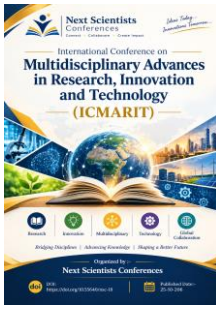
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Pedagogical And Psychological Foundations Of Developing Metacompetence In Prospective Primary School Teachers

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ABSTRACT

This thesis examines the pedagogical and psychological foundations of developing metacompetence in prospective primary school teachers. Particular attention is paid to metacognitive awareness, professional reflection, self-regulated learning, cognitive flexibility, and professional motivation. Through theoretical analysis, the essential components of metacompetence and the conditions supporting its development are identified. A conceptual approach integrating reflective practices, problem-based learning, and pedagogical simulations into teacher education is proposed. The findings provide a theoretical basis for improving professional preparation through the development of independent thinking, adaptive decision-making, and continuous professional learning.

Keywords: Metacompetence, prospective primary school teachers, metacognition, pedagogical reflection, self-regulated learning, professional development, pedagogical skills.

INTRODUCTION

Contemporary teacher education increasingly emphasizes the development of professionals capable of adapting to changing educational environments, evaluating their pedagogical decisions, and independently improving their professional knowledge. For prospective primary school teachers, these abilities are particularly important because teaching young learners requires sensitivity to individual developmental characteristics, flexible instructional strategies, and continuous pedagogical reflection.

Metacompetence represents an integrative professional capacity enabling individuals to consciously regulate, evaluate, and improve their existing competencies while acquiring new ones. Unlike subject-specific competence, it involves the ability to transfer knowledge between situations, recognize professional limitations, and develop effective approaches to unfamiliar challenges.

The psychological foundations of metacompetence are closely associated with metacognitive awareness, intrinsic motivation, emotional regulation, and reflective thinking. Its pedagogical foundations include learner-centered instruction, problem-based activities, professional collaboration, and systematic feedback.

The purpose of this study is to theoretically substantiate the pedagogical and psychological foundations of metacompetence development among prospective primary school teachers and identify appropriate approaches for integrating these foundations into professional teacher preparation.

The study employed theoretical research methods, including comparative analysis, conceptual interpretation, scientific synthesis, and pedagogical modeling. The theoretical framework was

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developed by examining established perspectives on metacognition, self-regulated learning, sociocultural development, and reflective professional practice.

Flavell's conception of metacognitive monitoring [1], Vygotsky's sociocultural theory [2], Zimmerman's self-regulated learning model [3], Shulman's pedagogical reasoning framework [4], and Schön's reflective practice approach [5] provided the principal theoretical foundations. These perspectives were compared to identify psychological mechanisms and pedagogical conditions relevant to metacompetence development. The research was conceptual in nature and did not involve experimental participants or quantitative measurements. Its findings therefore represent theoretically derived propositions requiring subsequent empirical validation.

The theoretical analysis suggests that metacompetence development involves the interaction of motivational, cognitive-metacognitive, reflective-regulatory, and socio-adaptive dimensions. These dimensions collectively support prospective teachers' ability to organize their learning, evaluate professional performance, and respond effectively to changing classroom circumstances.

The motivational dimension reflects readiness for continuous professional improvement, responsibility for learning outcomes, and confidence in personal development. Students demonstrating strong professional motivation are more likely to seek constructive feedback, reconsider ineffective instructional decisions, and establish realistic development goals.

The cognitive-metacognitive dimension involves awareness of individual thinking processes, strategic planning, monitoring comprehension, and evaluating problem-solving approaches. Flavell's theoretical perspective emphasizes that individuals can improve learning effectiveness by understanding and regulating their cognitive activities [1]. Within teacher education, these processes enable prospective teachers to select instructional strategies according to learners' needs rather than relying exclusively on established teaching routines.

The reflective-regulatory dimension includes professional self-assessment, identification of instructional difficulties, and modification of pedagogical decisions. Reflective observation allows students to compare anticipated learning outcomes with actual classroom responses and determine possible improvements.

The socio-adaptive dimension encompasses communication, collaboration, emotional sensitivity, and cognitive flexibility. These characteristics facilitate effective interaction with pupils, colleagues, and educational environments characterized by uncertainty.

From a pedagogical perspective, the development of these dimensions requires learning activities that connect theoretical knowledge with practical decision-making. Within the Pedagogical Skills course, prospective teachers may analyze classroom situations, conduct microteaching sessions, evaluate recorded instructional performances, and formulate alternative solutions to educational problems.

For example, when designing a reading lesson for pupils with different comprehension levels, students can justify their instructional choices, anticipate possible difficulties, and revise their plans following peer feedback. Such activities create opportunities for conscious planning, self-monitoring, and reflective improvement.

Assessment should therefore consider not only instructional performance but also the quality of students' reasoning, their responsiveness to feedback, and their ability to modify decisions when circumstances change.

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The identified dimensions demonstrate that metacompetence cannot be developed through theoretical knowledge acquisition alone. Its formation requires educational experiences encouraging independent judgment, meaningful reflection, and the conscious regulation of professional behavior.

Vygotsky's sociocultural perspective indicates that higher psychological functions develop through socially mediated activity [2]. Accordingly, collaborative reflection and guided pedagogical practice can support the gradual transition from externally assisted performance to independent professional decision-making.

Zimmerman's model further explains the importance of goal setting, performance monitoring, and self-reflection in regulating learning processes [3]. These principles are particularly relevant when prospective teachers evaluate the effectiveness of their instructional strategies. Shulman's perspective emphasizes the relationship between professional knowledge, pedagogical reasoning, and instructional transformation [4], while Schön highlights reflection as an essential mechanism of professional learning [5].

A psychologically supportive educational environment is equally important. Constructive feedback, opportunities for independent decision-making, and respectful discussion of errors can encourage students to critically examine their professional actions without excessive fear of failure.

However, the effectiveness of the proposed pedagogical conditions requires further investigation through classroom observation, reflective assessment instruments, and controlled educational interventions.

The development of metacompetence among prospective primary school teachers is grounded in the interrelationship between metacognitive awareness, professional motivation, reflective self-regulation, and adaptive pedagogical thinking. These psychological mechanisms become professionally meaningful when supported by appropriate instructional conditions.

Integrating problem-based tasks, pedagogical simulations, reflective discussions, and formative feedback into the Pedagogical Skills course provides a theoretically justified approach to metacompetence development. Future empirical research should establish measurable indicators and evaluate the effectiveness of these practices in teacher education.

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