

Methodology for Planning Educational Material Based on A Metacognitive Approach

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Received: 16 March 2025; **Accepted:** 12 April 2025; **Published:** 14 May 2025

Abstract: This study examines the challenges of teaching foreign languages in non-philological higher education programs and proposes a metacognitive methodology to enhance learning efficiency. The research identifies key issues such as unclear learning objectives, low student motivation, outdated teaching methods. Empirical data from student assessments, surveys, and classroom observations highlight the effectiveness of independent learning tasks, reflective journals, and technology-integrated instruction. The findings suggest that a structured metacognitive approach significantly improves students' linguistic competence and professional communication skills.

Keywords: Metacognition, foreign language teaching, higher education, non-philological fields, reflective learning.

Introduction: In today's world, proficiency in a foreign language, particularly English, has become an essential component of professional training across various fields. However, teaching English in non-philological areas of higher education faces numerous methodological, motivational, and organizational challenges. Students often do not perceive the language as a significant part of their professional development, which leads to low motivation and limited practical application of acquired knowledge. This article focuses on analyzing modern approaches to English language instruction with an emphasis on developing metacognitive strategies and fostering students' independent learning. Special attention is given to the use of experimental-testing methods, reflective diaries, and individualized instruction as tools for enhancing the effectiveness of English language teaching in non-philological disciplines.

Teaching foreign languages in the training of specialists in non-philological areas in the higher education system poses a number of problems. These problems, in turn, can hinder the formation of students' knowledge of a foreign language, the effectiveness of education, and the international competitiveness of specialists. A number of specific problems of teaching foreign languages in the training of specialists in non-philological areas in the higher education system are as

follows:

specific goals for teaching foreign languages in non-philological areas of higher education are not clearly formulated, for example, the foreign language is not fully adapted to the students' field of specialization;

- low interest of students in learning foreign languages, most students in philological fields underestimate their interest in foreign languages, because they see language only as a part of the subject. This affects their future attitude towards the learning process;

- the very traditional nature of the forms and methods of education, in non-philological areas, traditional methods, for example, grammar-based methods, are often used in teaching foreign languages, which hinders the development of students' practical language skills and reduces their interest;

- lack of teacher qualifications, the problem is that when teaching foreign languages, attention is paid only to knowing the specific requirements of the language, but teachers' lack of knowledge in their field of specialization or their low pedagogical qualifications can have a negative impact on education;

- students' language knowledge is only theoretical, in many cases, in the process of teaching foreign languages in non-philological areas, students are given only theoretical knowledge, and insufficient attention

is paid to the development of their practical skills;

-low use of technologies, modern technologies, such as mobile applications, online platforms, and virtual classroom capabilities, are rarely used in teaching foreign languages in non-philological areas, which reduces students' interest in education.

Literature review

VV Davidov , in order to successfully master the content of various academic subjects, the student's activity should be based on planning, reflection and analysis. According to the scientist, learning a foreign language based on a person-centered approach, the concept of developmental education and the principles of comprehension requires high reflexive preparation of students. This preparation should include an understanding of the content of the subject being mastered and the methods of educational activity, as well as ways to improve them.

MG Yevdokimova , it is necessary to develop local methodologies for the formation of professional reflexive competence of the language in teaching foreign languages in non-philological areas. Such methodologies allow understanding the structural-functional, social, cultural, intercultural and psychological characteristics of the foreign language being studied in local conditions, their impact on communication in the professional sphere; developing the cognitive and communicative characteristics of the future specialist; helping him to take an active position in professional and intercultural communication; assessing his own language knowledge, or assessing communicative needs and opportunities in the foreign language being studied; and developing himself independently.

researcher II Ilyasov , metacognitive strategies imply a two-level organization of learning activities: Level 1 - learning actions aimed at working with and mastering educational material; Level 2 - learning actions aimed at organizing and managing learning activities.

The following metacognitive strategies recommended by MA Kislyakova that can effectively help students learn foreign languages are noteworthy:

Planning intellectual activity : setting goals and sub-goals for one's intellectual activity, devising means to achieve them, and constructing a sequence of one's actions;

Anticipation : taking into account the consequences of decisions made, as well as predicting possible changes in problem situations in advance;

Consciously manage one's intellectual behavior : objectively assess one's knowledge/ignorance and the quality of individual actions;

Analyzing one's own thought process, justifying one's intellectual actions : preparing oneself for work, defending or revising one's own opinion based on the realization that mistakes have been made.

Determining the level of students' theoretical and practical knowledge using the algorithmic control method encourages them to understand the essence of the material being studied .

To increase students' interest in English , this The content of English language teaching can be enriched by conducting questionnaires, tests, written assignments, and comprehensive analysis of their results to determine the level of knowledge, skills, and competencies in the sections that make up the course .

In order to increase the level of students' mastery of the learning material in the process of teaching English, it is necessary to continuously develop their language learning skills. In this regard, the use of thinking methods is important.

to E. G'oziev , thinking is "such mental activity of a person that allows him to reflect reality most accurately, completely, deeply and generally, and to engage in more rational practical activities." In addition , if we take into account the features of thinking highlighted by A.V. Brushlinsky - the search and creation of novelty, the prediction of hypotheses and theories, and foresight, then it becomes obvious that the development and improvement of students' English thinking is an important task in the process of teaching English subjects.

N.J. Anderson , metacognitive strategies can be divided into 3 stages: planning, monitoring, and reviewing. Common examples of metacognitive skills include planning learning, reflecting, self-reflection, thinking aloud, developing and using processes, summarizing and synthesizing information, mentally writing scenarios, and mindful practice.

D. Nunan , based on the results of his research, concludes that " metacognitive thinking improves learning across subjects. It promotes self-regulation, critical thinking, and deeper understanding. Strategies include introspection, visualization, reflection, and goal setting. It is especially beneficial for disadvantaged students by improving academic learning."

AA Karpov , the methodology for planning educational material for non-philological directions in foreign language learning is a key condition for increasing the effectiveness of the educational process. It ensures the systematic presentation of the material in accordance with the needs of the student and the management of the educational process.

METHODS

The experimental-testing method is considered the most important of the methods for more accurate study of English language thinking. With its help, it is possible to form artificial concepts, solve problem situations, and determine the student's resourcefulness. The subtle internal connections, laws, and complex mechanisms of the English language thinking process are studied with the help of experimental-testing. Therefore, the test material should be carefully selected by the teacher and should correspond to the student's age, intelligence, and level of knowledge. Experimental-testing consists of identifying, content-finding, and control parts, and the information collected in them serves as the basis for the teacher's planning of subsequent lessons.

The psychologist S.L. Rubinstein, who studied the problem of developing students' thinking, put forward the following ideas: "The path to developing abstract thinking is a problematic situation," and N.D. Levitov, "for the development of thinking, independence of thinking, rapid and thorough mastery of educational material, mental ingenuity, in-depth study of the essence of the problem, and critical thinking are necessary" -. Indeed, for a student to master the educational material in English, it is necessary to give an understanding of English words, their grammar, morphology, syntax, teach them to analyze and generalize, to express their thoughts correctly, fluently and clearly, and to form the skills of independent judgments and conclusions. For this, first of all, special attention should be paid to their study of English grammar.

English teachers must solve the following main tasks:

- to provide high-quality English language teaching education and train qualified personnel based on modern educational and professional programs in accordance with state requirements;
- improving English language teaching based on future development that meets the needs of society, the country's economic and social development, and the achievements of modern science, technology, engineering, and culture;
- to educate young people to be loyal to the ideology of national independence;
- preservation and enrichment of moral, cultural and scientific values;
- to meet the requirements for the intellectual, cultural and moral development of the individual;
- introducing new pedagogical and information technologies into the educational process, current mechanisms for integrating English language education with science and production;

- development of science, technology, engineering, increasing the effectiveness of scientific research and creative activities of scientific and pedagogical personnel and students, and using the results obtained in the educational process.

The most important requirement for a teacher in the process of mastering English language teaching materials in universities is his/her high qualification. In this case, the teacher must be able to correctly assess the political, social and economic directions of society's development; possess the standards for the formation of future specialists necessary for society at a particular stage of development; love pedagogical activity; have special knowledge in his/her field; be intelligent; have a pedagogical sense, achieve a high level of general culture and morality; master pedagogical technologies.

Pedagogical activity in higher education institutions is aimed at organizing the educational process in accordance with the requirements of society. Pedagogical activity combines theoretical and practical activities. The following components are distinguished in the description of the pedagogical activity of an English teacher:

- organization;
- scientific knowledge;
- communicativeness
- constructivity. The following levels are used to describe and evaluate the teacher's activities:
 - reproductive. In this case, the teacher only designs the educational information he or she presents, but does not take into account the students' levels;
 - flexibility. At this stage, the teacher models the learning information to suit the students' levels;
 - local modeling. At this stage, the teacher should not only present information, but also be able to model a system of knowledge, skills and abilities on specific issues;
 - systematic-modeled knowledge. At this stage, the student models the system of his own activities and the activities of students necessary for mastering a specific subject;
 - systematic-modeled activity. At this stage, the teacher, together with the students, can model the entire system of educational work.

The organizational activity of an English teacher is reflected in the ability to clearly plan and organize scientific research and the educational process.

Organizational activity is manifested in the ability to organize oneself, one's time; individual, group, and collective work of students; and the ability to select students and define their tasks for joint research.

The main task of the organizational activity of the OT teacher is to integrate the actions of the participants in this activity.

The scientific and cognitive activity of an English teacher is reflected in the ability to deeply and comprehensively understand the world around them and themselves. The teacher analyzes the process and results of his research, the scientific activities of students.

The communicative activity of an English teacher involves the ability to establish acceptable interactions with colleagues and students.

The basis of communicative activity is the teacher's ability to manage himself.

When organizing the educational process, an English teacher uses such forms as lectures, seminars, practical classes, laboratory classes, educational conferences, consultations, excursions, expeditions, etc. When organizing a lecture, an English teacher correctly, logically and clearly explains a particular scientific issue.

In English lessons, the teacher, introducing the educational material in English, uses oral methods. In this case, the teacher's lecture is the most effective, lively form of communication with the inner world of students through his consciousness, emotions, will, feelings, beliefs. In this way, it helps to realize the orientation, information, methodological and educational functions of teaching. The main tasks to be solved when presenting the educational material in English orally are as follows:

- a certain amount of scientific knowledge is expressed;
- students are introduced to science and research methodology;
- methodological connections between all types of educational activities and training sessions are shown.

Independent work of students plays an important role in mastering knowledge, algorithms, and increasing the importance of the educational process. Independent work is understood as such educational activity, in which, along with the acquisition of knowledge in the English language, the formation of skills is also independently organized. The first type of private-didactic goal of independent work is the identification of the skills that are formed in students and required of them based on the factors of the formation of initial knowledge (the first stage of knowledge). To achieve this goal, it is assumed that students will need to complete tasks that are perceived by them.

The specific didactic purpose of independent work in English lessons is to create factors for creative activity.

The cognitive activity of students performing such work is such that they delve deeper into the essence of the English text under discussion, find the necessary new, previously unknown ideas, and establish new relationships necessary to solve the principles of generating new information. In this case, the student is forced to ponder the essence of the actions that he must create, which are new to him, the nature of this or that information.

In the literature on pedagogy Types of independent work are noted:

- independent work on samples ;
- reconstructive-varieties;
- heuristic (partial, creative);
- creative research .

Independent work on examples is the solution of typical tasks and various exercises based on examples. They contribute to the assimilation of the material, but do not develop the creative activity of students.

Reconstructive-varieties independent work in English involves not only a practical description of knowledge, but also the redevelopment of the structure of knowledge, the involvement of existing knowledge in exercises and problem solving.

Heuristic independent work is related to solving certain issues and problems raised in practical exercises and discussions. For example,

When mastering English language learning material, it aims to develop the skills of seeing a problem, expressing it independently, formulating a hypothesis, developing a plan for solving the problem, and solving it.

Creative research work in English classes also opens the way to a deeper understanding of the educational material. In such work, the task is to create conditions that require the emergence of a problem situation. In his work, the student, free from ready-made models, searches for and researches ways to solve the problem. Such work includes tasks related to the design of role-playing games and situational cases.

DISCUSSION

Thus, independent work in the mastering of English language learning material in higher educational institutions is the most important teaching method, in which students learn to prepare for classes and consolidate the acquired English phrases and sentences, their individual activity increases. The main conditions for the effective organization of the mastering of English language learning material are :

of the text , its research character;

the formation of a need in students to independently improve their knowledge of English language learning materials;

individualization of educational material;

Focusing on English grammar and pronunciation when mastering English language learning material, providing methodological guidance for organizing the development of oral speech, etc.

Reflective diaries play an important role in facilitating, simplifying and effectively implementing foreign language learning for learners by improving the methodology of planning educational material based on a metacognitive approach. In this, students record their own learning experiences, analyze their successes and difficulties. In the process of reflection through questions, at the end of the lesson, students develop their skills by answering questions such as: How did I understand this topic? Where did I make a mistake and how can I improve?

CONCLUSION

Thus, the use of a metacognitive approach in teaching English in non-philological areas of higher education contributes to the development of students' independent and critical thinking, enhances their motivation to learn, and improves practical language skills. The application of experimental-testing methods, the promotion of reflective practices, and the active engagement of students in independent work help make the language learning process more effective and responsive to the demands of modern education. Implementing such methods supports the training of highly qualified specialists capable of using English fluently in professional and intercultural communication.

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