

Metasubject learning outcomes and related terms: a comparative study

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The contemporary social situation is characterized by global integration and constant transition. This puts certain demands on the educational system to guarantee that students develop necessary competences and skills for life in the ambiguous fast developing multicultural world. There is now a growing literature base in Russia that recognises the need for schools to reach metasubject learning outcomes and for school students to become independent learners and to effectively handle issues and challenges of life. However, there is no uniformity in understanding of the term “metasubject” and of the ways to integrate metasubject learning outcomes into school EFL curriculum.

The question this study aims to answer is how metasubject learning outcomes (cognitive, communication and regulation general learning skills) adopted in Russian Federal State Education Standards compare with similar learning outcomes in western pedagogies.

The analysis of previous research into metasubject learning outcomes, key competences, 21st century competencies, life competencies, metacognitive skills and learning strategies provided criteria for comparison: context, definition and structure, development, and assessment. A comparison matrix was administrated to skills listed as metasubject learning outcomes in Russian Federal State Education Standards of Basic General Education (Prikaz...,2021; Asmolov, 2011), skills listed as 21st century skills (Suto, 2014), skills listed in the Cambridge Framework for Life competencies, skills listed in Council Recommendation on Key Competences for lifelong learning (2018) and the Framework for Key Competences in the European Schools (2018), metacognitive skills (Flavell, 1979) and learning strategies developed by Oxford (1990; 2002).

In terms of context metasubject learning outcomes are similar to metacognitive skills and learning strategies. They are perceived from the perspective of learning, unlike other outcomes that are perceived from the perspective of life. In terms of definition and structure metasubject learning outcomes overlap with life competencies with matches between cognitive general learning skills and critical thinking competency, communication general learning skills and communication and collaboration competencies, regulation general learning skills and learning to learn and emotional development competencies. Key competences include a wider range of categories and skills. Metasubject learning outcomes partly coincide with personal, social and learning to learn key competence. Metacognitive skills and learning strategies are integrated into all the above-mentioned outcomes as components of a lower level. In terms of development and assessment metasubject learning outcomes are similar to life competencies and key competences. They can be developed both explicitly and implicitly, integrated into subjects or studied in a separate course, integrated into extracurricular activities and project work. The assessment tools include self-assessment reports, individual and collaborative projects, surveys, problem-based tasks, and performance observation.

The results of the study have shown that though metasubject learning outcomes are perceived from the perspective of learning, they overlap in structure, development and assessment with life competencies. Thus, they can be integrated into EFL practices in the same way as life competencies.

Key words: learning outcomes, life competencies, 21st century competences, key competences, metasubject learning outcomes, metacognitive skills, learning strategies.

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