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METACOGNITIVE MONITORING AS REGULATORY ASPECT OF METACOGNITION

In the scientific article describes the results of the analysis features metacognitive monitoring in the context of the regulatory element of the process of cognition.

Keywords: metacognition processes, monitoring, metacognitive control, metacognitive knowledge, metacognitive experience, metacognitive judgments, metacognitive experiences, metacognitive skills, learning activity.

Subject of research: Metacognitive monitoring

Purpose: Clarify the concept of metacognitive monitoring, summarize the main structural components as regulatory aspect of metacognition and define features of their connection with the results of students' learning activity.

Methodology: Theoretical analysis of scientific papers (theoretical and experimental).

Conclusions and future prospects development of research: As a result of the overall review the block of literature about metacognition we can conclude that a generalized view of metacognition processes and the only one consistency conceptual base is missing. This causes difficulties in psychology, because empirical data obtained from of various theories that do not relate to each other. Before us is the question of how appropriate is to disseminate the results of laboratory experiments to the situations of the real performance of educational tasks.

There are some inconsistencies in interpretation of communication between metacognitive monitoring and educational achievement. On the one hand, there is a lot of research both in natural and laboratory conditions, that confirming the positive effect of cognitive monitoring on the progress in the learning process. On the other hand, some findings testify about limitation metacognitive monitoring because of metacognitive feelings and metacognitive illusions (inadequate assessment of own capabilities in solving problems).

The ambiguity of scientific data exist in the treatment connection of metacognitive monitoring and metacognitive control.

Due to the above features, we can conclude that it is necessary to develop a clear system which has to refine the concept of metacognitive processes, including metacognitive monitoring and their main characteristics. You also need to make a theoretical and empirical search role of metacognition in the learning process.