

## METASUBJECT AND METAMETHODOLOGICAL APPROACHES AS TOOLS FOR IMPROVING EDUCATIONAL EFFICIENCY

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**ANNOTATION:** This article analyzes the role and importance of metadisciplinary and metamethodological approaches in the educational process. It discusses the key concepts, principles, and influence of the metadisciplinary approach on teaching and learning. The research results show that this approach plays a significant role in developing integrative thinking, as well as fostering students' creative and critical thinking skills. Moreover, it not only contributes to knowledge acquisition but also supports the development of independent thinking in the educational process.

**KEY WORDS:** Metadisciplinary, metamethodical approach, integration, education, universal learning activities, creative thinking.

### INTRODUCTION

Today, in scientific research work, the main focus in metamethodology is on the classification of universal learning activities. At the same time, research is also being conducted on the issues of forming these activities in students and purposefully preparing future teachers for this process [1].

On the basis of the history of the development of interdisciplinary ideas in education, the theoretical foundations of constructing educational content, and the modeling of academic subjects, a new interpretation of the interdisciplinary content of academic subjects was given. In the structure of each knowledge element from various fields of knowledge included in the content of the academic subject, interdisciplinary and subject-specific components were distinguished. Each type of interdisciplinary knowledge was correlated with specific universal learning activities [3].

Tasks corresponding to a specific metasubject universal learning activity and consisting of elements have been developed. The elements have enabled the assessment of the formation of the metasubject universal learning activity through scoring. In the process of diagnosing the level of formation of metasubject universal learning activities, the average indicator constituted 69% [2].

Metasubjects are disciplines that differ from traditional subject cycles, uniting within themselves both subject-specific and supra-subject concepts. A.G. Asmolov connects metasubject results with universal learning activities (cognition, regulation, communication) mastered by students. This ensures the acquisition of core competencies [1].

### The metasubject approach and its characteristics

In practice, establishing a clear boundary between metasubject and interdisciplinary approaches proves challenging. The term 'meta' conveys meanings of 'above,' 'general,' and 'integrating,' while 'inter' carries connotations of 'between this and that,' 'intermixed with something'

The concept of metasubject may include the following aspects: connections, teaching tools, forms of teaching, teaching outcomes, skills, types of lessons and activities, tasks and problems.

The metasubject approach is considered as a means of achieving metasubject results. In this approach, individual, pair, and group work forms are organized in the teaching process. The authoritarian method of communication between teacher and student is gradually eliminated.

### The principle of metasubjectness.

The principle of metasubjectness involves teaching through general methods, techniques, schemas, and thought patterns. It can be applied when working with any subject materials. The mastery of material (concepts, methods of action, algorithms, schemas) occurs during the process of solving practical or research tasks and problematic situations. The more complex the situation, the higher the developmental

potential of the lesson becomes.

#### **Metasubject lesson and its importance.**

A metasubject lesson is a lesson where the process of integrating various educational disciplines into a unified knowledge system is implemented. Here, integration does not mean mere combination, but rather the interpenetration of two or more subjects. Integrated lessons provide students with a broad understanding of the world, mutual cooperation, and the diversity of material and artistic culture.

Such lessons are aimed not only at acquiring knowledge about connections between phenomena and objects, but also at developing figurative thinking. Integrated lessons provide opportunities for developing students' creative activity. This approach involves utilizing content from all academic subjects, incorporating information from various disciplines, cultures and arts, as well as addressing environmental phenomena and events.

The metasubject lesson is built around organized thinking activities, such as: knowledge, problem, task, meaning, category, and others. All of them are activity-based and therefore are considered to possess universal (metasubject) characteristics.

Conclusion. The metasubject approach emerges in the educational process as an important component of integrative and competency-based approaches. It serves not only to provide students with knowledge but also to develop their independent thinking, creative approach, and analytical abilities. Thus, the application of the metasubject approach in the educational process serves as one of the key conditions for improving educational effectiveness.

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