

TEACHING COMPETENCY OF SECONDARY TEACHER EDUCATION STUDENTS IN RELATION TO THEIR METACOGNITION

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ABSTRACT

In the present research to investigator made an attempt to explore the effectiveness of metacognitive skills in developing the teaching competency among secondary teacher education students. The concept of metacognition can be described as a higher-order cognitive structure. More specifically, metacognition as an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the agility to make correct inferences about how to apply one's strategic knowledge to a particular situation, and to do so efficiently and reliably. Students with good metacognition were able to perform efficiently in teaching.

Key words: Metacognition, metacognitive knowledge, regulation of cognition and teaching competency.