Development of Cognitive and Meta-Cognitive Strategies for Raising Learners' Awareness of Learning

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Annotation: This article examined students' cognitive and metacognitive awareness empirically supported learning strategies. Overall, the two-way coding, static-media presentations, low-percentage details, tests, and interval strategies describing the strategy could not predict learning outcomes. There are shortcomings in the strategy of creating your own learning materials. In addition, an independent measure of cognitive and metacognitive self-management needs to be developed. This article shows that students are unaware of a few specific strategies that can benefit memory for the information they receive during the course. In addition, training on practical education and memory topics has the potential to improve cognitive and metacognitive decisions in these areas. In this article discusses about development of cognitive and meta-cognitive strategies for increasing learners' awareness of learning.

Keywords: cognitive, meta-cognitive, strategies, skills, primary school students, self regulations, development, raising learners, awareness.

The impacts of meta-cognitive awareness-raising incorporated in English courses of EFL learners enrolled in a teacher education program in Uzbekistan were investigated in this work. The goal of the study was to see how much awareness-raising helps learners enhance their competency and autonomy. It also looked at the study's interstitial factors, which made the connections convoluted rather than linear. Finally, it attempted to see if and how the trainees' teaching practice reflected their awareness-raising efforts.

Metacognitive awareness refers to being aware of the different aspects that influence learning and teaching. Some of these refer to simply cognitive processes, while others allude to the socio-cultural milieu in which learning and teaching take place. All of them have something to do with learning autonomy and competency. As a result, I believe it is necessary to review the literature on several of these topics in order to provide a framework for my research. However, due to the large number of interconnected topics, I have divided this literature review into three chapters to make it easier to read.

Studies that have looked at these concerns in a variety of circumstances have found that awareness as a tool for successful foreign language learning and learner autonomy is a desirable outcome. However, for environments with a history of traditional language education and settings, such as Uzbekistan, it poses a significant obstacle. One of the primary goals of this research is to determine the extent to which learner training in metacognitive awareness in an English teacher-education program leads to the enhancement of learners' language proficiency. As previously stated, the study's focus was on English teacher trainees who had little or no English proficiency when they began their undergraduate studies. As a result, they faced a dual challenge throughout the program: learning English as a second language while also developing the necessary skills and expertise in teaching English as a foreign language.

Why do teachers use cognitive and metacognitive strategies? Students can use cognitive and metacognitive skills to think about their own thinking. The ability to govern their own learning is

enhanced when they are aware of the learning process. It also improves one's ability to self-regulate and manage one's own learning motivation. Planning how to approach learning tasks, choosing acceptable techniques to complete a task, evaluating progress, and checking comprehension are examples of cognitive and metacognitive activities.

The age group of primary school student provides a unique chance for cognitive researchers to examine student's knowledge, ideas, reasoning, and understanding of the world through their own words and viewpoints. Students can engage with self-reported measures such as written tests and questionnaires as they develop their verbal and writing skills, as well as express their own ideas and thinking processes through interviews and think-aloud tasks, allowing researchers to capture their reasoning and understanding of the world. A child's talents grow in a cumulative, dynamic process in which today's skills define tomorrow's capacities and possibility for further cognitive development. Student's cognition is developed early in childhood and becomes less changeable as they grow older. As a result, one crucial question for public policy is to what extent schools can help to the decentralization of power. While there is evidence that preschool programs targeted at disadvantaged student have significant benefits, there is less literature on the role of school quality for student's early cognitive development in a more general population of children.

Who benefits from the use of cognitive and metacognitive strategies? Explicit attention to and application of thinking skills allows students to develop a more sophisticated understanding of the processes they can use whenever they encounter both familiar and unfamiliar situations, to break ineffective habits and build on successful ones, and to develop a capacity to manage their thinking. The employment of cognitive and metacognitive methods benefits all students, regardless of their age, background, or achievement level. As pupils advance through school, the sophistication of their cognitive and metacognitive skills grows. Students might begin by being able to track their progress toward achieving learning objectives. Regardless of their background or previous achievement, this negotiation and monitoring play a crucial role in all students' learning. Differentiated cognitive and metacognitive tactics can also be used to help specific groups of pupils succeed. They can be utilized to help low-achieving children as well as gifted and high-achieving individuals extend their learning.

What is metacognition and how does it develop? Metacognition develops best when addressed in context and integrated into everyday education, as stated in the Capabilities of Curriculum. This means that all teachers may help students learn and improve the following skills at the same time:

➢ subject matter knowledge, such as understanding of a novel that was recently read in class and the specific terminology used in text analysis.

➢ subject-matter knowledge and abilities, such as how to conduct a character analysis and how to compose an essay.

What are the advantages of employing cognitive and metacognitive strategies? Students obtain a deeper understanding of the learning process and gain control over their own learning when teachers help them build strong cognitive and metacognitive talents. This results in:

➢ increased personal self-regulation capacity;

➢ increased ability to manage one's own motivation; and • pupils becoming more independent learners.

Finally, computerized tests are a fantastic way to assess student's cognitive abilities in schools because they don't require any additional equipment. They not only measure the student's response time but also provide information about their accuracy, and the assessment can be taken by numerous pupils at the same time. Interviews and think-aloud tasks are also useful ways of

gathering qualitative data regarding student's opinions on a variety of critical subjects, and when used in conjunction with questionnaires, they can provide both breadth and depth to the question under investigation. It is imperative that when research is conducted in schools, researchers use age-appropriate language and ensure that the physical setting is suitable, in order to increase the students' comfort level.

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