PSYCHOLOGICAL FOUNDATIONS OF BOOSTING STUDENT INTELLECT THROUGH METACOGNITIVE REGULATION

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Abstract. This scientific article analyzes the problem of developing students' intellectual abilities through metacognitive strategies based on psychological literature. The study highlights the theoretical content of the concept of metacognition, its components, and its role in educational and cognitive activities. Based on the analysis of scientific views of foreign and local psychologists, the mechanisms of the influence of metacognitive strategies on intellectual development are revealed. The results of the article demonstrate that the systematic implementation of metacognitive strategies into the educational process is an important psychological factor in developing students' independent thinking, reflexive activity, and intellectual abilities.

Keywords: metacognition, metacognitive strategies, intellectual abilities, educational and cognitive activity, reflection, self-regulation, educational psychology.

Introduction.

In the modern educational system, the development of students' intellectual abilities is considered one of the most pressing directions in psychology and pedagogy. In the conditions of global competition, the knowledge economy, and an innovative society, it is not only the volume of a person's knowledge that is of particular importance, but also their ability to comprehend, manage, and control their own cognitive processes — namely, their metacognitive potential. Metacognitive strategies form students' conscious attitude toward learning, while ensuring independent thinking, problem-solving, and intellectual flexibility.

In the Republic of Uzbekistan, improving the quality of education and developing the intellectual and creative potential of youth are also defined as priority directions of state policy. President Sh.M. Mirziyoyev, in his speeches and decrees, emphasizes that "raising a new generation as independent-thinking individuals with modern knowledge and high intellectual potential" is the primary task of the educational system. In particular, the Law "On Education" and the "Development Strategy of New Uzbekistan" highlight the necessity of developing students' critical and creative thinking, as well as self-regulation competencies. This article systematically analyzes the study of developing students' intellectual abilities through

metacognitive strategies as presented in psychological literature. The theoretical approaches and empirical research of foreign and local scholars, as well as their significance in educational practice, are scientifically elucidated.

Literature Review.

The concept of metacognition was first introduced into scientific discourse by J. Flavell, who interpreted it as "an individual's knowledge of their own cognitive processes and the ability to consciously manage them." Flavell divides metacognition into two main components: metacognitive knowledge (knowledge about cognitive processes, strategies, and personal capabilities) and metacognitive regulation (planning, monitoring, and evaluation).

In subsequent studies, A. Brown viewed metacognition as the central mechanism of the learning process, scientifically substantiating its direct impact on students' academic success. According to her, an individual with developed metacognitive activity processes information more deeply, identifies errors more quickly, and can flexibly adapt learning strategies.

In local psychological literature, the issue of metacognition is also interpreted as a high stage of cognitive activity. In the works of Uzbek psychologists such as Sh.R. Baratov, E.G. Goziyev, and M. Davletshin, conscious learning, reflection, and self-control are highlighted as crucial factors for intellectual development.

Discussion.

Metacognitive strategies are a complex of conscious methods that serve to organize a student's educational and cognitive activity effectively. In psychological literature, the following main types of metacognitive strategies are distinguished:

Planning strategies – defining the goal of the learning task, establishing the stages of execution, and allocating resources.

Monitoring strategies – observing the learning process, assessing the level of understanding, and identifying errors.

Evaluation and reflection strategies – analyzing the achieved results, assessing effectiveness, and improving strategies for the future.

In his theory of self-regulated learning, Zimmerman considers metacognitive strategies in an inseparable link with an individual's motivational and behavioral factors. According to him, metacognitive strategies are an integrative mechanism that enhances the efficiency of intellectual activity.In psychology, intellectual abilities are interpreted as an individual's capacity for problem-solving, logical thinking, generalization, and adaptation to new situations. Although scholars such as Spearman, Thurstone, and Guilford have explained the structure of intelligence differently, modern approaches view intelligence as a multi-factorial and dynamic system.

According to Vygotsky's cultural-historical theory, intellectual development is shaped within the social environment and the process of activity. In this process, the student's reflexive thinking and metacognitive activity play a crucial role. Thus, metacognitive strategies serve as a psychological foundation for the development of intellectual abilities.

Conclusion.

The results of foreign empirical studies indicate a positive correlation between metacognitive strategies and intellectual indicators. For instance, research by Schraw and Dennison found that students with a high level of metacognitive awareness demonstrate significantly higher efficiency in performing complex problem-solving tasks. Local studies have also proven that as students' reflection and self-control skills develop, their academic success and intellectual activity increase. This situation highlights the necessity of systematically implementing metacognitive strategies into the educational process. The introduction of the competence-based approach in new curricula and the expansion of methods aimed at forming self-assessment and reflection skills in students are creating essential conditions for metacognitive development. Thus, the analysis of psychological literature shows that metacognitive strategies are a vital psychological factor in developing students' intellectual abilities. They ensure that the learning process is conscious, manageable, and effective. The results of both foreign and local research provide a scientific basis for the systematic integration of metacognitive strategies into the educational process.

The ideas of modernizing education put forward by our President serve as a solid methodological foundation for developing the metacognitive approach. Therefore, developing special psychological and pedagogical programs aimed at forming metacognitive strategies in students remains a pressing task for the future.

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