

The Metacognitive And The Competency-Based Approaches In The Process Of Mastering Vocabulary

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The article deals with the metacognitive and competency-based approaches in the context of students' learning activity. The scientific approaches that are characterized reflect the problem of the research. Special attention is paid to the metacognitive learning. The author emphasizes the importance of using metacognitive and competency-based approaches in the process of mastering vocabulary.

European scientists believe that students acquisition of knowledge and skills is aimed at improving their competencies, promotes their intellectual and cultural development and incites the formation of ability to respond quickly at any time. According to foreign researchers the objective of metacognitive study is to develop intelligence, set of mental abilities and strategies that make learning process successful. It is therefore important to combine metacognitive and competency-based approaches for successful students' learning.

The schooling serves many different purposes, such as helping students learn how to learn, cope with ambiguity, think like professionals, and develop a sense of responsibility, two major goals of educational programs are to teach general skills for problem solving and to instruct students in domain knowledge. According to Everson and Tobias, as well as Matanzo and Harris, many students entering university have not been taught strategies for examining or improving their metacognition. In fact, a study of pre-service teaching students conducted by

Matanzo and Harris reports that many students do not even know what metacognition is.

Having relied on the theoretical and empirical evidences of these approaches, we aim to describe and summarize their characteristics and their role in students' learning activities.

Keywords: metacognitive learning, competence, metacognitive competence, lexical competence.