

## **PROBLEMATICA METACOGNIȚIEI ÎN PROCESUL ÎNVĂȚĂRII LA ELEVI**

**Ioan Radu \***

*Universitatea Babeș-Bolyai, România*

### Abstract

In cognitive psychology there is a clear distinction between the components and metacomponents within a certain activity. This distinction is solitary with the idea of a hierarchic structure within a cognitive or motric architecture. The present study is a new approaches – from a cognitive psychology point of view – of an older issue regarding the planning, controlling and autoregulating involved in the learning process. The researches focused initially on sensorimotor learning and later on verbal learning. From a cognitive psychology point of view, planning, evaluating, monitoring and regulating are all considered to be grouped together under the label of metacognition. This issue has been the focus of psychological research since the late 70s due to the work of J.H. Flavell (1977) and Ann Brown (1978).

Keywords: *learning, metacognition, cognitive psychology*

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\* Profesor universitar doctor, Universitatea Babeș-Bolyai, Facultatea de Psihologie și Științele Educației, Catedra de Psihologie, Cluj-Napoca, România