# USAGE OF THE METACOGNITIVE METHODS IN DEVELOPING WRITING ONLINE FOR HIGH SCHOOL LEARNERS

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**Abstract:** This research gives brief information about benefits of the usage of the metacognitive method in online teaching writing skills of high school learners.

**Key words:** metacognitive, method, knowledge, planning, drafting, monitoring, lesson, evaluation

## ИСПОЛЬЗОВАНИЕ МЕТАКОГНИТИВНЫХ МЕТОДОВ В ОБУЧЕНИИ ПИСЬМУ ОНЛАЙН ДЛЯ УЧАЩИХСЯ СТАРШИХ КЛАССОВ

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**Аннотация:** В этом исследовании дается краткая информация о преимуществах использования мета когнитивного метода в обучении письменным навыкам онлайн учащихся старших классов.

**Ключевые слова:** мета когнитивный, метод, знания, планирование, составление, мониторинг, урок, оценка

## YUQORI SINF O‘QUVCHILARI UCHUN ONLAYN YOZISH KO‘NIKMASINI RIVOJLANTIRISHDA METAKOGNITIV USULLARDAN FOYDALANISH

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**Annotatsiya:** Ushbu tadqiqot o'rta maktab o'quvchilarining yozish ko'nikmalarini onlayn o‘rgatishda metakognitiv usuldan foydalanishning afzalliklari haqida qisqacha ma'lumot beradi.

**Kalit so‘zlar:** metakognitiv, usul, bilim, rejalashtirish, loyihalash, monitoring, dars, baholash

The Metacognitive technique comprises two elements: knowledge of cognition and regulation of cognition. cognitive knowledge includes awareness of how one can achieve its four subdimensions: (a) declarative knowledge, which reflects beliefs, self-concept, and self-efficacy; (b) task knowledge, which denotes understanding of the theme, purpose, structure, and organization of writing; (c) procedural knowledge, which indicates methodological knowledge regarding the composition of writing plans, drafting, revising, and organizing; and (d) conditional knowledge, which pertains to the timing and manner in which one engages in various writing processes. Cognitive control improves the writing process for learners via self-planning, drafting, self-monitoring, self-evaluation, and editing (Harris et al., 2010). Consequently, all these processes will be assessed about writing proficiency. In metacognitive strategy-based writing instruction, learners are instructed to identify their cognitive and emotional abilities related to beliefs and attitudes about writing skills, constituting the preliminary phase in comprehending cognition. This allows learners to evaluate their proficiency level before beginning writing. In the subsequent stage, learners are provided with information about the contextual characteristics of writing, highlighting the importance of a specific objective and format. Thus, students acknowledge that a topic, purpose, and distinct framework are essential in writing. at the third level, learners acquire knowledge about the structural organization of stylistic aspects in writing, encompassing planning, drafting, revision, and organization. Students are ultimately directed to apply this information in their writing, depending on the context and environment. a thorough comprehension of cognition improves learners' awareness of writing. In cognitive process management, learners actively participate by planning, drafting, monitoring, evaluating, and revising throughout the pre-writing, writing, and post-writing phases (Harris et al., 2010).This study examines the relationship between metacognitive methods and writing proficiency. This study is distinctive as no national research has investigated the influence of metacognitive methods on writing skills, despite several studies studying the relationship between these strategies and writing ability (Mekala et al., 2016). Despite comprehensive studies on the relationship between metacognitive methods and reading/listening proficiency or self-esteem (Çer & Şahin, 2017), writing skills have been overlooked. This has impeded the effective implementation of the metacognitive method in improving writing skills. This research aims to significantly enhance writing skills through the analysis of the metacognitive technique.

Metacognition is the capacity to utilize prior knowledge and experience to construct a framework for learning activities, implement methods and methodologies for problem-solving, and engage in self-reflection and self-assessment with variability. Metacognition involves cognition knowledge and monitoring/regulation. Metacognitive awareness is "the individuals' knowledge about their own knowledge

and cognitive activities". The second key component of metacognition encompasses the monitoring and regulation of skills that enable individuals to understand and manage their cognitive tasks. development and validation of a metacognitive lesson plan for higher secondary education a student refers to the abilities of individuals to manage and oversee their cognitive processes and learning experiences. Educational psychologists found that metacognitive theories systematize metacognitive knowledge and help plan cognitive processes. Their metacognition model emphasizes 'knowledge about cognition' and 'regulation of cognition'. Major subcomponents of the aforesaid two components were also discussed.

Understanding of cognition typically pertains to an individual's own cognitive processes(Xo'shboqova, G., Narzullayeva, D., & Mamatkulova, F., 2024). This includes declarative, procedural, and conditional knowledge. Declarative knowledge is an individual's awareness of his/her learning and the things that effect it. It is well known that good learners know more about their memory, understanding, strength, and weakness than poor learners. Knowledge of how to implement processes and skills is called procedural knowledge. Researchers found that students with good procedural knowledge can use their skills naturally. Students with more procedural understanding can sequence and apply strategies conditional knowledge describes when and why people use cognitive methods . This knowledge concerns individuals' awareness of situations where their methods or abilities must be applied effectively.

Individuals employ cognitive activities to regulate and control their thinking and learning. planning, monitoring, and evaluating are crucial to cognitive management. planning—the strategies people implement when using resources to improve performance—is the first step in cognition management. Monitoring is people's awareness and comprehension of their tasks and performance. student monitoring skills can be developed through training and best practices. evaluation involves analyzing performance, plan efficacy, and personal goals and conclusions about any phenomenon.

Metacognition research suggests mixing theory and practice for teachers and students. Metacognitive interventions in the classroom include teachers and students equally, although students' thinking is emphasized. Educators assist students in recognizing learning deficiencies, strengths, and vulnerabilities, articulating their knowledge and competencies, establishing educational objectives, assessing their learning endeavors, identifying and executing suitable learning methodologies, and applying their knowledge in various contexts. Educators must promote student engagement in the educational process and support students throughout their learning journey to attain the intended objectives. Multifaceted and interdisciplinary metacognitive interventions can enhance the teaching and learning of scientific and social science. Thorough literature evaluation, thinking aloud, brainstorming, concept

mapping, and self-assessment are the four most common metacognitive therapies. Another meta-analysis indicated that the aforesaid metacognitive treatments have a large effect size in the teaching-learning process. Above all, metacognitive interventions in teaching can help teachers create a welcoming learning environment that emphasizes facilitating knowledge creation and experiential learning by enabling students to critically assess their cognitive processes. Thinking aloud, concept mapping, brainstorming, and self-assessment were employed in 5E lesson plans to instruct higher secondary school pupils after analyzing metacognitive interventions and strategies literature.

To infer metacognition experiments have been conducted in mathematics, geometry, business education, social studies, reading comprehension, and various other disciplines, although there are few in higher secondary education. This study utilized higher secondary stages as adolescence represents a transitional phase of physical and psychological development for students, and mental activities develop quickly. This study developed 5E metacognitive education lesson plans and assessed them using expert opinion.

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