

## IMPROVING THE METHODOLOGY OF DEVELOPING STUDENTS' METALINGUISTIC COMPETENCES

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### Annotation

The development of metalinguistic awareness is an essential component of enhancing learners' methodology. Enhancing students' metalinguistic understanding of their different skill successes is essential. Therefore, it is recommended to apply a range of techniques for increasing metalinguistic awareness, such as word recognition, syntactic understanding, and vocabulary recognition exercises. Not only metalinguistic is essential for improving methodology, but also it is crucial for all levels of education. Numerous studies have demonstrated that effective learners self-regulate their learning processes using metacognitive information and strategies. Being aware of metalinguistic lets mankind grasp the significance of the messages they read or hear. Additionally, to the fact that they may greatly favour career prospects, these two benefits have an impact on learners' social status.

**Keywords:** Metalinguistic, methodology, metapragmatics, riddles, Literary Acquisition.

Metalanguage theories have been used to solve problems for decades in countries all over the world, particularly in disciplines that include cognitive science. Recent studies on language dialectics and metapragmatics have brought up fresh and creative approaches to metalanguage. This research has transferable conclusions, which go beyond the initial broad idea of metalanguage, which deals with language that talks about language, while also demonstrating the intricacy of metalanguage and how it develops, organizes, and develops language. Because metalanguage both refers to and is utilised for communication, speakers have varying levels of knowledge<sup>1</sup>. This article is devoted to enhance students' metalinguistic competence which is natural to have a confusion among readers what metalinguistic is. Metalinguistics is the branch of linguistics that studies language and its relationship to other cultural

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<sup>1</sup> Manal Omar Mousa "Metalinguistic Awareness is an Important Factor for Developing EFL Students' Performance in Learning English Language"

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behaviors. [wikipedia](https://en.wikipedia.org/wiki/Metalinguistics) It is the study of dialogue relationships between units of speech communication as manifestations and enactments of co-existence. To illustrate that, Jacob L. Mey in his book points out, Trends in Linguistics,<sup>2</sup> describes Mikhail Bakhtin's interpretation of metalinguistics as "encompassing the life history of a speech community, with an orientation toward a study of large events in the speech life of people and embody changes in various cultures and ages."

Metalinguistic skills involve understanding of the rules used to govern language. It is noteworthy fact that Scholar Patrick Hartwell points out how substantial it is for students to develop these capabilities, especially heightened phonological awareness, which is a key precursor to literacy. An essential aspect to language development is focused on the student being aware of language and the components of language. This idea is also examined in the article, 'Metalinguistic Awareness and Literacy Acquisition in Different Languages', that centers on how the construction of a language and writing strategy shape an individual's ability to read. It also discusses the manner in which bilingualism increases particular elements of metalinguistic awareness.

According to Text in Education and Society, some examples of metalinguistic skills include discussing, examining, thinking about language, grammar and reading comprehension. The text also states that a student's recognition or self-correction of language in verbal and written form helps them further advance their skills. The book also illustrates manners in which literature can form connections or create boundaries between educational intelligence and practical knowledge.

As Gail Gillon wrote the book, Phonological Awareness, which illustrates the connection between phonological awareness and metalinguistic awareness's in literacy learning. It essentially states that a student's ability to understand the spoken word and their ability to recognize a word and decode it are dependent on each other. The text also discusses ways in which students struggling with speech impairments and reading difficulties can improve their learning process.

We can notice from the above mentioned metalinguistic plays huge role not only in learning foreign language, but also determines person's social status among folks. As for the students' need, metalinguistic ability is needed for the human who desire to learn another language, culture. Our language is alive along with us which means our tradition, custom and intercultural communication always together with the spoken language. As a result, being aware of metalinguistic, our brain starts to compare the native language with target one unconsciously. From the authentic example, when toddler begins to watch the cartoon, they pronounce as they have listened to the cartoon sounding and imitating like the character of the cartoon "Noau-noau" instead of pronouncing "No", that is the sign of analyzing as a metalinguistic. We often analyze, criticize the actions, surrounding, but we hardly pay attention to that, since we reckon

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<sup>2</sup> Jacob L. Mey

our brain works unconsciously without aim, purpose. Even though our neurons try to get metalinguistic-competence.

The most complicated dilemma can be how teachers will improve metalinguistic competence, the first step is metalinguistic sensitivity should be fostered in the case of language instructors. Teachers should be motivated for many reasons to produce instructional activities aimed at increasing lean metalinguistic awareness. In particular, the student may comprehend how he utilizes a language via metalinguistic awareness in diverse settings (restaurant, home, school, hospital) for utilizing the language with great certainty since he/she controls the message that they want to communicate. Moreover, several studies have proved the importance of a knowledge of metalinguism in various subject matter (de Haro, Delgado & López, 2012:235) in school achievements. And, multiple researches showed that certain metalinguistic activities, generally phonemic awareness, predict literacy achievement in early students (Zipke, 2007:208)

It is fact that Any skill must be practiced in a variety of situations over an extended length of time to be properly developed. This is true for metalinguistic awareness as well as for metacognition in general which is close to psychology. According to Hogan et al<sup>3</sup>. (2015:75), "persons think integratively in two different ways: first, they must be aware with their own cognitive processes (for example, through identity or self-regulation); and second, they would have to be able to apply available cognitive functions again for purpose of learning or problem solving for example, through critical thinking or reflective judgement."

Numerous observations show that if the student have faced with the word which they have never seen they can try to work out what they mean now when do read in the class, context may hint the original word.

\*step-one: highlight tricky words on sheet for instance: simpering (adj)

\* step-two: student should guess or write I think ... use own words I think simpering using anaphoric reference, read back.

\* step-three: try to look through definition and jot down like simpering means to smile in a silly or annoying way.

\* step-four: make a sentence using learnt word.

The mentioned steps are considered as a strategy of improving metalinguistic. Additionally, Marcy Zipke mentions that "Riddles" are the perfect medium for learning how to manipulate language for many reasons, including students' familiarity with them and motivation for reading them. Here's how riddles can be used in the classroom to stimulate student's metalinguistic awareness. As a 6-year-old, I was obsessed with knock-knock jokes. I laughed uproariously whenever I heard one, no matter how inane.

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<sup>3</sup> Hogan et al (2015 year, on page 75)

Knock knock.

Who's there?

Cargo.

Cargo who?

Cargo BEEP BEEP!

Not only did I find these jokes funny, I wanted to write my own. I pestered my poor parents with nonsensical knock-knock jokes. Every piece of environmental print was fodder for my stand-up, but I never plotted the answers in advance. Wanting to encourage my burgeoning literacy skills, my parents played along. The result was often something like this:

Knock knock.

Who's there?

Stop!

Stop who?

Ummmm... Stop at the stop signs!

Until, one day, we passed a tennis center and everything suddenly clicked. I looked at the word tennis on the side of that building, and for the first time I saw the two words within the word.

Knock knock.

[weary] Who's there?

Tennis!

Tennis who?

Ten is my favorite number!

It was a moment of such sudden cognitive clarity that I remember it vividly to this day. It didn't matter to me that the joke wasn't funny. What was funny was that language can be manipulated — and that I was finally in the language-manipulating club.

Metacognition is a critical cognitive process that affects many facets of an individual's life. When instructors design lessons, they deliberate on the most effective technique for a particular piece of subject in order to enhance their students' learning process. Likewise, metacognition allows school administrators to be more efficient. For instance, people often employ the self-management technique to choose what to accomplish and when to do it. The most essential component of this strategy is also comprehending why they will carry it out in a particular method. School administrators may also utilise metacognition to monitor their staff members, notably instructors, during supervision sessions. Given that a growing number of researchers have indicated a low level of linguistic knowledge among undergrads and related this amount to undergrads' poor learning and memory requiring diagnostic and accusatory skills, teacher should prepare some student-appropriate educational activities

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