Review of: "Operations of the Cognitive-Metacognitive System in Promoting Learning: a Brief Theoretical Analysis"

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This article provides a clear overview of the definitions and components of metacognition that are important from a learning and teaching perspective. Explanations and examples of metacognitive knowledge, metacognitive regulation, and metacognitive experience are presented, and a generalized framework of the cognitive-metacognitive system is proposed as a unique methodology for developing metacognition in students.

Considering that the development of metacognition in the real school process (teaching and learning) is primarily influenced by the teacher, it is recommended that the author expand the article by answering the following questions: how to recognize refined models at the meta-level in the classroom and distinguish them from cognitive (learned) models; what recommended cognitive strategies should the teacher use and how; and what regulation strategies and activities should be used with respect to the domain, i.e., instructional goals? At the same time, it would be good to answer the question of what a teacher should be able to do and know in order to successfully develop metacognition in students.

In conclusion, the article suggests that the value of student experiences for the development of metacognitive knowledge and metacognitive regulation is undisputed. Therefore, this should be clearly emphasized in the article.