciously and actively acquire new social experience through self-development and self-improvement. The concept of ULA occupies a central place in modern pedagogical approaches and state educational standards in higher education. Thus, universal learning activity is an activity aimed at mastering new knowledge and skills through working on oneself, thinking, choosing ways of learning and being able to learn independently in various situations. This approach enables students to independently acquire knowledge, skills and competences, to engage in self-development, and to apply their knowledge to solving real-life and professional problems. As a result, universal learning activity is recognized as a meta-subject outcome of education and serves to develop the ability to "learn how to learn" [6].

A. Asmolov models the educational environment as a "system of learning activity" in order to develop universal learning activity [5]. He proposes the following formula-based approach:

ULA = learning actions (deystviya) + content (soderzhaniye / kontent) + interactive tools (interaktivnye metody / sredstva).

This model defines the main components of forming universal learning activity in learners within the educational process. Based on an analysis of Asmolov's concept and in accordance with the aims of our research, we propose the following hybrid model:

Platform + Interactivity + Content + Learning Actions = Universal Learning Environment.

This model represents an integrated digital ecosystem that serves to develop ULA:

Platform – the technological foundation that ensures 24/7 operation, scalability, adaptability and information security.

Content – includes the educational material and intellectual resources; it consolidates knowledge through textual, visual and interactive materials. Its effectiveness depends on the degree of renewability and didactic adaptability.

Interactivity – turns the learner into an active subject; it provides mechanisms for real-time assessment, problem-based situations, collaborative learning and feedback.

Learning actions – encompass cognitive, communicative and reflective activities, making the learning process systematic and continuous.

As a result, an independent, creative and adaptable student is formed.

The four components operate within a single system, complementing one another:

the platform supports the content and interactive mechanisms; the content enriches the educational material; interactivity increases the effectiveness of learning;

and learning actions link all processes with activity and reflection.

Thus, this hybrid model forms an integral and systematic foundation of the modern digital learning environment. Without a platform, there is no reliable system for delivering content; without content, the platform and interactivity remain devoid of substance; without interactivity, the teaching process becomes one-sided and inert.

The proposed model, by automating Asmolov's theory of universal learning activity (ULA) through a digital platform, serves as the basis for a new pedagogical paradigm: in this paradigm, cognitive and ongoing universal learning activities are analyzed in real time, and a personalized learning trajectory is generated automatically.

CONCLUSION

The study revealed the essence of universal learning activity (ULA) and the methodological foundations for its development in a digital learning environment. It has been demonstrated that the hybrid approach "Platform + Interactivity + Content + Learning Actions," grounded in Asmolov's model, ensures the formation of the student as an independent, active and reflective learning subject. This model provides an important theoretical and practical basis for the effective development of ULA and the automation of personalized learning trajectories within a digital ecosystem.

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