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Analysis of foreign and domestic experience in developing cognitive universal learning activities of students

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Abstract: The article presents ideas about the educational process aimed at developing students' cognitive universal learning activities, developing students' thinking skills, problem solving, and creative thinking. The article also compares approaches to developing cognitive activity in Finland, the USA, and Japan, analyzes foreign and domestic experience, and compares their main characteristics.

Keywords: General education, cognitive activity, student, foreign experience, national approach, individualization, interactive education, critical thinking, national traditions, group activity.

Introduction: In the modern era of educational development in our country, a new educational system has been formed, which is directly aimed at taking its place in the world educational system. Because today the content of education has been updated, new views and new attitudes have appeared. Extensive study of the experience of countries of the world, introduction of innovations and achievements in the educational system, all this contributes to the further development of this system. Improving the quality of education, widespread use of unique educational methods, revealing the talents and potential of our youth are the fruits of consistent reforms in this area. At present, it is important to study the history of qualitative changes in the educational process and the educational system of educational institutions, how they use the experience, methods and techniques of modern advanced foreign countries in teaching, conduct scientific research, draw appropriate conclusions about their achievements and shortcomings [4-5].

The educational process is important for ensuring the cognitive development of students. In particular, the issues of forming students' skills of universal cognitive activity, developing their thinking abilities, increasing creativity and independence of thinking are relevant. This process requires effective cooperation between teachers and students.

Universal educational activities include systems and programs designed to teach all ages and groups. These activities are carried out with the aim of making education more accessible and expanding its possibilities. With the help of universal activities, students form their own thoughts, decisions and feelings, and develop critical and creative thinking skills.

METHODS

Cognitive universal education is aimed at developing students' problem-solving skills, logical thinking and creativity. Scientists pay attention to the features of these learning styles. A number of foreign researchers have conducted work on the study of cognitive universal educational activities. They focus on the development of cognitive processes in the educational process. David Paul Ausubel is the founder of the theory of cognitive learning, which studies the connections between existing knowledge and new knowledge in the mind.

Jerome Bruner developed teaching methods based on certain cognitive structures in education and conducted research on their application.

Etienne Wenger is known for his work on improving the educational process by studying the interaction and relationships between students. Anderson and

Krathvold's (2001) revisions to Bloom's taxonomy further strengthen the cognitive aspects of universal learning activities, particularly emphasizing higher-order thinking skills such as analysis, synthesis, and evaluation [1].

The works of these scientists contribute to the deepening of the study of the influence of cognitive processes on learning and the development of methodology.

To study the state of development of cognitive universal learning activities of students in developed foreign countries, our study analyzed the experience of a number of foreign countries and revealed how their results affect the effectiveness of education. In recent years, Finland has become one of the most famous countries in the field of education, development and innovation. Achievements in the field of education, achieving high indicators according to world standards depend on the success of students. The secret of success lies in the teacher and the education system. Studying the education system in Finland, we see that there are many reasons for such success. The curriculum of educational institutions in Finland provides for training and education based on the principle of "learning by doing", "from knowledge to action". The compulsory education system in the country, student involvement, discipline in the classroom and, most importantly, the qualifications of teachers have made Finland one of the countries that graduate the most successful students in the world. This success in education can be considered as a cultural achievement of Finland. Because Finland considers the secret of success to be "training qualified teachers". Teaching is a very prestigious and sacred profession in the country. Moreover, the lifestyle, living conditions and opportunities offered to qualified teachers indicate that they are highly valued [2].

The Finnish education system places great emphasis on the development of an individual approach and creative thinking in the development of cognitive activity.

The main principles of developing students' cognitive activity are:

- Opportunities for independent work of students;
- Develop creative and critical thinking;
- Interactive simulations and games;

Based on these principles, students develop thinking in groups or individually, and use creative approaches to solving problems.

In the United States, cognitive universal educational activities primarily focus on the development of logical thinking, problem solving, creativity and other cognitive skills. These activities help students expand their knowledge, learn laws and form their own opinions.

Several methods are used for cognitive universal education:

- develop thinking through logical games and puzzles;

- have the opportunity to conduct group discussions, exchange students' ideas and learn from others;

- use of online platforms and technologies;

- Flipped classroom method;

- develop students' independent thinking;

Students study the material independently and exchange ideas in groups. In class, students express their opinions and learn from each other, creating an interactive environment. The flipped classroom method is a new way of organizing the learning process, which changes the types of activities that take place in traditional lessons. Students study new material at home using videos, articles and other resources. This gives each student the opportunity to study the material at their own time and at their own pace [3].

RESULTS

When asked about the reasons for Japan's current success during a conversation with Uzbek students, the Ambassador Extraordinary and Plenipotentiary of Japan to Uzbekistan answered without hesitation that it was, of course, the education system created in Japan. In fact, it would not be an exaggeration to say that this tiny country, which was defeated in both world wars, has no natural resources and ranks first in the world in terms of population density, has achieved such success only thanks to the education system it created. First of all, let's look at the education system of this country and the history of its development. The formation of modern Japanese education began in 1867-1868. Japan set itself two goals: 1. to become rich and 2. to introduce Western technologies into Japanese production, and realized that in order to achieve this, it was necessary to radically change the education system [4-6]. In Japan, more attention is paid to the development of cognitive universal educational activities in higher education. The purpose of these classes is to prepare students for problem solving, logical thinking and creativity. In Japan, great importance is attached to teamwork and social learning in the formation of cognitive activity.

The development of students' cognitive universal learning activities is based on the following principles:

- Teamwork and team thinking;
- Exchange ideas and solve problems together;

- Develop critical thinking;

Students work together, share ideas and make the best decision. Through independent expression of thoughts and discussion, students, in turn, develop logical thinking. Thanks to these methods, students have the opportunity not only to acquire knowledge, but also to improve their cognitive skills.

Today, the higher education system of Uzbekistan is developing cognitive universal learning activities that focus students on broad thinking and innovative approaches.

In Uzbekistan, new methods and technologies are used to form cognitive activity, including interactive educational platforms and digital resources.

The following are considered to be the main principles of development of cognitive universal educational activities:

- Interactive lessons and new methods;

- Creating opportunities for independent thinking of students;

- National values and teamwork;

- Team thinking and problem solving;

- Social learning;

Students work in groups, exchange ideas and apply new knowledge in practice. They consolidate theoretical knowledge through practical exercises and experiments. Students develop analytical thinking skills by identifying and solving problems. Group projects are implemented in order to improve teamwork, exchange of ideas and creativity.

In the public education system of our country, special attention is paid to the formation of cognitive activity based on group work and communication. Students conduct group activities based on national traditions [6].

In the course of our study, we compared the main principles of foreign and domestic experience as follows (Table 1).

Table 1. Basic principles and differences between foreign and domestic experience in the formation of students' cognitive universal educational actions

№	The main principle	Foreign experience	National experience
1	Individual approach	Finland: Individual approach to each student	New methods: interactive and group work
2	Use of technology	USA: Online Education and Flipped Classroom Methods	Uzbekistan: Interactive platforms and technologies
3	Group work	Japan: Social Studies, Group Classes	Uzbekistan: Group classes based on national traditions
4	Development of creative thinking	Finland: Encouraging Creative and Critical Thinking	Uzbekistan: Innovative Methods and Creative Approaches

CONCLUSION

Foreign and domestic experience in developing cognitive universal learning activities is based on various methods and approaches. Foreign experience pays much attention to the use of technology, individualization, teamwork and the development of creative thinking. In national experiments, attempts are made to form the cognitive activity of students by combining traditional methods with modern technologies. Both approaches to the formation of cognitive activity have their advantages, and their successful application in the process of higher education can increase the effectiveness of knowledge acquisition by students.

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