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ИСПОЛЬЗОВАНИЕ МЕТАКОГНИТИВНЫХ СТРАТЕГИЙ В РАЗВИТИИ МНОГОЯЗЫЧНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ

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АННОТАЦИЯ

В статье рассматриваются возможности использования метакогнитивных стратегий в развитии многоязычной компетенции студентов. Представляются инновационные стратегии, направленные на улучшение как овладения языком, так и многоязычной компетенции. Исследование включает в себя экспериментальные занятия, в которых используются методы по развитию метакогнитивного сознания студентов в Армении и за рубежом.

Ключевые слова: метакогнитивная стратегия, многоязычная компетенция, подход, овладение языком, когнитивные процессы, автономия.

In today's world, the ability to communicate proficiently across multiple languages – known as plurilingual competence – stands as a pivotal skill. Achieving this competence demands not just linguistic proficiency but also strategic cognitive and metacognitive approaches. Metacognition, involving the awareness and management of one's cognitive processes, emerges as a critical factor in effective language acquisition and mastery. The article investigates the application of metacognitive strategies to enhance students' plurilingual competence. By synthesizing insights from recent research and

detailing practical applications, it aims to illuminate novel approaches that can empower students in their language learning journey. The methods employed in this study include experimental teaching sessions conducted across diverse HEIs, encompassing reflective journaling, guided practice sessions, and assessments to measure the impact of metacognitive strategies. The theoretical significance lies in advancing our understanding of how metacognitive skills – such as goal setting, self-assessment, and comprehension monitoring – can be implemented to foster deeper learning and proficiency in multiple languages. Practically, this research offers actionable strategies for instructors to implement in classrooms, thereby enhancing students' ability to manage their learning processes autonomously and effectively. Overall, by exploring the intersection of metacognition and plurilingual competence, this article aims to contribute both theoretically and practically to the field of language education, emphasizing the importance of strategic thinking in nurturing language learners' capabilities in diverse linguistic contexts.

Thus, nowadays the capacity to communicate in multiple languages, known as plurilingual competence, is quite essential.

Research indicates that bilingual learners demonstrate heightened sensitivity to their interlocutors' communicative needs and employ a wider range of communication strategies compared to monolinguals. They also excel in tasks involving word-guessing and attention. Conversely, plurilingual learners often rely on effective material acquisition strategies and employ diverse memorization techniques during the learning process [1: 688].

Achieving plurilingual competence demands not only linguistic proficiency but also cognitive and metacognitive approaches. Metacognition, which involves understanding and managing one's cognitive processes, is particularly pivotal in effective language acquisition. Academically successful students are considered to frequently depend on their ability to think critically and autonomously, enabling them to assume control over their own learning processes.

Metacognition is the awareness and control of thinking for learning. Strong metacognitive skills have the power to impact student learning and performance [4].

Derived from the Greek root word «meta» (beyond) and the Latin «cognoscere» (getting to know), metacognition refers to a learner's ability to reflect on their thought process and choose an effective strategy. It's about an individual's capability to analyse their thinking patterns, have heightened self-awareness and manage their thoughts, select a suitable and advantageous approach for a task at hand [5].

Metacognitive strategies involve students' awareness of and control over their own cognitive processes, leading to enhanced learning through activities such as setting personal learning goals, planning steps to achieve those goals, monitoring progress, and engaging in self-reflection. Students also identify and monitor their learning style preferences and needs, including strategies for gathering, categorizing, and scheduling study materials.

Some examples of metacognitive activities include: planning how to perform a learning task, applying appropriate strategies and skills to solve a problem, self-assessment and self-correction as a result of evaluating one's own progress toward completing a task [2].

To foster language learning, students can observe the language use by the instructor, compare it with their own language, practise speaking in front of a mirror, prepare monologues, and others. Additionally, students can improve pronunciation by checking words in a dictionary, engage in vocabulary games like Bingo, Taboo, or Hot Potato, and listen extensively to authentic texts to familiarize themselves with native speech, dialects, and variations of the language. The objective is to foster students' awareness and control of their cognitive processes, thereby enhancing learning and promoting autonomy in their language acquisition.

The instruction in study skills often centers on acquiring abilities such as managing time and resources, effective questioning techniques, note-taking proficiency, summarization skills, organizational strategies, utilizing

checklists, and learning diverse memory enhancement techniques like rehearsal and mnemonics [3].

Below we will present some metacognitive strategies for developing students' plurilingual competence:

- *Setting goals*

Instructors should encourage students to set specific learning goals (for instance, vocabulary development, improved listening skills, and others) to focus efforts and track progress over time.

- *Self-assessment*

Students should be taught to regularly assess their own language skills, identifying their strengths, weaknesses, and areas for improvement.

- *Comprehension monitoring*

Students should be guided to monitor comprehension by asking reflective questions like «Do I understand the main idea?» or «Can I summarize what I read?», and others.

- *Selecting learning strategies*

Students should get familiar with various learning strategies to adapt and apply based on task requirements and personal learning styles.

- *Time management*

Instructors should develop the students' effective time management skills by setting realistic deadlines, prioritizing tasks, and monitoring progress to stay on track.

- *Self-reflection*

Students should be encouraged to regularly reflect on their learning experiences through activities such as journaling, peer discussions, structured self-reflection tasks, and others.

- *Think-aloud recording*

Students should be prompted to verbalize their thoughts and cognitive processes while completing tasks, aiding in the awareness of cognitive

strategies, identifying gaps, and enhancing metacognitive skills like self-monitoring and self-correction.

To explore the practical application of developing metacognitive skills, we organized experimental teaching sessions. These sessions were aimed at a group of plurilingual students who were learning English as a foreign language, and who also had proficiency in French and Russian. The experiments took place across 5 HEIs: specifically, 3 in the Republic of Armenia (Brusov State University, Russian-Armenian University, and Yerevan State University), and 2 internationally (Pitesti University in the Republic of Romania and University of South Bohemia in the Czech Republic).

Altogether, 236 students participated in the experimental teaching: 116 students from institutions in the Republic of Armenia (62 from Brusov State University, 36 from the Russian-Armenian University, and 18 from Yerevan State University), and 120 students from HEIs abroad (82 from Pitesti University in Romania and 38 from the University of South Bohemia in the Czech Republic). The scientific experiment spanned various periods from 2017 to 2023.

At first, we observed English as a foreign language classes to evaluate the students' metacognitive skills. Following this, we administered a survey and a diagnostic test to assess these skills.

The diagnostic test comprised targeted questions organized into the following sections: reflective thinking, goal setting, strategy selection, self-assessment, and reflection.

Some examples of the questions included in the diagnostic test are the following:

- How do you monitor your progress in learning English?
- When encountering a challenging English reading passage, what is your usual strategy?
- How do you set goals for improving your English-speaking skills?

- When learning new vocabulary, how do you decide which strategy to use?
- How accurately do you believe you can assess your own English language skills?
- How often do you reflect on your progress in learning English?

The results from the observation, survey, and diagnostic test revealed that the students' metacognitive skills were insufficiently developed.

The students were subsequently divided into control and experimental groups within each institution. Throughout the experimental teaching phase, several activities were implemented to foster the development of metacognitive skills, including interactive problem-solving exercises, reflective journaling and self-assessment tasks, group discussions focusing on strategies for learning and comprehension, guided practice sessions to encourage critical thinking and self-regulation, and others. Below is the description of some tasks aimed at promoting metacognitive skills during the experimental teaching.

- *Short-term and long-term language goals*

The students were asked to outline their long-term and short-term language goals, alongside each goal identifying the steps necessary for achievement, expected timeframes, factors that might aid or obstruct progress, and strategies to overcome the obstacles.

- *Self-reflection*

The students were assigned to assess their language knowledge and skills, identify areas for improvement, and set further learning goals.

- *Self-questioning*

While reading the text, the students were prompted to periodically pause and ask themselves the following questions: «Did I grasp the main idea?», «Can I summarize the main idea?», «What new insights have I gained?». Students wrote their answers, then revisited the same questions after reading the text to compare and reflect on their responses.

- *Loud activities*

Students were instructed to verbalize their cognitive processes while completing a task, such as: «I perceived this», «I understood this», «I compared this», «I identified commonalities», «I reached a conclusion», and «I summarized».

- *Reflective visualization*

The students were asked to envision confidently, fluently, and accurately using the foreign language in various real-life situations: giving a presentation, traveling abroad, or participating in a business meeting with a native speaker. They were encouraged to write about their emotions, achievements, and the reactions of other people present.

- *Learning log*

The students were requested to document their language learning activities, the strategies employed for mastering various aspects of the language, preferred learning techniques, encountered challenges, and their overall progress in learning the language.

After concluding the experimental teaching, assessments were conducted in both the control and experimental groups, followed by a thorough analysis of the results obtained. The outcomes unequivocally showed a significant improvement in the students' metacognitive skills within the experimental group.

In addition, at the end of the experimental teaching, the students were asked to complete a questionnaire to gather their feedback on the learning process and their skills acquired. The students reported that they had become familiar with, and applied techniques aimed at improving memorization, gained insight into their cognitive processes and learned to manage them, identified their individual learning styles, and mastered new learning techniques.

Thus, by fostering awareness and control over their cognitive processes, students could effectively manage their language learning endeavors.

The experimental teaching sessions described in the study underscored the effectiveness of activities such as goal setting, self-assessment, comprehension monitoring, and reflective practices in improving metacognitive skills among plurilingual learners. Furthermore, the results demonstrated significant advancements in students' ability to strategize, self-regulate, and optimize their learning approaches. These outcomes underscore the significance of employing metacognitive strategies within educational environments, especially in the context of language acquisition and the development of plurilingual competence.

In conclusion, integrating metacognitive approaches into the language learning process not only empowers students to navigate linguistic challenges more effectively but also develops autonomy and critical thinking skills essential for lifelong learning and academic success. As instructors continue to explore and implement these strategies, they will pave the way for continuous improvement in students' metacognitive skills and overall plurilingual competence.

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ՎԵՐՃԱՆԱՉՈՂԱԿԱՆ ՌԱԶՄԱՎԱՐՈՒԹՅՈՒՆՆԵՐԻ ԿԻՐԱՌՈՒՄԸ ՈՒՍԱՆՈՂՆԵՐԻ ԲԱԶՄԱԼԵԶՈՒ ԿԱՐՈՂՈՒՆԱԿՈՒԹՅՈՒՆՆԵՐԻ ԶԱՐԳԱՑՄԱՆ ԳՈՐԾԸՆԹԱՑՈՒՄ

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Մանկավարժության և լեզուների դասավանդման
մեթոդիկայի ամբիոնի դասախոս,
Վ.Յա. Բրյուսովի անվ. պետական համալսարան,
Երևան, Հայաստանի Հանրապետություն

ԱՄՓՈՓՈՒՄ

Հոդվածում քննության են առնվում վերճանաչողական ռազմավարությունների կիրառման հնարավորություննե-րը՝ ուսանողների բազմալեզու կարողունակությունների զարգացման նպատակով: Ներկայացվում են նորարարա-կան ռազմավարություններ, որոնք ուղղված են ինչպես լեզվի յուրացմանը, այնպես էլ բազմալեզու կարողունա-կությունների զարգացմանը: Հետազոտությունը ներառում է փորձարարական ուսուցում՝ Հայաստանում և արտերկ-րում ուսանողների վերճանաչողական գիտակցությունը զարգացնելուն ուղղված մեթոդների կիրառմամբ:

Բանալի բառեր` վերճանաչողական ռազմավարություն, բազմալեզու կարողունակություններ, մոտեցում, լեզվի յու-րացում, ճանաչողական գործընթացներ, ինքնավարություն:

USE OF METACOGNITIVE STRATEGIES IN DEVELOPING STUDENTS' PLURILINGUAL COMPETENCE

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ABSTRACT

The article examines the possibilities of using metacognitive strategies in enhancing students' plurilingual competence. It delves into innovative strategies aimed at enhancing both language acquisition and plurilingual competence. The study includes experimental sessions, employing techniques to foster metacognitive awareness of the students in Armenia and abroad.

Keywords: metacognitive strategy, plurilingual competence, approach, language acquisition, cognitive processes, autonomy.