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THE ORETICAL FOUNDATIONS OF THE FORMATION OF SCHOOLCHILDREN'S COGNITIVE LANGUAGE LEARNING STRATEGIES

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According to the new educational standards, language learning strategies (LLS) are identified as the main educational results for students. The key task of the teacher is to develop of a program for the formation and development of LLS. The article examines the genesis of the concept of "strategy" in psychology and pedagogy. As problems of formation of educational strategies, the ambiguity of their classification and the need for a comprehensive analysis of similar concepts ("general academic skills", "general methods of activity", etc.) and methods for their formation are indicated. The article points out the importance of the formation of language learning strategies for the organization of independent cognitive activity of students. As a guide to the activities of teachers when creating a program of cognitive educational actions, modern author's methods based on the activity approach in pedagogy are considered.
Keywords: strategy, educational strategies, Language learning strategies, an approximate basis of activity, all-educational abilities.

From the perspective of modern concepts of pedagogical psychology and didactics, the priority direction in the educational process is a system-activity approach, in which the ultimate goal of education is not the acquisition of knowledge, but the formation of ways of strategies. Unfortunately, having designated "the formation of a culture of independent and creative thinking" as the main educational result, in schools it is mainly limited to the culture of memorization. The complexity of the teacher's work lies in the fact that he previously analyzed the educational material, determining what the student will know after learning, and now he must imagine how the student will master the ways of organizing the learning process on a specific content.

According to Professor L Asmolova, a significant problem is the rejection of new standards by teachers. The teachers' anxiety is well-founded, because it is necessary to study "the next scientific paradigms, concepts, doctrines that are

incomprehensible to the school and not provided with methodological guidelines for action" [1].

Thus, the attention of teachers is focused on studying the experience of psychological and pedagogical research in the field of the formation of language learning strategies leading to the development of effective pedagogical experience and the creation of author's methods. The purpose of the study is to identify effective educational practices for the development of advanced pedagogical experience.

The psychological interpretation of actions was presented in detail in the writings of L. S. Vygotsky. In modern pedagogical psychology the issue of studying Vygotsky's scientific research is relevant. According to A. A. Leontiev, they "contain the theoretical and psychological basis of pedagogy of cooperation and developmental learning" [2]. The dynamic development of a child is defined by the author as a transition from the zone of actual development to the zone of immediate development. Briefly, the meaning of this transition from the position of the theory of activity can be defined as a change in the performance of tasks on the model to the independent nature of cognitive activity. The activity pattern is set by the teacher, who also monitors and corrects the process of independent cognition of the child.

In A. N. Leontiev's general psychological theory of activity, action is presented in detail as a structural component of activity. Leontiev calls a strategy a process subordinated to a conscious goal, and at the same time a completed element of activity aimed at fulfilling a certain task [3]. In the research of A.V. Zaporozhets, the mechanism of the occurrence of the strategy was revealed for the first time and its structure consisting of individual operations was revealed. According to the researcher, the process of the emergence of a child's mental strategies occurs on the basis of external practical strategies. Consequently, with the help of an organized program of adult activities, it is possible to control the process of perception and the transition of external practical activity into internal mental activity [4].

In the concept of developing education of schoolchildren by V. V. Davydov and D. B. Elkonin, the student acts as an independent subject of cognitive learning strategy. The learning process consists in the assimilation of theoretical knowledge from an abstract level to a concrete one through the operations of analysis, planning, reflection. From the position of the authors in the learning process, it is necessary to present the content of any topic through a motivated and purposeful solution of educational tasks. Moreover, the solution of the specific task facing the learner is to find actions that help achieve the result. The researchers confirmed the need to organize a holistic structure of cognitive learning activities. They emphasized that the process of forming mental learning strategies acts as the main component of the development of theoretical thinking and the ability to lifelong learning. Reforms in education in the late 1980s and early 1990s, which proclaimed personality-oriented principles in pedagogy, aroused interest in the concepts of developmental learning. At present, we are once again returning to the peculiarities of the organization of developmental learning, the essence of which,

according to Zagvyazinsky, lies in the "task understanding" and "task structuring" of educational material [5, p. 26].

In the process of studying the problem of the formation of LLS, it was possible to identify the presence of a large number of scientific and practical materials devoted to the formation of general educational skills. Considering that the formation of skills is preceded by mastering a set of strategies and operations, we consider it necessary to study methods for the formation of general academic skills, since they can serve as a methodological basis for creating modern programs for the formation of language learning strategies. For example, in the 80s of the XX century N. A. Loshkareva developed, but not tested in school practice, the "Program for the development of general educational skills and abilities of schoolchildren", which contains recommendations for the inclusion of general academic skills in the goals and content of education.

In pedagogy there is a significant number of developments that form skills based on the algorithm of activity, realizing the concept of P. Ya. Galperin. When building a system of natural science education, A.V. Usova offers a method of step-by-step formation of general educational skills that provide the basis for successful independent mastering of knowledge by students. The methodology is based on the work of students based on generalized curricula, which is a well-thought-out sequence of strategies and operations for the study of phenomena, laws, quantities, etc.

As characteristics of mastering the activity A.V. Usova suggests evaluating the performance of:

− strategies included in the algorithm;
− individual operations that make up the strategies;
− leading signs of the concept (signs of structural elements of the educational material)

The development of the idea of generalized curricula in the algorithms of educational activityis observedin the monograph of A.V. Belikov. The authors have developed algorithms for observation, experiment, study of educational texts, systematization of knowledge. The task of the teacher is to familiarize students with the peculiarities of educational and cognitive activity and advisory assistance in the rational organization of activities. In the algorithms of activity, actions and operations act as reference points [6].

Recently, interest in the problem of the formation of cognitive learning strategies has been growing. However, in the theoretical and methodological presentation this problem has not yet been solved sufficiently. In this regard in our study it is important to identify the presence of modern techniques aimed at the formation of cognitive learning strategies.

L. G. Peterson's methodology assumes initial familiarization with the LLSnbased on the technology of the activity-based learning method (ALM). The development of methods of activity takes place in primary school, and their development – in the middle level. During the testing of the methodology the need to familiarize students with the methods of strategies and transfer them to different subjects of the school cycle was confirmed.

In relation to middle-level students, there is a number of private methods, among which the methodology of information and intellectual competence should be noted. The methodology is formed on the basis of technology for the development of information and intellectual competence. In factthe methodology represents a sequence of educational tasks prepared for a specific subject areaaimed at the formation of information and intellectual competence. Tasks are designed by the teacher and involve 2 main components of working with information: 1) intellectual activity – extraction and construction of new knowledge, 2) information activity – collection and processing of information. The methodology is interesting as a direction that allows to organize an effective ability to work with information for its successful application in the process of independent cognitive activity for solving educational and practical tasks. The result of the methodology is the foundations of information and intellectual competence, which, in our opinion, are synonymous with one of the meta–subject results - cognitive LLS.

In the works of S. G. Vorovshchikovthe design of an intra-school system of educational and methodological and managerial support is described on the basis of experimental work on the creation of a system of support and management of the development of LLS in an educational institution. Investigating the problem of cognitive learning strategies, we find it valuable in S. G. Vorovshchikov's research to create a classification of cognitive learning strategies based on the methods of obtaining, processing and applying information. According to the author's research, general academic skills are divided into three groups: educational and managerial, educational and informational, educational and logical. We agree with the author's opinion that in educational institutions a teacher should have the ability to design the educational and cognitive activities of students. When developing the LLS program, according to S. G. Vorovshchikov's research, it is necessary to take into account that it represents an integral system in which each educational action is interconnected with other educational actions and is determined by the logic of age development [7]. Thus, recognizing a student as a subject of educational and cognitive activity S. G. Vorovshchikov recommends organizing self-controlled cognitive strategies of students.

Our analysis allowed us to identify a significant number of methods for the formation of general educational skills and a shortage of program and methodological materials on the problem of the formation of LLS. Methods for the formation of general academic skills are the theoretical and methodological basis for studying the experience of designing cognitive strategies of students. The variety of theoretical information, technological approaches, scientific and practical developments on the problems of LLS is reduced to two important areas – the creation of algorithms of strategies and the development of a system of educational tasks. Thus, when managing the educational and cognitive activity of students, the teacher pays the main attention to the construction of common ways of students' activities.

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