

The Role of the Meta-Subject Approach in the Context of Distance Learning in the Higher Education System

Nargiza Khalikberdiyeva ¹

¹*Tashkent University of Applied Sciences, Gavhar Str. 1, Tashkent 100149, Uzbekistan*

<https://doi.org/10.5281/zenodo.10449237>

Keywords: distance learning, meta-subject approach, meta-subject skills, modern education system, methodology.

Abstract: The article substantiates the need to change the education strategy based on the meta-subject approach, and also reveals the possibilities of the meta-subject approach for any academic subject in distance learning conditions and examines groups of meta-skills. Meta-subject results of students include the universal learning activities they have mastered: cognitive, regulatory and communicative, which ensure mastery of key competencies that form the basis of the ability to learn, and interdisciplinary concepts.

INTRODUCTION

Distance learning in the educational system of Uzbekistan began in 2020 and has become that part of the general education system that provides the opportunity for continuous learning and self-development of students during the declared quarantine period. The attitude towards this format of education in the country is far from unambiguous [3].

The introduction of distance education, on the one hand, revealed many problems that arose for all participants in this process without exception, and on the other hand, it discovered new opportunities in the development of the education system. During the distance learning, unfortunately, not only technical difficulties of digital learning arose, but also problems in organizing the educational process, new communication between distance participants, associated, for example, with establishing feedback, monitoring, planning activities, preparing graduates for the final certification and protecting their final qualification works (in bachelor's and master's degrees).

RESULTS AND DISCUSSION

It is no secret that many distance participants, having found themselves in new conditions, were

confused or not at all ready for it. In the process of distance learning, obstacles arose in the application and use of meta-subject skills in practice. This can also be explained by the fact that the main efforts of teachers in new, unusual working conditions were still aimed primarily at achieving subject-specific results. For this purpose, reproductive methods were used, based on reproduction, on the organization of individual solutions to assigned tasks. As a result, it was discovered that students need not only accumulated knowledge, but also the ability to freely use the acquired knowledge, independently find and process it, and apply it in practice. After all, the main markers of distance education, when the format of usual educational classes changed, became independence and self-training of students.

During the period of transition to distance education in Uzbek universities, it became clear: distance learning has given an individual character to education, in which students with different abilities need to demonstrate independence and self-training skills, master meta-skills based on working with text [2]. The discrepancy between the requirements of the time, the current situation and traditional teaching methods has led to the need to change the teaching strategy, using modern activity-based educational technologies in the educational process. A new

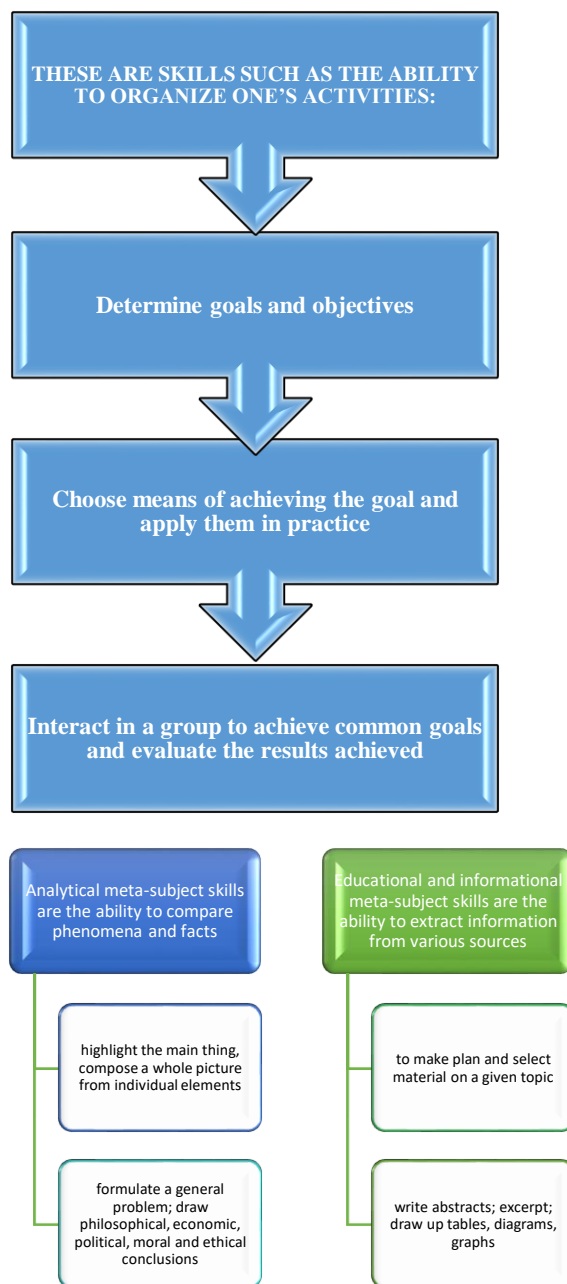
education strategy that works with advanced knowledge should be based on a meta-subject approach, within which students develop meta-subject learning skills and actions. The nature of the teacher's professional activity also changes. The teacher and students today must be able to integrate and construct new pedagogical situations, new tasks aimed at using generalized methods of activity and creating students' own results in mastering knowledge.

Thus, one of the most important tasks of a modern Uzbek university is to update the significance of students' meta-subject skills. Meta-subject skills are a necessary attribute of students' mental independence. It was the lack of independence and self-training of students that was revealed by the period of distance education in Uzbek universities. Today, the formation of meta-subject skills should become a priority task of university education. It is still difficult for teachers to imagine a holistic picture of the implementation of the new approach, so many questions arise about the essence of the meta-subject approach, meta-subject, meta-knowledge, meta-methods, meta-subjects, about ways to ensure the principle of meta-subject in school, about technologies and methods that contribute to the formation of meta-subject results and ensure successful preparation for final certification. Despite the long history of development of the concept of "meta-subjectivity", there is still no single interpretation of it; different scientific schools interpret it differently. We adhere to the point of view of Yu.V. Gromyko, who by meta-subject content of education understands activities that are not related to a specific academic subject, on the contrary, ensuring the learning process within the framework of any academic subject [1].

Meta-activity is a universal activity that is "supra-subject". Meta-activity as a universal way of life for each person is determined by the level of his mastery of meta-knowledge and meta-methods, the level of personal development. By meta-methods we mean methods by which a person discovers new ways of solving problems, builds non-stereotypical plans and programs that allow one to find meaningful ways to solve problems. Meta-skills are interdisciplinary (supra-subject) cognitive abilities and skills. These include theoretical thinking:

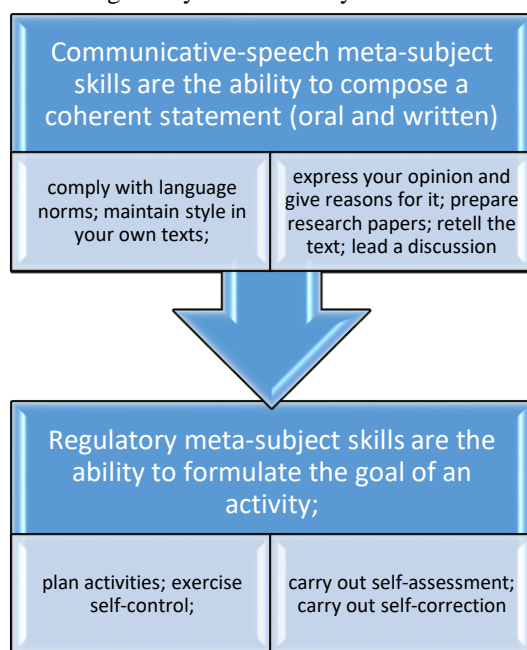
- ✓ information processing skills,
- ✓ critical thinking,
- ✓ creative thinking,
- ✓ regulatory skills,
- ✓ thinking qualities.

Theorists from different schools are trying to determine the range of vital skills and competencies that can ensure not only social adaptation, but also successful self-realization of a person based on the formation of life values.



These are key competencies that have universal significance for various types of activities: generalized ways of solving educational problems, research, communication and information skills, the ability to work with different sources of information. Among them, the Standard highlights the skills

developed in Russian language lessons: analytical, educational and informational, communicative-speech and regulatory. Let us briefly describe them.



CONCLUSIONS

Informational, cognitive, communicative-speech, regulatory and analytical - we classify all these skills as textual skills. Text and text skills are the basis of communicative competence; all groups of meta-subject skills are formed on a text basis. We believe that in the modern education system, especially at a university, it is important to ensure the general cultural, personal and cognitive development of a student, equipping him with important meta-skills, i.e. the ability to learn.

The meta-subject approach in education ensures, in our opinion, the integrity of the personal and cognitive development and self-development of students, the continuity of all stages of the educational process, and underlies the organization and regulation of any student's activity, regardless of its specific subject content. Students master universal principles and general universal cognitive strategies, which increases the effectiveness of their work. In general, the meta-subject approach turns learning into a process of self-development for students and expands the horizon of their knowledge.

REFERENCES

- [1] Marinenko O. P. Intensification of teaching the Russian language to foreign students: results of expert assessment // Scientific notes of ZabSU. 2022. Vol. 17, No. 4

- [2] 2. Ratikova I.N. (2015). Meta-subject approach in educational practice. Municipal education: innovation and experiment, (1), 15-17.
- [3] 3. Khutorskoy A.V. Meta-subject content of education from the standpoint of human conformity // Bulletin of the Institute of Human Education. – URL: <http://eidos-institute.ru/journal/2012/0302.htm>.