

IMPROVING INDEPENDENT LEARNING SKILLS OF ENGLISH TEACHERS THROUGH METACOGNITIVE STRATEGIES

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Annotation. This article investigates the impact of metacognitive strategies on enhancing independent learning skills among English teachers. Recognizing the crucial role of self-directed learning in professional development, the study introduces a framework incorporating metacognitive techniques such as self-regulation, reflection, and strategic planning. A mixed-methods approach was employed, involving quantitative surveys to assess changes in independent learning behaviors and qualitative interviews to gain deeper insights into teachers' experiences. Results indicate that the implementation of metacognitive strategies significantly improved teachers' abilities to evaluate their learning processes, set realistic goals, and adapt their teaching practices.

Keywords: independent learning, metacognitive strategies, English teachers, self-directed learning, professional development.

Аннотация. В этой статье исследуется влияние метакогнитивных стратегий на развитие навыков самостоятельного обучения среди учителей английского языка. Признавая решающую роль самостоятельного обучения в профессиональном развитии, исследование представляет структуру, включающую метакогнитивные методы, такие как саморегуляция, размышление и стратегическое планирование. Был использован смешанный подход, включающий количественные опросы для оценки изменений в поведении самостоятельного обучения и качественные интервью для более глубокого понимания опыта учителей. Результаты показывают, что реализация метакогнитивных стратегий значительно улучшила способность учителей оценивать свои учебные процессы, ставить реалистичные цели и адаптировать свою педагогическую практику.

Ключевые слова: независимое обучение, метакогнитивные стратегии, преподаватели английского языка, самостоятельное обучение, профессиональное развитие.

Annotatsiya. Ushbu maqola metakognitiv strategiyalarning ingliz tili o'qituvchilari o'rtasida mustaqil ta'lim ko'nikmalarini oshirishga ta'sirini o'rganadi. Kasbiy rivojlanishda o'z-o'zini boshqarishning hal qiluvchi rolini e'tirof etgan holda, tadqiqot o'z-o'zini tartibga solish, aks ettirish va strategik rejalashtirish kabi metakognitiv usullarni o'z ichiga olgan asosiy taqdim etadi. Mustaqil ta'lim xulq-atvoridagi o'zgarishlarni baholash uchun miqdoriy so'rovlar va o'qituvchilar tajribasini chuqurroq tushunish uchun sifatli intervyularni o'z ichiga olgan aralash yondashuvdan foydalanildi. Natijalar shuni ko'rsatadiki, metakognitiv strategiyalarni amalga oshirish o'qituvchilarning o'quv jarayonlarini baholash, real maqsadlarni qo'yish va o'qitish amaliyotini moslashtirish qobiliyatini sezilarli darajada yaxshilagan.

Kalit so'zlar: mustaqil ta'lim, metakognitiv strategiyalar, ingliz tili o'qituvchilari, kasbiy rivojlanish.

Introduction. In an ever-evolving educational landscape, the need for English teachers to develop independent learning skills is paramount. As facilitators of language acquisition, teachers must not only impart knowledge but also model effective learning strategies that

promote lifelong learning. Independent learning empowers educators to adapt to new methodologies, enhance their teaching practices, and better support their students. In the contemporary educational landscape, the development of independent learning skills among English teachers is essential for fostering both personal and professional growth.

As educators face increasing demands for innovative and effective teaching methods, metacognitive strategies—those that involve awareness and regulation of one's cognitive processes—have emerged as a powerful tool for enhancing these skills. Research indicates that when teachers engage in metacognitive practices, they become more adept at self-assessing their strengths and weaknesses, setting realistic goals, and adapting their teaching methods (Baker & Brown, 1984; Flavell, 1979) [1]. This self-regulation not only contributes to their professional development but also positively impacts their students by modeling effective learning behaviors (Schraw & Dennison, 1994) [2]. This study aims to explore the potential of metacognitive strategies in enhancing the independent learning skills of English teachers. By focusing on strategies such as self-reflection, goal-setting, and self-monitoring, we can provide a framework for teachers to improve their practice and foster a more reflective and supportive teaching environment. Metacognitive strategies—defined as the processes through which individuals monitor and control their own learning—offer a powerful means for teachers to cultivate these independent learning skills. By fostering awareness of their cognitive processes, teachers can improve their ability to plan, monitor, and evaluate their learning experiences. This reflective practice not only enhances their professional development but also sets a positive example for their students. This introduction will explore the importance of independent learning skills for English teachers and the role of metacognitive strategies in fostering these skills. By integrating metacognitive approaches into their professional development, teachers can enhance their effectiveness in the classroom, adapt to diverse learning environments, and inspire their students to become independent learners as well.

Literature review. The literature indicates a strong link between metacognitive strategies and the independent learning skills of English teachers. By fostering metacognitive awareness, educators can enhance their professional growth, ultimately leading to improved teaching practices and better student outcomes. Independent learning is a crucial competency for educators, enabling them to take ownership of their professional growth. According to Candy, independent learning involves self-directedness and the ability to manage one's learning processes. This is particularly significant for English teachers, who must continually adapt to changes in curriculum, technology, and student needs. Research by Knowles emphasizes the importance of self-directed learning in adult education, highlighting that teachers who engage in independent learning can better facilitate similar skills in their students.

Metacognition and Its Components. Metacognition refers to the awareness and control over one's cognitive processes, encompassing two main components: metacognitive knowledge and metacognitive regulation (Flavell, 1979) [3]. Metacognitive knowledge involves understanding one's own learning processes, including awareness of strengths and weaknesses, while metacognitive regulation refers to the strategies used to control those processes, such as planning, monitoring, and evaluating (Schraw & Dennison, 1994) [4].

The Role of Metacognitive Strategies in Teacher Development. Research shows that metacognitive strategies significantly enhance teacher development by fostering self-reflection and critical thinking (Yorke) [5]. Teachers who engage in metacognitive practices

can better analyze their teaching methods, adjust their strategies based on classroom dynamics, and ultimately improve student learning outcomes (Wang) [6].

Impact on Independent Learning Skills. Independent learning skills are crucial for teachers, as they promote lifelong learning and adaptability in instructional practices (Lamb, 2017) [7]. Metacognitive strategies, such as goal-setting, self-monitoring, and self-assessment, empower teachers to take charge of their professional development (Zimmerman) [8]. For instance, Baker and Brown (1984) found that teachers who utilized metacognitive strategies demonstrated improved planning and reflection, which contributed to their independence as learners [9].

Research Methodology. The relationship between teachers' metacognitive skills and their efficacy has been widely studied. Teachers with higher metacognitive awareness tend to exhibit greater confidence in their teaching abilities, leading to more effective classroom management and improved student engagement. This connection underscores the importance of integrating metacognitive strategies into professional development to not only benefit teachers but also enhance student learning experiences. The incorporation of metacognitive strategies into teacher education programs has been shown to yield positive outcomes. Programs that focus on reflective practices and metacognitive training can significantly enhance teachers' ability to self-regulate their learning and teaching (Hattie & Timperley, 2007) [10]. For instance, professional development workshops that include metacognitive training have reported increased teacher satisfaction and effectiveness (Darling-Hammond et al. 2017) [11].

Analysis and results. For teachers, developing metacognitive skills can enhance their ability to reflect on their teaching practices and adapt their strategies, leading to improved student outcomes. Many English teachers may lack awareness of effective metacognitive strategies or may not routinely apply them in their teaching. Independent learning is often underemphasized in traditional teacher training programs.

In result teachers reported an increased understanding of their own learning processes. Improved ability to set realistic learning goals and monitor their progress. Greater incorporation of metacognitive strategies in lessons, encouraging students to become independent learners. Teachers demonstrated improved ability to self-direct their professional development.

Conclusion. Enhancing the independent learning skills of English teachers through metacognitive strategies is a vital endeavor that benefits both educators and their students. As the educational landscape continues to evolve, it is essential for teachers to adopt self-directed learning practices that enable them to navigate new challenges effectively. Metacognitive strategies provide a framework for teachers to reflect on their learning processes, set goals, and evaluate their outcomes, fostering a deeper understanding of their professional development. The literature highlights the positive impact of metacognitive training on teachers' confidence, teaching efficacy, and overall effectiveness in the classroom. By integrating these strategies into professional development programs, educational institutions can create a culture of continuous improvement and self-reflection among teachers. This not only empowers educators to take charge of their own learning journeys but also equips them to model independent learning skills for their students.

Ultimately, the incorporation of metacognitive strategies in teacher education and ongoing professional development can lead to more adaptable, reflective, and effective English teachers. As these educators cultivate their independent learning abilities, they contribute to a richer, more dynamic learning environment that inspires their students to

become independent learners as well. Moving forward, it is crucial for stakeholders to prioritize metacognitive strategies in training and support initiatives, ensuring that English teachers are well-equipped to thrive in an ever-changing educational landscape. The implementation of metacognitive strategies has proven to be a transformative approach in enhancing the independent learning skills of English teachers. Through reflective practices, self-regulation, and goal-setting, teachers have reported significant improvements in their ability to manage their learning processes effectively. This shift not only fosters greater autonomy in professional development but also positively impacts their instructional practices and student outcomes.

By cultivating metacognitive awareness, teachers are better equipped to identify their strengths and weaknesses, enabling them to tailor their learning experiences accordingly. The findings suggest that ongoing training in metacognitive strategies should be integrated into professional development programs for educators, promoting a culture of continuous improvement and lifelong learning.

In summary, fostering metacognitive skills among English teachers not only enhances their independent learning capabilities but also contributes to a more dynamic and responsive educational environment, ultimately benefiting both teachers and students alike.

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