



## MASTERING EDUCATIONAL AND RESEARCH SKILLS IN A FOREIGN LANGUAGE

Khalikova Latofat Uktamovna  
English Teacher, Tashkent State Transport  
University Department of Foreign Languages

### Abstract

The purpose of this article is to substantiate educational and research activities as one of the effective tools for the development of universal educational activities and self-determination. The author of this article considers a meta - subject approach to the formation of educational and research skills of high school students.

**Keywords:** foreign languages, fundamental meta –subject, object, meta - subject.

The portrait of a school graduate is revealed in the Federal State Educational Standard of Secondary General Education. It is assumed that a 11th grade graduate upon graduation is a person who respects the culture of his people, understands and accepts universal human values; creative and critical thinking, owning the basics of scientific methods of understanding the world around, motivated for creativity and innovation; ready for cooperation, able to carry out educational and research, design and information and cognitive activities, focused on education and self-education throughout their lives.

If we carefully analyze the Exemplary Basic Educational Program of Secondary General Education dated 06/28/2016, then in its substantive section one can notice provisions on teaching, research and project activities as an effective mechanism for achieving the planned results of mastering the educational program at the level of secondary general education - the development of universal educational activities.

Let us analyze the concept of teaching and research activity. In an exemplary basic educational program of secondary general education, an impressive part of the substantive section is devoted to the formation of universal educational activities on the basis of educational research and project activities. However, a clear definition of teaching and research activities is not given.



From the definitions of Obukhov A.S., Leontovich A.V. it can be concluded that educational and research activity is an active search and creative activity in the conditions of a previously unknown result, aimed at forming one's individual opinion about the concepts, objects, phenomena of the surrounding reality based on the analyzed information and the knowledge gained about them. In addition, the result of well-organized educational and research activities are the educational and research skills acquired by the student, which play an important role in the formation of the portrait of a school graduate.

In the Exemplary Basic Educational Program of Secondary General Education, teaching and research skills are presented in more detail and classified in accordance with the formed universal educational activities.

From the table above, we can conclude that the effective formation of teaching and research skills in the course of teaching and research activities is the key to the implementation of the meta -subject results of mastering the educational program of secondary general education. However, in the Approximate basic educational program of secondary general education, the content and tools for the formation of teaching and research skills are presented rather vaguely.

To determine the psychological and pedagogical features of the formation of teaching and research skills in accordance with the proposed algorithm, it is necessary to turn to one of the approaches that underlie the federal state educational standards - the meta -subject approach, its provisions and effectiveness in the modern educational space.

According to Khutorsky, the meta -subject approach to the content of education is based on the knowledge of fundamental meta -subject objects by students. The fundamental metasubject object is the main concept in Khutorsky's concept. Fundamental metasubject objects are key entities that reflect the unity of the world and concentrate reality in themselves. They are considered from the position of different areas of knowledge and form their basis. A set of fundamental metasubject objects is determined for each area of cognizable being, but can be considered from the standpoint of different areas of knowledge, which allows creating a holistic view of it.

It is important to give the student the opportunity to first get acquainted and explore the real object or data from the primary source about it, if we are talking about an abstract concept. Thus, instead of ready-made knowledge, the student builds his own picture of the world and worldview at his subjective



level, which allows him to build an individual trajectory of his learning and development.

The Khutorsky School introduced an educational form of cognition of fundamental meta -subject objects - an educational meta -subject . It is not always conducted throughout the entire academic year, it may be part of the structure of a regular training course, have the status of a meta - subject topic or section, but it is meaningfully located above the subject content, goes beyond its scope. Examples of meta -subjects developed by Khutorsky: "Numbers", "Informatics", "Culture", "World Vision", "Natural Science", etc.

However, within the framework of the article, it seems more appropriate to consider the concept of an educational meta -subject from the standpoint of Yu.V. Gromyko and N.V. Gromyko, since it is from this perspective that educational meta -subjects can be a form of educational research and the formation of educational and research skills among students in grades 10-11.

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