

THE PEDAGOGICAL IMPORTANCE OF METACOGNITIVE STRATEGIES IN ASSESSING READING LITERACY.

Khurramova Sanobar Makhmatmurat kizi

Teacher of Termez State Pedagogical Institute

Phone: +99899-288-20-21

E-mail: Sanobarxurramova36@gmail.com

Eshmurodova Farangiz Zokir kizi

4rd-year student of Temez State Pedagogical Institute

Abstract: This article describes the importance of metacognitive strategies in assessing reading literacy, how to use them, and what the results are. The types of metacognitive strategies in reading research are also shown. It also discusses what abilities metacognitive strategies develop in a student.

Keywords: Reading literacy, metacognitive, text, metacognition, modern pedagogy, metacognitive strategy.

Introduction

21st century education is aimed at developing students' skills not only in acquiring knowledge, but also in self-management, independent learning, and conscious thinking. In this regard, the metacognitive approach is recognized as one of the central concepts of modern pedagogy. Metacognition is the ability of a person to understand, manage, and regulate his own thinking process, which plays an important role in the effective implementation of independent educational activities by students. The concept of "metacognition", introduced into science by Flavell in 1976, has since been considered one of the priority areas of pedagogical psychology in many studies. Researchers N.B. Ananiev, A.V. Brushlinsky, J. Brown and D. Kuhn defined metacognitive activity as a person's ability to consciously manage knowledge based on reflective thinking. This approach serves as an effective method for forming an active, positive and conscious approach to learning in students, especially at the stage of primary education. This article is based on an analytical approach to the essence of the metacognitive approach, its main components (cognition, control, planning, reflection) and application to the educational process, and also considers the integration of metacognition in the process of modern lessons, the interaction between the teacher and the student, and its importance in forming the ability of students to understand their own educational directions.

Main part

The didactic basis of the gamified learning environment in the formation of metacognitive reading skills is one of the most relevant directions of the modern educational paradigm. This approach transforms the student from a passive learner into a participant in the active cognitive process. Metacognition is the ability of a person to control his own thinking, to understand and manage the thought process. When a student begins to understand not only the text, but also how he understands it, he becomes much more effective in consolidating knowledge. Gamification turns this process into a mentally stimulating, interesting and psychologically comfortable environment. A learning environment enriched with game elements not only enhances intrinsic motivation to learn, but also activates higher-level thinking operations such as monitoring one's own thinking activity, analyzing it, and developing strategies.

In reading research, there are three types of metacognitive strategies:

1. Global. These include planning, organizing, and evaluating reading, setting reading goals, activating background knowledge, and checking that the content of the text is consistent with the reading goals.
2. Problem-solving strategies. Used when students have difficulty understanding or need to optimize the reading process.
3. Supporting strategies. These include note-taking, annotation, highlighting, and using reference sources.

The role of metacognitive reading strategies in developing reading skills is as follows:

- By using planning, monitoring, and evaluation strategies, students can take appropriate actions to understand the text. This has a positive effect on remembering the text or information they have read.
- Planning, monitoring, and evaluating the reading process. For example, setting a reading goal, activating prior knowledge, and checking whether the text content is relevant to this goal.
- Solving problems that arise during reading. These strategies include adjusting the reading speed or paying more attention to the reading.
- Improve reading speed. The use of metacognitive strategies helps to improve the skills of identifying semantic stages in texts of different functional styles and genres.

Key aspects of pedagogical significance:

Conscious understanding of the text: Students do not just read, but set a goal in advance and exercise self-control to understand the essence of the text.

Independence and Reflection: Students learn to evaluate their own learning by asking questions such as "Why am I reading?" and "Do I understand?", which increases learning effectiveness.

Problem Solving: When the text is unclear, the student overcomes obstacles by using strategies such as rereading and using a dictionary. **Monitoring Reading Skills:** Metacognitive strategies allow the teacher to determine at which stage (planning, implementation, evaluation) the student is experiencing difficulty.

The usefulness of metacognitive strategies depends on how the teacher organizes the lesson. If the lesson is purposeful, children will benefit from these strategies. For example, exercises such as guessing the content based on the title before reading the text, reading thoughtfully while reading, and discussing mistakes form metacognitive thinking in children. This approach also affects children's independent reading. They begin to distinguish the main idea from the text, get used to asking questions, and revise the parts they do not understand. Then they not only read the text, but also control their own thinking.

Introducing metacognitive strategies into the lesson does not produce immediate results. In order for children to learn this gradually, the process is carried out in four stages. First, the teacher explains the purpose of the lesson. Then he demonstrates the strategy himself - explains

how to study. Then the children independently complete and test the exercises. At the end of the lesson, he evaluates their work.

Conclusion

Metacognitive strategies are useful in improving reading in elementary grades. They help children better understand the text, monitor their own thinking, and become independent. If the strategies are used correctly, children's attention and interest increase, and their attitude towards reading changes.

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