

## DEVELOPING METACOGNITIVE COMPETENCE IN FUTURE ENGLISH TEACHERS THROUGH READING AND LISTENING ACTIVITIES

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<https://doi.org/10.5281/zenodo.20062767>

**Abstract.** This article explores the development of metacognitive competence in future English teachers through reading and listening activities. Particular attention is given to planning, monitoring, and evaluating learning processes. The study also examines CEFR requirements, especially at the B2 level, and highlights methodological opportunities for implementing a metacognitive approach. Practical activities are presented to develop reflection and autonomous learning skills.

**Keywords:** metacognitive competence, reading, listening, reflection, CEFR, B2 level, learning strategies, foreign language teaching.

**Introduction.** Modern foreign language education requires not only linguistic knowledge but also the ability to manage one's own learning process. In this regard, metacognitive competence plays a crucial role in preparing future English teachers.

Reading and listening, as receptive skills, serve as key tools for developing learners' ability to process, analyze, and evaluate information consciously. These skills contribute significantly to achieving higher levels of language proficiency [1].

The issues of developing a metacognitive approach in foreign language teaching methodology have been extensively studied by various scholars. In particular, Rebecca L. Oxford has thoroughly investigated this area and emphasizes that metacognitive strategies - planning, monitoring, and evaluation - are among the key factors that enhance learners' success in language acquisition [4].

Furthermore, in the classification of learning strategies developed by Michael O'Malley and Anna Uhl Chamot, metacognitive strategies are identified as a separate group, and their role in the conscious management of the learning process is clearly substantiated [6; 10].

Recent studies (2020–2025) demonstrate that the use of metacognitive strategies is directly associated with learners' academic engagement, motivation, and achievement [7]. This highlights that the development of metacognitive competence is not only theoretically significant but also practically relevant in modern education.

The issue of developing professional and metacognitive competence in future teachers has also been widely explored by Uzbek scholars. In particular, J.J.Jalolov has made a significant contribution to the development of foreign language teaching methodology and emphasizes the importance of fostering independent thinking and self-regulation skills in students within the framework of the communicative approach [3].

Similarly, J.O.Tolipova has scientifically substantiated the importance of organizing independent learning activities and developing reflective skills in learners through the use of pedagogical technologies [9].

**Metacognitive Competence and CEFR Requirements.** Metacognitive competence includes planning, monitoring, and evaluating learning activities. According to the CEFR framework, learners at the B2 level should be able to understand complex texts, follow



extended speech, and apply strategies to overcome comprehension difficulties. Thus, metacognitive competence is essential for achieving CEFR-aligned outcomes.

**Methodological Potential of Reading and Listening.** Reading activities such as predicting, annotating, and summarizing help learners actively engage with texts and develop analytical thinking.

Listening activities, including pre-listening planning and post-listening reflection, enhance attention control and comprehension monitoring.

**Table 1  
Metacognitive Activities**

Skill	Activity	Purpose	Result
Reading	Prediction	Planning	Activates thinking
Reading	Annotation	Monitoring	Tracks understanding
Listening	Two-step listening	Monitoring	Improves comprehension
Listening	Reflection	Evaluation	Develops awareness

Metacognitive strategies are defined as the learner's capacity to plan, monitor, and evaluate their own cognitive processes during learning tasks. In the context of English language acquisition, reading and listening constitute two fundamental receptive skills. When effectively integrated with metacognitive strategies, these skills encompass the following sequential stages. This can be presented in the table as follows (see Table 2)<sup>1</sup>.

**Table 2  
Analysis of Metacognitive Strategies in Reading and Listening**

Metacognitive Strategies in Reading	Metacognitive Strategies in Listening
<p>- <b>Planning:</b> This involves previewing the text by skimming headings, subheadings, images, and graphic organizers to make informed predictions about the content and structure of the passage.</p> <p>- <b>MONITORING:</b> During the reading process, learners identify areas of comprehension success and difficulty, and attempt to infer the meaning of unfamiliar words using contextual clues without interrupting the overall flow of understanding.</p> <p>- <b>Evaluating:</b> After completing the reading task, learners recall the main ideas, reflect on their level of understanding, and ask self-regulatory questions such as “What did I understand?” and “Where did I make an error in comprehension?”</p>	<p>- <b>Planning:</b> Prior to listening, learners activate their prior knowledge related to the topic of the audio material and predict possible key words, phrases, or content structures.</p> <p>- <b>Monitoring:</b> While listening, learners maintain focused attention, temporarily bypass sections that are not immediately understood, and distinguish between main ideas and supporting details.</p> <p>- <b>Evaluating:</b> Following the listening task, learners compare their actual understanding with their initial predictions, identify specific sections or features that posed difficulty (e.g., speed, pronunciation, background noise), and assess their overall listening performance.</p>

<sup>1</sup> Developed based on the results of the analysis



**Metacognitive Competence in Language Learning.** Metacognitive competence refers to the ability to:

- plan learning activities;
- monitor comprehension;
- evaluate outcomes.

In the context of foreign language learning, it enables students to become independent and reflective learners. This is particularly important for future teachers, as they must later guide their own students in similar processes.

**CEFR Perspective and B2 Level Requirements.** The Common European Framework of Reference (CEFR) emphasizes not only communicative competence but also strategic competence, which closely relates to metacognitive processes. At the B2 level, learners are expected to:

- understand the main ideas of complex texts (reading);
- follow extended speech and lectures (listening);
- identify implicit meanings;
- use strategies to compensate for gaps in understanding.

Thus, achieving B2 level proficiency requires strong metacognitive control over reading and listening processes.

Besides that Reading activities contribute to metacognitive development when they involve conscious strategy use. For example:

- predicting content before reading;
- identifying key ideas;
- summarizing information;
- reflecting on comprehension difficulties.

These activities encourage students to actively engage with the text rather than passively receive information.

**Methodological Potential of Listening Activities.** Listening activities are particularly effective in developing attention control and real-time processing skills. Metacognitive listening involves:

- setting listening goals,
- focusing on key information,
- checking understanding during listening,
- reflecting after listening.

Such structured activities help students become more aware of their comprehension processes.

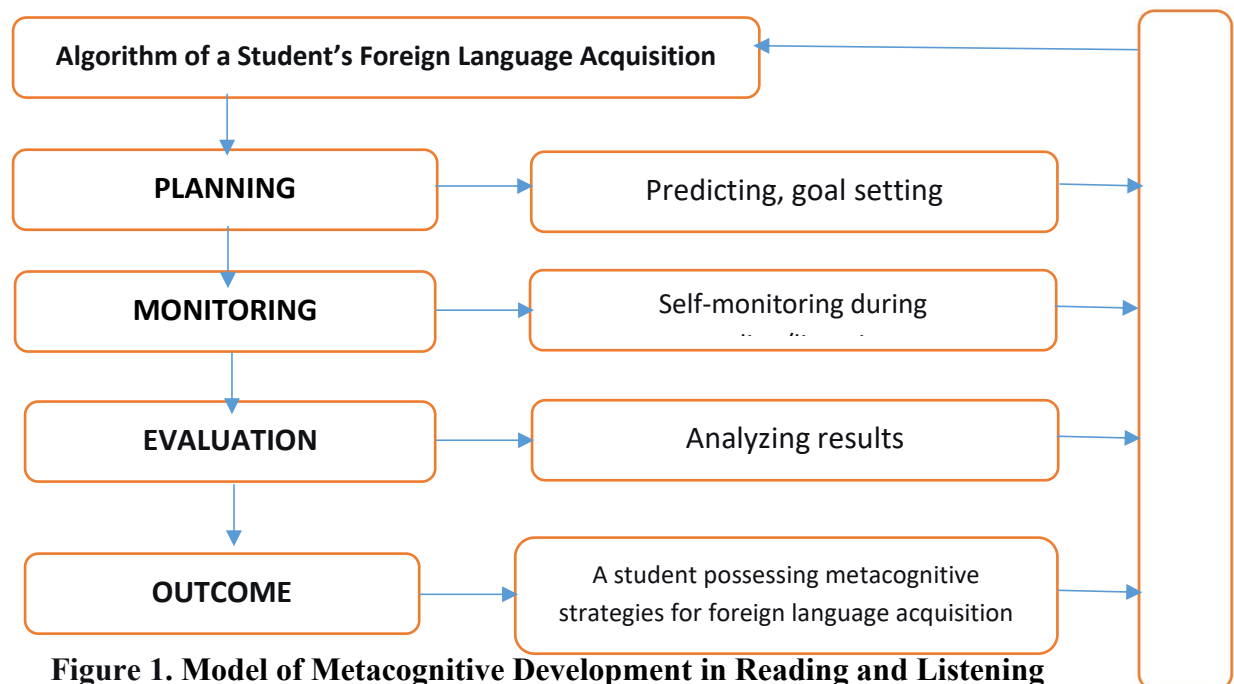
**Table 3.**  
**Practical Activities for Developing Metacognitive Competence**  
**Metacognitive Activities in Reading and Listening<sup>2</sup>**

Skill	Activity Name	Metacognitive Focus	Expected Outcome
Reading	Prediction Task	Planning	Activates prior knowledge
Reading	Annotation (marking text)	Monitoring	Tracks understanding

<sup>2</sup> Developed based on the results of the analysis

Reading	Reflective Journal	Evaluation	Develops self-assessment
Listening	Pre-listening Planning	Planning	Sets clear learning goals
Listening	Two-step Listening	Monitoring	Improves comprehension accuracy
Listening	Error Detection	Evaluation	Enhances critical thinking
Integrated	Read-Listen-Compare	Analysis & Reflection	Develops deeper understanding

Reading and listening are not merely linguistic or receptive skills; rather, they represent higher-order metacognitive activities that require learners to consciously regulate and manage their own thinking processes. Consequently, the development of metacognitive competence through reading and listening tasks is essential for autonomous and effective language learning. This case is presented in the image below (refer to Figure 1)<sup>3</sup>.



**Figure 1. Model of Metacognitive Development in Reading and Listening**

This cycle ensures continuous development of learners' metacognitive competence.

The integration of metacognitive strategies into reading and listening instruction significantly enhances students' ability to control their learning processes. It also prepares future English teachers to apply these strategies in their professional practice.

Moreover, aligning classroom activities with CEFR requirements ensures that students are not only developing language skills but also meeting international standards.

**Conclusion.** In conclusion, the development of metacognitive competence through reading and listening activities is essential for future English teachers. These skills enable learners to:

- become autonomous;

<sup>3</sup> Developed based on the results of the analysis

- improve comprehension;
- achieve higher proficiency levels such as B2.

Systematic use of metacognitive strategies in language teaching creates a strong foundation for both academic success and professional growth. Developing metacognitive competence through reading and listening activities enables future English teachers to become autonomous learners. This approach supports achieving B2 level proficiency and prepares them for effective professional practice. The systematic implementation of the above-mentioned activities in reading and listening classes enables the development of key components of metacognitive competence in students, such as:

- planning learning activities;
- monitoring the learning process;
- evaluating outcomes and engaging in reflection.

As a result, this process contributes to the deep and conscious acquisition of a foreign language by future English teachers, particularly facilitating the successful attainment of C1-level language proficiency, and providing a solid foundation for their effective professional pedagogical activity in the future.

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