ISSN: 3060-4613

MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGI

№7
2025

13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohalari va bosqichlari bo'yicha)
13.00.07 Ta'limda menejment
13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

MAKTABGACHA VA MAKTAB TA'LIMI

Pedagogika, psixologiyaga fanlariga ixtisoslashgan ilmiy jurnal

MAKTABGACHA VA MAKTAB TA'LIMI

Elektron nashr. 102 sahifa,
1-iyul, 2025-yil.

Muassis: "Tadbirkor va ishbilarmon" MChJ
Hamkorlarimiz: O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi, O'zbekiston milliy pedagogika universiteti

“Maktabgacha va maktab ta’limi” jurnali Oliy attestatsiya komissiyasining 26-08-2024-yildagi №11-05-4381/01-Kengash tavsiyasiga ko‘ra, pedagogika fanlari bo‘yicha falsafa doktori (PhD) va fan doktori (DSc) ilmiy darajasiga talabgorlarning tadqiqot ishlari yuzasidan dissertatsiyalarining asosiy ilmiy natijalarini chop etish uchun tavsiya etilgan milliy ilmiy nashrlar ro‘yxatiga kiritilgan.

Asos: OAK Pedagogik texnologiyalar va psixologik tadqiqotlar bo‘yicha ekspert kengashi tavsiyasi (29-10-2024-y.; №10); OAK Tartib-qoida komissiyasi qarori (30-10-2024-y., №10/24); OAK Rayosatining qarori (31-10-2024-y., №363/5).

“Maktabgacha va maktab ta’limi” jurnali

26.09.2023-yildan

O‘zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan **№C-5669363** reyestr raqami tartibi bo‘yicha ro‘yxatdan o‘tkazilgan.

Litsenziya raqami: **№136361**

MUNDARIJA СОДЕРЖАНИЕ CONTENTS

MUNDARIJA

METACOGNITION AND SELF-REGULATED LEARNING

Turayeva Nazira Ibragimovna
ESL Teacher, Uzbekistan state world languages university

Abstract: This text explores the psychological foundations and practical definitions of self-regulation and self-regulated learning, drawing primarily from the works of Bandura and educational researchers like Dinsmore and Schunk. It clarifies the distinction between metacognition–the cognitive process of managing one's own thinking–and self-regulation, which involves managing one's emotions and behavior in response to the external environment. The synthesis of these concepts in an academic setting is defined as self-regulated learning, where students actively apply strategies to achieve their educational goals. The author provides simplified yet accurate definitions to make these theories accessible to educators and emphasizes the importance of understanding and nurturing these skills in teaching and learning practices.

Key words: metacognition, self-regulated, foundations, concept, procedure, independent learning, mindfulness, learning skills, educators, cognitive monitoring.

Annotatsiya: Ushbu matnda o'z-o'zini boshqarish va o'zini o'zi boshqariladigan o'rganishning psixologik asoslari va amaliy ta'riflari ko'rib chiqiladi. Asosan Bandura, Dinsmore va Schunk kabi ta'lim olimlarining ishlariga asoslanilgan. Metakognitsiya – bu inson o'z fikrlash jarayonini boshqarishi bilan bog'liq kognitiv jarayon ekani, o'z-o'zini boshqarish esa tashqi muhitga nisbatan shaxsning hissiyotlari va xatti-harakatlarini boshqarishi bilan bog'liq ekani ochib beriladi. Ushbu ikkala tushuncha birgalikda ta'lim jarayonida qo'llanilsa, bu o'zini o'zi boshqariladigan o'rganish deb ataladi. Bunda o'quvchilar o'z ta'limiy maqsadlariga erishish uchun ongli ravishda strategiyalarni qo'llaydilar. Muallif bu nazariyalarni o'qituvchilar uchun tushunarli bo'lishi uchun soddalashtirilgan, lekin aniq ta'riflar beradi hamda ta'lim jarayonida bu ko'nikmalarni tushunish va rivojlantirish muhimligini ta'kidlaydi.

Kalit so'zlar: metakognitsiya, o'zini o'zi boshqarish, asoslar, tushuncha, jarayon, mustaqil o'rganish, hushyorlik, o'quv ko'nikmalari, o'qituvchilar, kognitiv nazorat.

Аннотация: Данный текст рассматривает психологические основы и практические определения саморегуляции и саморегулируемого обучения, опираясь в основном на труды Бандуры, а также исследователей в области образования, таких как Динсмор и Шунк. В тексте разъясняется различие между метапознанием – когнитивным процессом управления собственным мышлением – и саморегуляцией, которая включает управление своими эмоциями и поведением в ответ на внешние обстоятельства. Синтез этих понятий в образовательной среде называется саморегулируемым обучением, при котором учащиеся сознательно применяют стратегии для достижения своих учебных целей. Автор предлагает упрощённые, но точные определения, чтобы сделать эти теории доступными для педагогов, и подчёркивает важность понимания и развития этих навыков в процессе обучения и преподавания.

Ключевые слова: метапознание, саморегуляция, основы, концепция, процесс, самостоятельное обучение, осознанность, учебные навыки, педагоги, когнитивный контроль.

INTRODUCTION

Metacognition and self-regulated learning (SRL) are closely related concepts that center on how learners think about and manage their own learning processes. Metacognition refers to the awareness and understanding of one's own thought processes, whereas self-regulated learning involves the application of metacognitive strategies to learning, including planning, monitoring, and evaluating one's progress. Essentially, metacognition is the "thinking about thinking" aspect, and self-regulated learning involves using that awareness to actively control and improve one's learning.

Metacognition is the learner's ability to be aware of, reflect on, and direct their thinking. Self-regulated learners apply metacognitive strategies to their learning. They demonstrate self-regulation by managing their motivation, thoughts, and behaviors to set goals, monitor performance, reflect, and evaluate progress.

LITERATURE REVIEW

In 2018, the Education Endowment Foundation (EEF) released guidance for schools focused on metacognition and self-regulated learning. This guidance was praised as offering a high level of impact at minimal cost, supported by strong evidence (p. 4). Naturally, many schools have shown interest in applying these approaches. However, the terms metacognition and self-regulated learning often remain unclear to teachers – which isn't surprising, given that even researchers sometimes lack consensus on their definitions. In fact, Dinsmore et al. (2008) analyzed 255 studies to identify the fundamental definitions of metacognition, self-regulation, and self-regulated learning, as well as how these terms overlap and differ (p. 392). They found that less than half of the studies (49%) offered clear definitions, and even among those, there was significant overlap between the concepts. To help simplify this complexity, the EEF offered a teacher-friendly interpretation of the field, accompanied by seven practical recommendations for schools. These are highly valuable, and I strongly encourage all educators and school leaders to read and implement them. However – and I raise this not to be overly critical, but because it matters – the EEF's definitions themselves are not without flaws. If we are truly committed to helping students become confident, autonomous learners, we must understand both the theory (the why) and the practice (the what). With a deeper understanding, teachers can apply these principles meaningfully, rather than merely following pre-set guidelines without grasping the core ideas. According to the EEF, self-regulated learning consists of three interconnected components: cognition, metacognition, and motivation. Their definitions are as follows (EEF, 2018, p. 9): Cognition refers to the mental processes involved in acquiring knowledge and learning. Metacognition involves how learners monitor and deliberately guide their own learning. Motivation relates to the learner's drive to use both cognitive and metacognitive skills during learning. This framework has several benefits. First, it clearly distinguishes metacognition as a component within the broader umbrella of self-regulated learning. Second, it rightly stresses the role of cognition – as the guide notes, effective metacognition relies on having a variety of cognitive strategies available (EEF, 2018, p. 9). Put simply, if you're not reflecting on your thinking, you're not engaging in metacognition. Third, including motivation in the mix is crucial – because fostering metacognitive and self-regulated habits means nurturing independent learning, which cannot be externally imposed.

However, the definition also presents some concerns. To begin with, it doesn't align closely with how these terms are used in academic literature. Additionally, while simplifying terminology can be helpful, oversimplification risks undermining understanding. Lastly, the interchangeable use of self-regulation and self-regulated learning is problematic, as recognizing the differences between these concepts can actually deepen understanding. To introduce the discussion, I draw on my own eight-year study evaluating the Learning Skills program – a whole-school teaching and learning model built on metacognition and self-regulated learning (Mannion et al., 2018). Having worked as both a teacher and a researcher, I've spent a great deal of time examining these ideas. In this article, I aim to offer clearer definitions of the three key concepts, suggest an improved framework for how educators can conceptualize them, and highlight why this clarity is vital for effective classroom teaching.

Research methodology

Often described as "thinking about thinking," metacognition is, in fact, a much richer and more dynamic process than this simple phrase suggests. When the term first emerged in the 1970s, it was understood as involving multiple interconnected components. In his influential 1979 paper "Metacognition and Cognitive Monitoring," developmental psychologist John Flavell introduced a foundational framework that remains one of the most widely accepted models (see Figure 1). This diagram includes four interconnected elements: Metacognitive Knowledge, which encompasses knowledge of people (both oneself and others), tasks, and strategies; Metacognitive Experiences, which vary in length and complexity and can influence or reshape one's existing metacognitive understanding; Cognitive Strategies, referring to the actions or mental processes used to accomplish specific goals; and Cognitive Goals, which represent the intended outcomes of one's thinking activities.

ANALYSIS AND RESULTS

Flavell argued that we manage and direct our thinking by drawing on our understanding of ourselves, others, the nature of tasks, and appropriate strategies. This body of knowledge expands through hands-on experience, goal-setting, and the application of strategies. Each of these components interacts dynamically, and it is through this interplay that metacognitive skills develop and deepen.

Admittedly, Flavell's model may be too detailed to apply easily in the fast-paced environment of classroom teaching. However, simplified definitions can still be useful without losing the core idea. For instance, Watkins (2001) described metacognition as "awareness of thinking processes, and 'executive control' of such processes" (p. 1).

To make it even more concise:

Metacognition is the ability to observe and regulate your own thinking. Much of what we know about self-regulation stems from Albert Bandura's work in the 1970s and 1980s. Unlike metacognition, which focuses primarily on internal thought processes, Bandura emphasized that self-regulation involves shaping one's environment through emotional responses and behaviors (Bandura, 1986).

Interestingly, the terms often used to define self-regulation closely resemble those used for metacognition. As Dinsmore et al. (2008) observed, the concepts of "monitoring" and "controlling" appear frequently in discussions of both. However, while metacognition leans toward cognitive functioning, self-regulation is more action-oriented–concerned not just with thoughts, but with how those thoughts translate into behavior. As Dinsmore et al. noted, metacognition has a "cognitive orientation," whereas self-regulation focuses more on outward behavior shaped by internal thinking (2008, p. 405).

Self-regulation can therefore be understood as the ability to observe and manage your emotions and actions.

Since both self-regulation and metacognition deal with complex aspects of thought, feeling, and behavior, they extend well beyond academic contexts. As Fox and Riconscente (2008) note, truly understanding these concepts means considering them within the wider range of human activity across all stages of life (p. 374).

After Bandura introduced his seminal book Social Foundations of Thought and Action (1986), educators began to adapt the concepts of self-regulation and metacognition to the learning process. This gave rise to the term self-regulated learning. Schunk (2008) defines it as a process in which students purposefully use cognitive and behavioral strategies to reach specific academic goals (p. 465).

In short, self-regulated learning is the integration of metacognitive awareness and behavioral control in pursuit of educational objectives.

CONCLUSION

Understanding the distinctions and interconnections between metacognition, self-regulation, and self-regulated learning is essential for both educators and learners. While metacognition involves managing one's own thinking processes, self-regulation pertains to controlling emotions and behaviors. When these two domains are applied to educational contexts, they form the foundation of self-regulated learning–a powerful approach that enables students to take ownership of their learning journey. By cultivating these skills in the classroom, educators can support students in becoming more independent, reflective, and motivated learners–capable of setting goals, overcoming challenges, and achieving long-term academic success.

References:

1. Bandura, A. (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Englewood Cliffs, NJ: Prentice-Hall.
2. Dinsmore, D. L., Alexander, P. A., & Loughlin, S. M. (2008). Focusing the conceptual lens on metacognition, self-regulation, and self-regulated learning. Educational Psychology Review, 20(4), 391–409.
3. Education Endowment Foundation. (2018). Metacognition and Self-Regulated Learning: Guidance Report. London: EEF. Available at: https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning (accessed 22 November 2019).
4. Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. American Psychologist, 34(10), 906–911.
5. Fox, E., & Riconscente, M. (2008). Metacognition and self-regulation in James, Piaget, and Vygotsky. Educational Psychology Review, 20(4), 373–389.
6. Mannion, J., McAllister, K., & Mercer, N. (2018). The Learning Skills curriculum: Raising the bar, closing the gap at GCSE. Impact, 4, 63–65.
7. Mercer, N. (2016). Education and the social brain: Linking language, thinking, teaching and learning. Éducation & Didactique, 10(2), 9–23.
8. Schunk, D. H. (2008). Metacognition, self-regulation, and self-regulated learning: Research recommendations. Educational Psychology Review, 20(4), 463–467.
9. Watkins, C. (2001). Learning about learning enhances performance. London: Institute of Education, National School Improvement Network (Research Matters series No. 13).

13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta’limotlar tarixi
13.00.02 Ta’lim va tarbiya nazariyasi va metodikasi (sohalar bo‘yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg‘ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta’limi nazariyasi va metodikasi
13.00.06 Elektron ta’lim nazariyasi va metodikasi (ta’lim sohalari va bosqichlari bo‘yicha)
13.00.07 Ta’limda menejment
13.00.08 Maktabgacha ta’lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

MAKTABGACHA VA MAKTAB TA’LIMI

Mas’ul muharrir: Ramzidin Ashurov
Ingliz tili muharriri: Murod Xoliyorov
Musahhih: Alibek Zokirov
Sahifalovchi va dizayner: Iskandar Islomov

2025. №7

“Maktabgacha va maktab ta’limi” jurnali 26.09.2023-yildan
O‘zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi
Axborot va ommaviy kommunikatsiyalar agentligi tomonidan
№C–5669363 reyestr raqami tartibi bo‘yicha ro‘yxatdan o‘tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.