
РАЗВИТИЕ ЗНАКОВО-СИМВОЛИЧЕСКИХ УНИВЕРСАЛЬНЫХ УЧЕБНЫХ ДЕЙСТВИЙ НА МОТИВАЦИЮ К ИЗУЧЕНИЮ ЯЗЫКОВ У МЛАДШИХ ШКОЛЬНИКОВ¹

Матюшкин Ю.А.,

студент, Белгородский государственный национальный исследовательский университет,
Белгород, Россия

Электронная почта: yuramalyushkin1999@gmail.com

Кузьмина О.Н.,

студентка, НИУ "БелГУ", Белгород.

Электронная почта: olechka.ku2mina@yandex.ru

Аннотация

Исследование охватывает теоретические аспекты формирования знаково-символических универсальных учебных действий, особенности мотивации в младшем школьном возрасте, а также практические методы и рекомендации, направленные на повышение интереса и успешности учащихся в изучении языков.

Ключевые слова: знаки, символы, мотивация, универсальные учебные действия, младший школьник, языки.

DEVELOPING SYMBOLIC UNIVERSAL EDUCATIONAL ACTIVITIES TO ENCOURAGE YOUNGER PUPILS TO ACQUIRE LANGUAGES

Malyushkin Yu.A.,

student, Belgorod State National Research University,
Belgorod, Russia

E-mail: yuramalyushkin1999@gmail.com

Kuzmina O.N.,

student, NRU "BelSU", Belgorod.

E-mail: olechka.ku2mina@yandex.ru

ABSTRACT

The research covers the theoretical aspects of the formation of symbolic universal educational actions, the peculiarities of motivation in primary school age, as well as practical

¹ Научный руководитель: Прокопенко Юлия Александровна, Кандидат социологических наук, доцент кафедры иностранных языков, Белгородский государственный национальный исследовательский университет, Белгород, Россия. Электронная почта: prokopenko_yu@bsu.edu.ru
Scientific advisor: - Prokopenko Yulia Alexandrovna, PhD of Science in Sociology, Associate Professor of Foreign Languages Department, Belgorod State National Research University, Belgorod, Russia

methods and recommendations aimed at increasing the interest and success of students in learning languages.

Keywords: signs, symbols, motivation, universal learning activities, primary school student, languages.

Language learning in modern education is becoming increasingly relevant, especially in the context of globalization and integration of different cultures. In a rapidly changing world where communication between people of different nationalities and cultures plays a key role, the ability to speak several languages is becoming not just an advantage, but a necessity. In this regard, an important aspect of the educational process is the formation of motivation among younger schoolchildren to learn languages, which requires the use of various pedagogical approaches and techniques. One of these approaches is the development of symbolic universal learning activities that contribute not only to the assimilation of language material, but also to the formation of a positive attitude towards language learning.

In the conditions of primary education, the formation of motivation to learn languages plays a key role, and symbolic universal educational actions, as a methodological basis for activating the cognitive activity of younger schoolchildren, can significantly increase the interest and desire to learn foreign languages.

The aim of the research in the work "The development of symbolic universal educational actions to motivate younger students to learn languages" is to identify the relationship between the development of symbolic universal educational actions and the level of motivation of younger students to learn foreign languages.

Signs and symbols are the main tools by which people interact with the outside world. In language learning, sign-symbolic activities include reading, writing, using graphics and sounds, as well as interpreting and creating different texts. These activities allow younger students to not only assimilate vocabulary and grammar, but also develop critical thinking, creativity, and communication skills. Symbolic actions are not only limited to language skills, they also contribute to a broader educational foundation that is necessary for successful development in various subjects [3].

One of the key theories on which sign-symbolic universal educational actions are based is the theory of signs and symbols developed by scientists such as Lev Vygotsky and Sergey Rubinstein. Vygotsky emphasized that signs and symbols are the means through which a person learns culture, language, and thinking. He argued that learning occurs not only through direct experience but also through a sign system, which allows children to master knowledge and skills more effectively. In this context, symbolic action becomes an important tool for the formation of motivation for learning languages, as it allows younger students to actively participate in the educational process and see the results of their efforts, as well as get satisfaction from mastering new material [1].

In addition, symbolic universal learning activities are important for the formation of metacognition in younger schoolchildren. Metacognition is the awareness and regulation of one's own thought processes. When children learn to use signs and symbols, they begin to realize how they process information, what strategies they use to solve problems, and how they can improve their skills. This awareness is an important factor contributing to increased motivation to learn, as children begin to feel more confident in their abilities and more interested in the learning process.

Motivation to learn languages at primary school age is a complex and multifaceted process that depends on many factors, including the personal characteristics of the child, his environment, as well as the methods and techniques used in the educational process. Accordingly, in the

formation of a universal educational action, a motivational stage is highlighted, when students feel the need to perform an action and realize its significance [2]. At this age, children are particularly receptive to new knowledge and experiences, which opens wide possibilities for them to develop a positive attitude toward language learning. However, for motivation to be sustained and stable, it is essential to create conditions that foster interest and enthusiasm for the language. Here, symbolic universal learning activities come to the rescue, allowing children not only to master a language but also to apply it in everyday life. In order to keep children interested in language learning, it is crucial to stimulate their motivation. This can be accomplished through various means. Firstly, teachers can use interactive and playful teaching methods that make language learning fun and interesting. Secondly, it's important to show children the practical benefits of language knowledge, such as being able to communicate with people from other countries or understanding foreign music and films.

As an example, the following indicators of the success of the formation of symbolic UMS were proposed:

The method "test to determine the number of words in a sentence" (S.N.Karpova)

Table 1. The main provisions of S.N. Karpova's methodology "Test for determining the number of words in a sentence".

Goal	identification of the child's ability to distinguish between objective and verbal reality.
Estimated DMS	sign-symbolic cognitive actions, the ability to differentiate between the plan of signs and symbols and the subjective plan.
Age	primary education level (6 - 9 years).
The form and situation of assessment	individual conversation with the child.

The child is asked to read a sentence and name how many words there are in it. They are also asked to name each word.

1. Tell me, how many words are there in this sentence?
2. Name the first, second, third, fourth, and fifth words.

Offers:

- Masha and Yura went to the forest.
- Tanya and Petya were playing ball.

Levels of development of symbolic action:

1. Younger students are guided by real objective reality and do not recognize the existence of verbal reality as symbolic. As a result, they may give incorrect answers based on objects, and only name nouns.

2. Students show an unstable orientation towards verbal reality. They can partly answer correctly by naming words, but cannot use prepositions and conjunctions. 3. Students are aware of verbal reality as independent, and can distinguish between symbolic and concrete levels. They may give partially correct answers by omitting a preposition or conjunction, or completely correct answers, including all necessary words.

The "Coding" technique

(The 11th subtest of the D. Wexler test in the version of A. Y. Panasyuk).

Table 2. The main provisions of the "coding" methodology.

Goal	identification of the child's ability to encode using symbols.
Assessed universal learning activities	symbolic actions - coding (substitution; regulatory action of control.).
The evaluation method	individual or group work with children.

Task description: The child is asked to encode in 2 minutes by putting a conditional symbol according to a certain image. There is a training stage (in parentheses). Then, it is suggested that the task be continued without making mistakes as quickly as possible. Evaluation criteria: number of errors during coding, number of objects added with signs.

Levels of formation of substitution action:

1. The child does not understand instructions well or at all. During training, he can do the task correctly, but during independent work, either immediately stops or makes a lot of mistakes. Coding skill level has not formed yet.

2. Child performs coding tasks well, but makes a lot mistakes (up to 25% of total task volume) or takes a long time.

3. Encoding (substitution) has been formed. Child quickly grasps instructions and does tasks correctly with minimal errors.

Successful language learning at primary school age depends not only on methodological techniques and approaches, but also on the general atmosphere in which learning takes place. Interaction between teacher and student, support from parents, creation of a motivating environment - all this plays an important role in the formation of children's sustained interest in languages.

Thus, the results of the study confirm that the development of sign-symbolic universal educational activities plays a key role in the formation of motivation to learn languages among younger schoolchildren. An integrated approach, including the use of various methods and forms of work, as well as individualization of the educational process can significantly increase children's interest in languages and their success in learning. It is important that teachers and parents are aware of the significance of this aspect and actively participate in motivating children to create conditions that promote the development of language skills and cultural competence.

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