

THE ROLE OF META-SUBJECT COMPETENCE IN THE DEVELOPMENT OF STUDENTS' LANGUAGE SKILLS AND STRATEGIES FOR ITS ENHANCEMENT

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Annotation: The article explains what meta-subject competence is and why it is important in education. It shows that these universal skills—such as thinking, problem-solving, communication, and self-control—help students learn better in all subjects and connect knowledge between them. The article also describes how teachers can develop these skills through joint projects, reflection, and teamwork, helping students form a broader understanding of the world and prepare for real-life situations.

Key words: subject, competence, comprehension, learning, reflect, interaction, components, cognition, communication, skills, metacognitive, disciplinary, activities.

The modern system of national education requires students not only to master subject-specific content but to develop universal learning abilities known as *meta-subject competences*. These include critical and analytical thinking, communication and collaboration, self-regulation, creativity, and information literacy. In language education, these competencies are uniquely relevant because language learning itself is a complex process involving comprehension, analysis, communication, and reflection.

The category of “*meta-subject competence*” is well developed in general pedagogy (V. V. Gormakova, O. V. Petunin, I. N. Pochernay, and others) and is interpreted as general academic, interdisciplinary (supra-subject) cognitive skills and abilities that have a universal character and constitute an indispensable condition for the successful formation of other types of skills (I. N. Pochernay). This concept is closely connected with the meta-subject approach to understanding processes of reality, which makes it possible to recreate and comprehend a holistic picture of the world (M. N. Akhmetova, I. N. Ratikova, I. A. Sabirova, and others) through the

construction of “meta-subjects” that link various subject-specific bodies of knowledge and are built on top of established, traditional academic disciplines (N. V. Gromyko, Yu. V. Gromyko, A. V. Khutorskoy). Mastery of meta-subjects is carried out through “meta-activity,” which is based on universal supra-subject activity (A. A. Kuznetsov) and the ability to carry out one’s own creative inquiry (M. N. Akhmetova, V. V. Serikov)¹.

According to A.V. Khutorskoy, the meta-disciplinary essence of modern education is that the interaction of external and internal in a person, his/her macro- and microcosm is carried out through activities that reflect the nodal, fundamental foundations of the world and humanity. Meta-disciplinary education results are reflected in forming a whole range of universal competencies or meta-competencies (Khutorskoy, 2013).² I.N. Pochernay emphasizes that meta-subject skills form the basis for all other types of skills³.

Form our point of view, metasubjective competence refers to a student’s capacity to use broad cognitive, self-regulatory, communicative, and problem-solving abilities in diverse academic areas, allowing them to connect knowledge, learn autonomously, and form a comprehensive understanding of the world.

Meta-subject competence consists of a set of universal skills that support learning across all disciplines and enable students to think critically, communicate effectively, and regulate their own learning. It has some components: cognitive, communicative, regulatory, information and digital, creative.

Cognitive competence, which involves logical reasoning, analysis, problem-solving, and the ability to apply knowledge in new contexts; such as problem-based tasks, text analysis, inquire activity, open ended question.

¹Белобордова В.В. Развитие метапредметных аналитикоисполнительских умений у студентов музыкального вуза в классе фортепиано. автореферат диссертации на соискание ученой степени кандидата педагогических наук. Екатеринбург – 2025.24 с.

² Krishtopa, A. N. (2020). Model of development of meta competence in the process of natural science training of bachelors of pedagogy. Human capital, 3(135), 135-148.

³ **Pochernay, I. N.** Почерней, И. Н. (2012). Универсальные учебные действия и метапредметные умения учащихся. *Образование и общество*, 78(3), 105–112.

Communicative competence, which encompasses the ability to express ideas clearly, engage in dialogue, collaborate with peers, and interpret different types of information, discussions, peer review, role-plays, project work, gamification.

Regulatory (metacognitive) competence, which refers to self-regulation, goal-setting, planning, monitoring one's progress, and reflecting on learning outcomes. Such as note taking, set goals, plan the learning tasks, monitor progress, use feedback, reflect through learning journals, self-assessment checklists.

Information and digital literacy—the ability to locate, evaluate, and use information responsibly—has become an essential component in modern education. Such as evaluate digital content, use online learning tools, work with multimodal texts. Writing blogs.

Creative competence, which includes imagination, innovation, and the ability to generate original solutions. Together, these components develop students into independent, flexible, and effective learners capable of transferring skills across subjects and real-life situations. Such as, creative writing, drama, multimedia projects, designing original solutions to real-world problems.

Meta-subject competence greatly improves students' language development by providing them with broad cognitive, communicative, and self-management skills that strengthen their capacity to comprehend, apply, and acquire language more effectively. We can say that there are several benefits of developing meta-subject competence in language teaching:

- Improves autonomous learning;
- Enhances Problem-Solving Skills;
- Strengthens Communication Skills
- Increases Motivation and Engagement
- Encourages Critical and Creative Thinking

Using meta-subject competence in education means helping students develop skills that are useful in every subject, not just one. These include thinking skills, problem-solving, communication, and the ability to learn on their own. When students use these skills, they can connect ideas from different subjects, understand information better, and see the bigger picture. Teachers support this by using activities that combine different subjects, encourage teamwork, and ask students to reflect on how they learn. Overall, meta-subject competence helps students become more independent, think more clearly, and be better prepared for real-life challenges.

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