

The Role of Cognitive and Metacognitive Skills Development in Primary School Students

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Annotation: Metacognition is the act of reflecting on students' own thoughts. The term "cognitive" also refers to the process of developing students' brain. These are becoming more popular ways to improve student learning, both in terms of immediate results and in terms of assisting students in understanding their own learning processes. As a result, cognitive and meta-cognitive are wide concepts that refer to students' own acquired knowledge and thought processes. Importantly, this article found that cognitive and metacognitive skills can be taught and are fundamental to other skill sets including problem solving, decision making, and critical thinking. The ability to critically reflect on learning experiences and practice, which is a component of metacognition, is known as reflective thinking and processes in order to inform future progress. In this article discusses about the role of cognitive and meta-cognitive skills for primary school students.

Keywords: Primary school students, development, cognitive and metacognitive skills, education system, supporting students.

We control for the mother's and father's educational levels as well as family income to see if parental investments and socioeconomic background have an impact on a student's cognitive development. Parents from a higher socioeconomic background may have stronger preferences for school quality and, as a result, are more inclined to send their children to schools with higher academic achievement.

Researchers must be adaptable when studying cognitive development in primary schools. For example, in addition to the usual school day, children engage in a variety of extracurricular activities. In fact, excellent communication with the teachers is essential. Researchers should inquire as to what method of communication teachers prefer, as well as a weekly schedule of school events, so that they can organize their research around these events. Additionally, if the study asks teachers to complete measures, researchers might provide an example so that teachers are aware of the expectations. Teachers frequently want to know not just the study's reasoning, but also its consequences for their teaching practice and relevance to their students.

- Explicit teaching, with a focus on activating prior knowledge, introducing new knowledge and skills, modeling the application of knowledge and skills, and providing ample opportunity for independent practice and reflection are some of the most common strategies used in everyday teaching to foster the learning and internalisation of metacognitive strategies.
- Assisting students with the planning, monitoring, and evaluation of their work and learning. Students will eventually internalize these approaches and use them to take charge of their own learning if they are explicitly taught level-appropriate abilities and work is structured around these phases.
- Creating rubrics (and, where possible, co-designing them with students) to help students keep track of their own learning/work and set explicit, quantifiable, achievable, reasonable, and timely learning goals.

- Verbalizing the intellectual processes required to consider, analyze, and solve problems to model thinking. It could be as simple as thinking out loud.
- Using questions to engage students, evaluate their progress, and stimulate their thinking, as well as valuing questions from students as a form of feedback and an opportunity for clarification/extension of learning, is a form of questioning.

This does not, however, imply that subject knowledge training will automatically develop metacognitive knowledge and abilities. Primary School students used metacognitive tools to investigate the nature of deep learning. This example shows how a collaborative inquiry and codesign approach can help students build metacognitive skills and self-regulation abilities. Teachers collaborated with the Junior School Council to create a set of new school-wide learning norms. They drew on students' early grasp of deep learning and pushed them to examine and comprehend what deep learning looks like by including student representatives from each class. It serves as an excellent reminder to us as teachers and leaders that what we believe will work may not work for kids, and that students might provide a totally different perspective.

Students informed us what wasn't working and what teachers might do to help them become co-creators and co-designers of the entire process. Teachers and students collaborated to construct a visual model of deep learning that was accompanied by a set of learning protocols. This model may now be used by students and teachers to track and steer their learning in and out of the classroom. Students' metacognition was activated as a result of the co-design process, which gave them a better grasp and awareness of the learning process. Students are empowered to take ownership and accountability for their own learning as a result of the deep learning process and procedures that result.

Students were taught metacognitive skills to assist them control their motivation and attitude toward learning. The technique and practices required to learn new talents were explicitly taught at the school. This case study demonstrates how co-designing rubrics and allowing students time to reflect, make goals, and explain learning challenges are effective strategies for assisting students in becoming self-regulating learners. Staff and students collaborated on the development of 'process rubrics,' which define the steps students can take to improve and self-direct their learning. Rubrics allowed teachers to introduce metacognitive knowledge to students while also assisting students in developing the necessary abilities.

The process rubrics, as well as the formal reflection and goal-setting process, helped to create transparency and a shared knowledge of metacognitive methods. Students can use the rubrics to create goals, reflect on their progress, and seek feedback from their peers, parents, guardians, and teachers. This year, I've discovered that learning is more complicated than we assume. We must have a growth attitude, as well as tenacity, persistence, and commitment. It has demonstrated to me that if I work with dedication and determination, I will be more likely to achieve my objectives. Students can use the rubrics to reflect on their efforts and different tactics. This allows students to become active designers of their own learning by allowing them to track and alter their thinking in order to attain their learning objectives. Teachers can use rubrics to explain how and why pupils learned something, as well as how and why they improved. To aid in this, teachers included a not yet grade in each formative and summative evaluation. This encourages kids to respect development mindsets and encourages teachers to recognize and reward effort and perseverance. Striving to be better takes time and effort. You must be willing and determined to make a difference every day by doing extra homework and revising what you learn in class. This has changed the way I learn by making me prepared for the tasks given in class, it has helped me be more organised and improve my marks this year.

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