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THE ACTIVITY APPROACH ANALYSIS ON THE RESEARCH OF MECHANISMS IN ADOPTION OF SOCIAL EXPERIENCE

The article is devoted to the analysis of the significance of the fundamental provisions of the activity approach in the study of the mechanisms of assimilation of social experience. The essence of the activity approach is revealed when considering any mental phenomenon and process in its formation and functioning through the prism of the category of activity. The basis of this approach is, of course, the general psychological theory of activity, and the approach itself is an application of this theory to the study and formation of mental processes and properties.

The article shows the historical insight into the development of the activity approach and its significance for the process of assimilating the social experience of previous generations, which is possible due to the activity of the exercise, carried out in specially organized conditions. The modern approaches of psychological and pedagogical mechanisms for mastering social experience are considered, as well as from the position of the activity approach, the results of the author's empirical research on the identification of the system of conditions for the successful updating of skills are reflected. Three components of its subsystem (group of conditions) are identified and the content of the main conditions in the composition of each of these groups is investigated: the process of assimilation; storage method; organization of "business" activity, contributing to the actualization of knowledge and skills.

A model of science-based knowledge and skills training has been built, the success of which is due to the consideration of the psychological mechanisms of actualization.

Key words: activity approach, learning mechanism, learning activity, interiorization, actualization social experience, actualization of skills.

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Әлеуметтік тәжірибені меңгеру механизмдерін зерттеудегі іс-әрекеттік тұғырды талдау

Мақала әлеуметтік тәжірибені меңгерудің механизмдері мен әрекеттік тәсілді зерттеудегі негізгі ережелерінің маңыздылығын талдауға арналған. Кез келген психикалық құбылыс пен оны қалыптастыру процесі қарастырылғанда және әрекет санаттар призмасы арқылы жұмыс жасайтын қызмет тәсілінің мәні анықталды. Бұл тәсілдің негізі, әрине, жалпы психологиялық әрекет теориясымен, ал тәсілдің өзі бұл теорияны психикалық процестер мен қасиеттерді зерттеуге және қалыптастыруға қолданылады.

Мақалада әрекеттік тәсілдің тарихи экскурсиясы және бұған дейінгі ұрпақтардың әлеуметтік тәжірибесін меңгеру үдерісіндегі маңыздылығы, әрекет ілімдерінің арқасында арнайы ұйымдастырылған жағдайларда жүзеге асатыны көрсетілген. Әлеуметтік тәжірибені меңгерудің психологиялық-педагогикалық механизмдерінің заманауи тәсілдері, сондай-ақ қызметтік көзқарас тұрғысынан дағдыларды сәтті жаңартып отыру үшін жағдай жүйесін анықтау бойын-

ша авторлық эмпирикалық зерттеулердің нәтижелері қарастырылады. Шағын жүйенің үш компоненті анықталды (шарттар тобы) және осы топтардың әрқайсысының құрамындағы негізгі шарттардың мазмұны зерттелді: үйрену процесі, сақтау тәсілі, «бизнес» белсенділігін ұйымдастыру, білім мен дағдыларды жаңартуға ықпал ету.

Жаңартудың психологиялық механизмдерінің табыстылығын есепке ала отырып, ғылыми негізделген білім мен дағдыларды үйрену моделі жасалды.

Түйін сөздер: әрекет, әрекеттік тәсіл, үйрену механизмі, әлеуметтік тәжірибе, біліктілікті жаңарту.

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Анализ деятельностного подхода при исследовании механизмов усвоения социального опыта

Статья посвящена анализу значимости фундаментальных положений деятельностного подхода при исследовании механизмов усвоения социального опыта. Раскрывается суть деятельностного подхода при рассмотрении любого психического явления и процесса в его становлении и функционировании сквозь призму категории деятельности. Основанием такого подхода выступает, естественно, общепсихологическая теория деятельности, а сам подход представляет собой приложение этой теории к изучению и формированию психических процессов и свойств.

В статье проводится исторический экскурс развития деятельностного подхода и показано его значение для процесса усвоения социального опыта предшествующих поколений, которое возможно благодаря деятельности учения, осуществляемой в специально организованных условиях. Рассматриваются современные подходы психолого-педагогических механизмов усвоения социального опыта, а также с позиций деятельностного подхода отражены результаты эмпирического исследования автора по выявлению системы условий успешной актуализации умений. Выделены три составляющие ее подсистемы (группы условий) и исследовано содержание главных условий в составе каждой из этих групп: процесс усвоения; способ хранения; организация «деловой» активности, способствующие актуализации знаний и умений.

Построена модель научно обоснованного обучения знаниям и умениям, успешность которого обусловлена учетом психологических механизмов актуализации.

Ключевые слова: деятельностный подход, механизм усвоения, учебная деятельность, интериоризация, актуализация социального опыта, актуализация умений.

Introduction

The assimilation of the social experience of previous generations, its transformation into an individual experience with the subsequent adequate application of the learned is the central problem of educational psychology. Learned social experience leads to a change in the student himself, this is the ultimate goal of the teaching. There is an assimilation of social norms of behavior, human ways of using objects, knowledge systems and skills. The activity of the student, in which it occurs, has an impact on the development of consciousness, mental processes.

Main part

The purpose of our theoretical and methodological research is to analyze the activity approach in the study the mechanisms for assimilating the social experience of an individual, defining the role of prominent psychologists such as L.S. Vygotsky, S.L. Rubinstein, A.N. Leontyev, P.Y. Galperin, D.B. Elkonin, N.F. Talyzina, V.V. Davydov, I.I. Ilyasov, T.V. Gabay in the development of this approach and the application of the identified patterns in the organization of the educational process in the modern education system.

The basis of the research was the cultural-historical theory of the development of higher mental functions, the psychological theory of activity, the activity theory of mastering social experience.

The problem of the relationship between psyche and activity was first considered by L.S. Vygotsky in connection with the question of the definition of the subject of psychology and the criticism of the subjective-idealistic view of the subject of science. «Mind without behavior," wrote LS Vygotsky, is

just as non-existent as behavior without a psyche » (Vygotsky, 1956: 41). Thus, the paradigm of activity was introduced, which was developed in the studies of S.L. Rubinstein (Rubinstein, 1989), A.N. Leontyev (Leontyev, 1983), P.Ya. Galperin (Halperin, 1953: 93-99) and others.

The process of interiorization Vygotsky defined as the main condition for human development, this was reflected in the cultural-historical theory of L.S. Vygotsky, according to which the sources and determinants of this development lie in the historically developing culture. "Culture, LS Vygotsky wrote, is the product of social life and human social activity, and therefore the very formulation of the problem of cultural behavior development introduces us directly into the social development plan" (Vygotsky, 1956, pp.145-146).

A.N. In this connection, Leontyev speaks of the specific for a person fixation of social experience carried out with the help of social means embodied in the products of material and spiritual culture (Leontyev, 1983).

L.S. Vygotsky, in contrast to the "cultural-historical" views prevailing in the humanities of the XIX century. He introduced into his theory the concept of collective, "social" human activity, from which his individual activity is already derived. L.S. Vygotsky linked collective-social and external activity of people with interpsychic processes, and individual, or internal, human activity – with intrapsychic processes. The transition from collective social to individual activity is, in essence, a process of interiorization (Vygotsky, 1956: 145-146).

The initial subject of all forms of activity is the collective subject; only being included in all the varieties of collective forms of activity, an individual acquires the form of subjectivity, the form of conscious regulation of his individual activity.

The sign and its value as the basis of human consciousness, according to the views of L.S. Vygotsky, is inextricably linked with the actions of man, and in broad terms with his activities.

Thanks to the signs and sign mediation of certain operations, these operations are objectified. This circumstance was one of the main factors in the development of the formative research method introduced by L.S. Vygotsky in psychology. Thus, he wrote: "Do we study the development of memorization in a child, giving him external aids and observing the degree and nature of the mediated mastery of the task; do we use this technique to study external means; ... everywhere we go in one principal way, studying not the final effect of the operation, but the specific mental structures of the operation ... Our methodology can rightly be called objectifying ... By bringing out those auxiliary operations with which the subject masters a particular task, our methodology does they are accessible for objective study, in other words, objectifies them "(Vygotsky, 1984: 78-79).

An important place in the cultural-historical theory of human mental development is occupied by the way of solving L.S. Vygotsky problems of the ratio of learning and mental development. According to L.S. Vygotsky training of the child is an internally necessary and universal moment of his mental (mental) development. In this case, L.S. Vygotsky emphasized the non-identity of development and learning. Education acts as a source of development that forms functions in a child that cannot arise in development without him.

L.S. Vygotsky formulates the proposition that mental development has two levels: 1) the level of actual development, recorded for some of its completed cycles, and 2) the level of the zone of proximal development, recorded by its still unfinished cycles. The first level can be determined using tasks that children of a certain age solve quite independently, the second – using tasks that children of the same age solve with the help of adults and comrades, in collaboration with them. However, after some time, these same tasks children begin to solve independently.

According to L.S. Vygotsky, the zone of proximal development is different in different children, therefore, the determination of its magnitude must be carried out specifically for each individual child. Thanks to this zone, a child can learn by initially solving one or another task with other people, a new type of individual actions. According to V.V. Davydov, without using such complex concepts as "actual mental age", "zone of the nearest mental development", "ideal mental age", absolute and relative learning success ", without revealing their relationship, what LS did. Vygotsky, it is simply impossible to study the mental development of children, his internal connections with learning.

Research A.N. Leontiev was aimed at developing the problem of the sociohistorical nature of the human psyche, at creating an adequate method for studying it. In accordance with his historical and genetic approach to the study of the psyche of A.N. Leont'ev comprehensively reveals his view of the psyche "as a special form of activity — a product and derivative of the development of material life, external material activity, which is transformed in the course of socio-historical development into internal activity, into the activity of consciousness; at

the same time, the task of studying the structure of activity and its interiorization remained the central task ”(Leontiev, 1983: 105). In other words, the initial category of psychology was the subject activity.

The fundamental difference between the developed A.N. Leontiev's understanding of activity from other approaches consists in the fact that he considers objective activity not only as a condition of mental reflection and its expression, but also as a process that carries within itself the contradictions, divisions and transformations that give rise to the psyche as a necessary moment of this process. Psychological analysis of objective activity in this regard does not consist in isolating from it its internal psychic elements for their separate study, but in introducing such units, "which carry in themselves mental reflection in its non-separation from the generative moments of human activity" (Leontiev, 1975: 13).

Activity approach to the psyche allowed A.N. Leontyev approach it not as a phenomenon that accompanies life, but as a process that implements it. Considering the real, practical relationship of the organism with the environment, A.N. Leontiev showed that "the logic of their development led not only to the emergence, but also to the further progress, of forms of mental reflection" (Talyzina, 1983: 78).

At the human stage, the features of the structure of activity generated a qualitatively new form of mental reflection – consciousness.

Developing a socio-historical approach to the human psyche, A.N. Leontyev showed that a person does not have two types of experience – congenital and an individual built on him – but three. A new kind is the lifetime experience of mankind. It is on the basis of this experience that the specific character of the human personality develops. A.N. Leontiev showed that this experience is fundamentally different from the first two, not only in content, but also in the mechanisms of its acquisition.

Like L.S. Vygotsky, A.N. Leontyev proceeds from the fact that the development of specifically human abilities, the development of the personality as a whole, is accomplished in the process of assimilating social experience.

The activity approach as one of the methodological principles of science makes it possible to analyze the process of human interaction with the outside world, to study the activity itself as a system. The assimilation of the social experience of previous generations is possible thanks to the activity of the exercise, carried out in specially organized conditions. Research A.N. Leontiev and his followers were sent to study the structure of activity, the significance of each of its structural components.

The process of learning from the point of view of the activity approach is a system of actions performed by the student. Each action, in turn, has a rather complex structure. Action is an integral system where all mental functions are represented in unity: emotional-volitional, cognitive, etc. If we compare this approach to learning with functionalist or behavioral approaches, then we can see that supporters of these approaches are limited to considering only those or other elements of the process teachings taken out of the whole system. Thus, in the behaviorist approach, only the initial (stimulus) and final (reaction) links are taken into account in analyzing the process of learning, and the student's process leading to the final answer is not investigated. Representatives of the functionalist approach study every mental function involved in the process of learning, by itself ("the role of memory in the process of learning", "the role of thinking", etc.), and not as a part of a holistic system of learning.

The principal difference of the activity approach is that, in its implementation, not individual elements of the learning process, taken by themselves, but the activity of the exercise as a whole, are analyzed.

This approach involves considering the doctrine as an activity, as an action united by a single motive and aimed at achieving a single goal – learning from the experience of previous generations, which leads to the satisfaction of the cognitive needs of the subject of the exercise. It is precisely this need that the activity of the teaching answers. Learned social experience leads to a change in the student himself, which is the ultimate goal of the teaching.

The activity approach involves analysis not in the language of functions or stimuli and reactions, but in the language of activity: such concepts as "activity", "action", "motive", "goal", "object", "operations", etc. are used.

The activity approach also implies the need to conduct an analysis of the learning process in units adequate to the specifics of the activity.

The question of the units of analysis was first posed in the psychology of LS Vygotsky, who contrasted the analysis on units to analysis on elements, proceeding from the notion that the whole is the sum of parts. The main requirement for the unit of analysis is the preservation in it of the qualitative uniqueness of the analyzed process (phenomenon). In pedagogical psychology, the approach to the analysis of the activity of the doctrine, which uses the "learning task" as a unit, was introduced by D. B. Elkonin.

Expressed LS Vygotsky said that "Every higher mental function in a child's development appears

on the scene twice: first, as an activity, a collective, social activity, i.e. as an interpsychic function, a second time as an individual activity, as an internal way of thinking of a child, as an intrapsychic function "(Vygotsky, 1956: 449), initiated the development of the principle of the unity of the psyche and activity.

Further S.L. Rubinstein concretized this provision by saying that "... being actually carried out in various types of concrete activity, mental processes in it are formed" (Rubinstein, 1989: 106).

In the article "The principle of creative initiative (To the philosophical foundations of modern pedagogy)" S.L. Rubinstein reveals the essence of the activity approach and begins to develop its philosophical, pedagogical and psychological aspects. The essence of this approach consists in the fact that "the subject in his actions, in the acts of his creative initiative, is not only revealed and manifested; it is created and defined in them. Therefore, what he does can determine what he is; the direction of his activity can be defined and shaped by him. This is the only basis for the possibility of pedagogy, at least, pedagogy in a big style " (Rubinstein, 1986: 101-108).

In this article, S.L. Rubinstein analyzed such the most essential features of an activity as its subjectness, that is, that it is always carried out by a subject, more precisely, by subjects (for example, teaching as a "joint study" by a teacher and students of a knowable object); its content, reality, objectivity, i.e. that the activity is not symbolic and fictitious; its inextricable link with creativity and independence.

An essential step in this direction was made by A.N. Leontiev, who managed to overcome the isolation of the psyche within the subject, which is characteristic of subjective idealistic psychology.

Originating originally within practical activity, mental processes then acquire an independent meaning. External, practical activity is internalized, acquiring the form of inner ideal activity. However, becoming an inner psychic, it does not cease to be an activity aimed at solving real life tasks arising from the interaction of the subject with the world. The commonality of the structure of external and internal activity makes possible their mutual transitions, interconversions. Merit A.N. Leontiev is the question of inverse dependence, that is, the dependence of internal mental activity on external.

In the theory of A.N. Leontiev's original and main form of activity was external, sensual-practical activity. The problem of its correlation and connection with internal activity was studied. It is interesting to highlight two aspects of this relationship. First, in the process of the historical development of external activity, internal processes arise (analysis, comparison, etc.), which acquire relative independence and the ability to separate from practical activity (interiorization). Secondly, there are also permanent transitions in the opposite direction – from internal to external activity (exteriorization). These mutual transitions of human activity in its historical and ontogenetic development are possible because both of its forms have a fundamentally one common structure. The discovery of this community seems to be, as A.N. Leontiev, "one of the most important discoveries of modern psychological science" (Leontyev, 1983: 152).

In studies A.N. Leontiev and his followers theoretically substantiated and experimentally proved the unity of the psyche and external activity; it was established that internal, mental activity is a transformed external, material. The main role in studying the origin of internal activity was played by the introduction of the concept of "interiorization". As we know, transition is called interiorization, as a result of which external processes with external, physical objects are transformed into processes proceeding mentally, in terms of consciousness," wrote A.N. Leontyev (Leontyev, 1983). One of the manifestations of the commonness of these forms of activity A.N. Leontyev saw the possibility of transition not only in the direction of the internalization of external activities, but also in the opposite direction. As emphasized by the classics of domestic psychology, the principle of interiorization is of fundamental importance, as it determines the way in which mental phenomena are formed, and further, when external processes go into internal ones, "they undergo a specific transformation – they generalize, verbalize, contract, and most importantly, become capable of further development, which transcends the possibilities of external activity "(Rubinstein, 1989).

The fundamental commonality of the structure of these forms of activity is associated primarily with their genetic kinship, and not with some formal coincidence of their structures. Internal activity has such means that allow the subject to solve problems that cannot be fulfilled in terms of external activity, and vice versa. At the same time, the external objective activity is genetically primary, and the internal is its derivative. A functional connection is also maintained between them, which is expressed in their mutual transitions and interconversions.

The commonality of external and internal activities presupposes the existence of certain regularities of their mutual transitions, which must be investigated.

The principle of unity of the psyche and activity, along with the principle of the social nature of mental activity and the principle of the activity approach, is the leading principle of psychology in general and pedagogical psychology in particular.

Thus, after A.N. Leontiev can formulate the following basic provisions specific to the psychological theory of activity.

The subject of psychology is the study of the holistic activity of the subject in all its forms and forms.

– Genetically, the source and main is the external, objective, sensual-practical activity, from which the internal mental activity is derived; Both of these forms of activity have a socio-historical origin and a fundamentally common structure.

– The components of the activity are the need – the motive – the goal – the conditions and the activity – action – operations that are correlated with them.

– The defining property of activity is objectivity. The objective nature of the activity is realized through the need of the subject, turning into a need.

– The activity and its components are divided according to a definite law and enlarged, to which the differentiation and integration of the subjective images orienting them correspond.

– The method of psychological analysis of human activity is aimed at identifying its concrete historical nature, its structure, subject content and mutual transitions of its forms and components, occurring in accordance with their systemic connections and relationships.

Further comprehensive development and clarification of these provisions served as the development of a psychological theory of activity.

Understanding the psyche as a result of the transformation of external activities into internal ones opens up possibilities for studying the laws of this transition, as well as for managing the process of the emergence of new mental formations through their preliminary modeling in external material form and subsequent transfer to the mental plan. Specific mechanisms of such a transfer are disclosed in the theory of phased plan formation of mental actions and concepts of P. Ya. Galperin.

Experiments conducted under the guidance of P.Ya. Galperin, and his theoretical considerations led to the conclusion that mental activity is formed not only in the process of practical activity, but from practical activity.

In the theory of the gradual formation of mental actions, a mechanism was discovered for the emergence of new modes of action with given properties, highlighting a set of conditions that ensure their interiorization and, in general, assimilation.

From the point of view of the theory of phased formation of mental actions, traditional forms of education are variations of the same method, in which, as P.Ya. Galperin, "... the student's activity in the process of mastering a new task occurs without sufficient leadership, is controlled mainly by the end result and gropes about it" (Halperin, 1985: 3). The author of the stage-by-stage formation of mental actions saw the main task in identifying conditions that would enable the student to "act as it should," so that you can be sure that he "will inevitably come to pre-planned results" (Galperin, 1976: 4).

The theory of the gradual formation of mental actions considers the doctrine as a system of certain types of activity, as a result of which new knowledge and skills are formed. The main "units" of activity are actions. Therefore, the main attention is paid to the analysis of the assimilation of actions, and knowledge is considered as education, derived from the actions and the quality of their learning.

The problem of learning social experience was considered in the concept of D.B. Elkonin (Elkonin, 1974) and V.V. Davydov (Davydov, 1986).

The assimilation of social experience is carried out thanks to the established forms of human activity in ontogenesis, which sets the appropriate forms of assimilation. The acquisition of knowledge and skills, that is, cognitive experience, D.B. Elkonin and V.V. Davydov called training activities. Learning activity implies the availability of specially developed knowledge and methods of activity, ways of setting the content of mastering in accordance with the form of mastering, as well as normative methods of activity ensuring the student's mastery of this content. The transition of digestible activity from external to internal form, its internalization allows us to state the main direction of changes in the individual's learning experience. Educational activity, according to these authors, includes the following structural components:

1) learning situations and tasks;
2) learning activities;
3) actions to control the process of learning;
4) action assessment of the degree of assimilation.

The fact that V.V. Davydov calls educational activities, can be considered to correspond to the third type of teaching, according to P. Ya. Galperin.

V.V. Davydov conducted a comparative analysis of the second and third types of OOD. He showed that the second type provides orientation at the level of the phenomenon, without penetrating into

its essence. At the same time, empirical, rather than theoretical, thinking is formed. Theoretical thinking can only be formed using a third type DTE. In this case, the cognition of the essence of phenomena, the finding of their universal basis, or the source from which the whole diversity of phenomena arises, and an understanding of how this basis causes the emergence and interrelation of phenomena in a given area, is provided.

A change in the type of teaching leads to a change in the course of the mental development of children. Studies conducted by V.V. Davydov and D.B. Elkonin showed that with the appropriate construction of a school subject and organization of education, students find out not only a high level of mastering school subjects, but also a significantly higher level of thinking. They have much earlier than with traditional learning, there are prerequisites for the formation of abstract thinking. These studies have shown that even in the lower grades, with appropriate training, children can fully assimilate scientific concepts, master the methods of theoretical thinking, consciously, and not formally, apply them when solving problems. The data obtained from these studies suggest that junior schoolchildren may have significantly higher mental development indicators compared to normal age norms.

Developmental training in educational activities on the basis of mastering the content of academic subjects should be made taking into account its structure and features. V.V. Davydov formulates the main provisions that characterize not only the content of school subjects, but also those skills that should be formed in students when they master subjects in school activities:

"1. The assimilation of knowledge of a general and abstract nature precedes the acquaintance of students with more specific and specific knowledge; the latter are derived by the students from the general and abstract as from their common basis.

2. Knowledge, constituting this academic subject or its main sections, students learn in the process of analyzing the conditions, their origin, thanks to which they become necessary.

3. When identifying the subject sources of a particular knowledge, students should be able, first of all, to find in the educational material a genetically original, essential, universal relation that determines the content and structure of the object of the knowledge data.

4. Pupils reproduce this attitude in special subject, graphic, or alphabetic models, allowing to study its properties in a pure form.

5. Students should be able to concretize genetically the source, universal attitude of the object being studied in the system of private knowledge about it in such a unity that will provide mental transitions from the general to the particular and vice versa.

6. Students should be able to move from performing actions in the mental plane to performing them externally and back" (Elkonin, 1974).

The theoretical analysis of the problem of learning social experience in the concept of D. B. Elkonin and V.V. Davydov, allows us to state the possibility of the formation and application of skills in educational activities, but the conditions for updating them were not a special subject of study.

Further development of the activity approach to the assimilation of social experience was carried out by N.F. Talyzina (Talyzina, 1984).

She continued the analysis of the doctrine, which involves the students solving the assigned task by carrying out certain types of activities. N.F. Talyzina carried out a structural analysis of the action with the isolation of the subject ("carrier of action"), the object, motive, purpose, model, as well as its operations, process; The tentative basis of action stands out, understood as the union of the mode of action and the image of the environment. In addition to the above "structural parts" N.F. Talyzin also calls the "functional parts of the action" – his approximate, executive and control parts, which were previously described by P.Ya. Halperin.

N.F. Talyzina theoretically obtained a complete system of eight types of an orienting basis of action and, accordingly, types of teaching based on a combination of three qualities (generalization, completeness, and method of preparation). A fifth type Ltd. was characterized as generalized, incomplete, and obtained in finished form; OOD of the sixth type – as generalized, incomplete, but compiled by the student himself; OOD of the seventh type – as a concrete, complete, compiled by the student; OOD of the eighth type – as a concrete, incomplete, obtained in finished form. The latter type of OOD is actually implemented in traditional training.

Under the leadership of N.F. Talyzina conducted research on the experimental study of the fourth type of the orienting basis of action and, accordingly, the fourth type of teaching; This approximate basis is characterized as generalized, complete, obtained in finished form. However, the problem of the types of the indicative basis of the action, their number is not fully solved today. These studies can be carried out as TV writes. Gabay, "in the direction of both a more

detailed analysis of the types already described, and the identification of additional, new properties of the DTE, the inclusion of which will lead to an increase in the number of its types" (Gabay, 2003: 196).

Formation of action means the provision of certain indicators of its main characteristics. N.F. Talyzina identifies as secondary properties of the action, such characteristics as abstractness and strength. "Abstract nature of the action," writes N.F.Talyzina, "consists in the possibility of performing it as a generalized and without reliance on the sensory content of objects", and the strength of the action "as the possibility of performing it a certain time after formation" (Talyzina, 1984: 63).

Thus, N.F. Talyzina continued to analyze the doctrine, however, the problem of updating knowledge and skills in her research was not posed and the corresponding characteristics were not introduced.

To date, the activity approach has gone beyond the analysis of subject-specific activities carried out during the exercise for the sake of learning. A study was also made of the activities of the doctrine itself – the activity of the student, in the course of which he develops the ability to perform one or another subject-specific activity. Studies of the process of formation in students of the ability to learn, necessary for the subsequent organization of the assimilation of independent learning methods, were conducted by I.I. Ilyasov and his staff (Ilyasov, 1986).

They were a significant contribution to the deepening of the theory of proper assimilation.

It has been established that the condition for the success of any training, including in situations of independent work, is the students' ability to perform a variety of learning activities, as well as the ability to organize their own learning activities.

When analyzing the composition of each of the selected components, namely, the acquisition of digestible knowledge about the object and actions with it and their refinement, I.I. Ilyasov pointed out the need for "highlighting the lines of change of knowledge and actions in the process of learning as specifying a special level of description of its composition and structure" (Ilyasov, 1986: 79).

Thus, he undertook a review of the composition and structure of the exercise.

At the initial level of analysis in the structure of the teaching, they identified two main components: an understanding of the content of knowledge and actions learned in the teaching, and the refinement of knowledge and actions. According to I.I. Ilyasov, in the composition of the first macrocomponent in the experience of the student, occurs the emergence of new knowledge and actions with a certain composition and structure, with different characteristics – substantial and formal, simple and composite – and also external properties derived from them. As for the second macro component, new knowledge and actions that have arisen in it are subject to changes in primary characteristics and their external properties derived from them – speed, ease of updating knowledge and taking actions.

As you can see from the text of the work by I.I. Ilyasova, this author among the properties of acquired knowledge and actions mentions the possibility of their actualization. At the same time, this topic does not receive any special study from him. It should be noted, moreover, that the I.I. Ilyasov refers to the category of "external" rather than basic properties and considers it as a derivative of other essential characteristics (Ilyasov, 1986).

Further analysis of educational activities with the release of its structural components was carried out by T.V. Gabay (Gabay, 2003; 1988). It is based on a detailed general study of the structure of human activity previously conducted by the author.

The system of non-dynamic components ("structural moments") of the teaching activity is revealed: it is formed by the subject, object and product, procedure, means, external conditions.

T.V. Gabay isolates the "subject" from the "person" and differentiates its content. In particular, the subject of the exercise must have the senses and motor apparatus necessary for the exercise, the functional brain organs, the bearers of the ability to learn, are in a state of actual readiness to initiate or continue the activity being carried out. The subject of the exercise is defined as the knowledge and skills of the student, which in their substantive content are directly related to the knowledge and skills that he must learn. The latter are the product of the teaching activity, which corresponds to the goal set in the educational activity.

We also note the development of ideas about the means of learning. For the first time, the means of learning activity – as well as human activity in general – were considered inherently inherent in it and presented as an advanced and thoroughly developed system. The main means of teaching is social experience, which is absorbed in it.

With regard to the psychological characteristics of the action (and in the development of their typology) T.V. Gabay introduces a clarification that they can relate not only to the actual action, but also to its potential form, that is, its ability. She posed the problem of updating the learned material on the basis of such an activity approach, which implies the

implementation of a concrete, detailed and thorough analysis of the structure of human activity in general and the training one – in particular. The scientist introduced the characteristic of the actualization of the skill, which it in a certain way correlates with the sub-characteristic of development – the ease of performing the action. According to TV, the main, specific condition for the actualization of the skill. Gabay is "the formation of connections in the structure of an indicative basis of action between knowledge of normative combinations of structural moments of an action (circumstances of an action) and knowledge of variants of performance appropriate to them" (Gabay, 2003: 170).

So, in the activity theory of social experience mastering, theoretically and experimentally proved the proposition that by creating adequate conditions one can form corresponding knowledge and skills with predetermined qualities, and external action becomes internal, mental.

At the same time, its untapped link is also revealed concerning the problem related to the possibility of applying already acquired knowledge and skills in practice. We have in mind the need to identify a system of conditions that ensure timely and adequate actualization of a subject-specific skill.

Although the activity theory of the assimilation of social experience, due to the lack of special studies, does not give specific recommendations concerning the provision of conditions for the actualization of the learned experience, but it indicates the direction of finding a solution to this problem.

In our study (Zhantikeyev, 2004) empirically confirmed the assumption of the existence of the psychological and pedagogical conditions of actualization. They constitute a system comprising three subsystems of conditions:

1. The first subsystem is formed by the features of the organization of the process of assimilation, providing the possibility of subsequent updating of knowledge and skills. It is established that the actualization of skill contributes to the implementation of digestible actions in mental form. The positive influence of the generalized task of communication "situation of action – action" on the actualization of educational material is revealed.

2. The second subsystem of conditions characterizes the way of storing knowledge and skills to be updated.

This includes additional voluntary and involuntary practicing of the action in terms of the actualizability indicator with its repeated reproduction mainly in the internal plan after the completion of the learning activity itself.

3. The third subsystem of conditions is expressed in the features of the organization of "business" activity, contributing to the actualization of knowledge and skills (Zhantikeyev, 2004).

Conditions identified include:

– ensuring such a situation of working action, which is a fundamentally similar situation of mastering the relevant skills.

One of the important conditions is the presence of high motivation to perform an action.

– if a student has difficulty in qualifying a working situation, he must be demonstrated by someone that it is identical to the situation (at the first stage) in which the same action was performed in order to master the corresponding skill.

It should be noted that this experimental study is devoted to the detection of only some of the most "representative" conditions of the selected system and the determination of their value for the actualization of skills. It implies the need for further, in-depth study of these conditions and the elaboration of their very system (Zhantikeyev, 2004).

Conclusion

So, the active theory of the assimilation of social experience allows us to trace the concrete implementation of its main provisions on the example of the teaching activity. In the process of its formation, not only separate mental processes take place, the formation of new knowledge and skills is underway, but the very object of the teaching itself is changing, which, according to most authors, is its ultimate goal.

In the theory of the phased formation of mental actions and concepts as the first stage of development of the activity theory of social experience mastering, the application of its foundations and principles is actually shown, when by creating adequate conditions it is possible to form relevant knowledge and skills with predetermined qualities, when external, objective action has become internal, mental .

Our review of the activity theory of the assimilation of social experience indicates a significant measure of development in all the main areas characterizing the process of the formation of skills. At the same time, we find the least developed, in our opinion, its link, namely, the problems associated with the possibility of applying already acquired knowledge and skills in practice. We are referring to the search for a system of conditions that ensures the timely and adequate actualization of a subject-specific skill.

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