УДК 37.013
DOI https://doi.org/10.24919/2308-4863/96-1-41

Afet Aban BAYRAMOVA,
orcid.org/0009-0000-5667-1127
Senior Lecturer at the Department of Pedagogy
Baku State University
(Baku, Azerbaijan) afet6670@gmail.com

TEACHING LEARNING STRATEGIES TO SCHOOL STUDENTS IN THE CONTEMPORARY EDUCATIONAL ENVIRONMENT

In the contemporary era, the educational environment is undergoing rapid transformation, and students' learning needs have become considerably more dynamic than in previous periods. This article examines the fundamental principles of effective instructional strategies within the modern educational context. The principal strategies addressed include project-based learning, collaborative instructional methodologies, and the integration of digital technologies. Researchers emphasize that students' academic success depends significantly on their ability to select and combine instructional strategies in accordance with their individual learning styles and the specific requirements of the lesson. Flexible learning environments that promote creativity and interpersonal interaction likewise play a crucial role in fostering motivation.

The contemporary educational environment necessitates innovative pedagogical approaches that encourage active student participation in the instructional process, the development of critical thinking, and the maximal realization of individual abilities. Strategies effectively employed by students substantially enhance both academic performance and cognitive motivation. Particular attention is devoted to the interaction between digital resources and educational platforms that promote independent learning and interactive experiences.

The article explores the significance of designing and implementing instructional strategies for students within the modern educational environment. The authors affirm that effective instructional strategies play a pivotal role in improving learning outcomes and fostering student autonomy. The study offers practical recommendations for educators in organizing instructional strategies, emphasizing the importance of monitoring, individualized support, and the use of interactive educational resources. Furthermore, the article discusses the application of innovative methodologies that ensure student motivation, independent learning, and successful academic achievement. The purpose of this study is to investigate how learning strategies may be systematically taught to primary school students in order to enhance their self-directed learning abilities and academic performance.

Key words: *modern education, educational environment, learning strategies, metacognitive strategies, effective instruction.*

Афет Абан БАЙРАМОВА,
orcid.org/0009-0000-5667-1127
старший викладач кафедри педагогіки
Бакинського державного університету
(Баку, Азербайджан) afet6670@gmail.com

НАВЧАННЯ ШКІЛЬНИХ УЧНІВ СТРАТЕГІЙ НАВЧАННЯ В СУЧАСНОМУ ОСВІТНЬОМУ СЕРЕДОВИЩІ

У сучасну епоху освітнє середовище зазнає швидких змін, а потреби учнів у навчанні стали значно динамічнішими, ніж у попередні періоди. У цій статті розглядаються фундаментальні принципи ефективних навчальних стратегій у сучасному освітньому контексті. Основні розглянуті стратегії включають проектне навчання, спільні навчальні методики та інтеграцію цифрових технологій. Дослідники наголошують, що академічний успіх учнів значною мірою залежить від їхньої здатності вибирати та поєднувати навчальні стратегії відповідно до їхніх індивідуальних стилів навчання та конкретних вимог уроку. Гнучке навчальне середовище, що сприяє творчості та міжособистісній взаємодії, також відіграє вирішальну роль у формуванні мотивації.

Сучасне освітнє середовище вимагає інноваційних педагогічних підходів, які заохочують активну участь учнів у навчальному процесі, розвиток критичного мислення та максимальну реалізацію індивідуальних здібностей. Стратегії, що ефективно використовуються учнями, суттєво покращують як академічну успішність, так і когнітивну мотивацію. Особлива увага приділяється взаємодії між цифровими ресурсами та освітніми платформами, що сприяють самостійному навчанню та інтерактивному досвіду.

У статті досліджується значення розробки та впровадження навчальних стратегій для учнів у сучасному освітньому середовищі. Автори стверджують, що ефективні навчальні стратегії відіграють ключову роль у покращенні результатів навчання та розвитку самостійності учнів. Дослідження пропонує практичні рекомендації для викладачів щодо організації навчальних стратегій, підкреслюючи важливість моніторингу, індивіду-

алізованої підтримки та використання інтерактивних освітніх ресурсів. Крім того, у статті обговорюється застосування інноваційних методологій, які забезпечують мотивацію учнів, самостійне навчання та успішні академічні досягнення. Метою цього дослідження є дослідження того, як навчальні стратегії можна систематично навчати учнів початкової школи, щоб покращити їхні здібності до самостійного навчання та академічну успішність.

Ключові слова: *сучасна освіта, освітнє середовище, навчальні стратегії, метакогнітивні стратегії, ефективне навчання.*

Introduction. In recent years, the rapid dissemination of new technologies and the accelerated transformations characteristic of the information society have rendered active and independent learning skills among the most essential needs of students. Learning is not merely the acquisition of information; rather, it encompasses the ability to analyze, organize, and apply knowledge across diverse contexts, thereby ensuring both academic success and the development of essential life skills. From this perspective, the cultivation of learning strategies among students plays a foundational role in the advancement of education. The integration of digital technologies, interactive learning spaces, and contemporary instructional methodologies enables the development of students' cognitive and behavioral competencies. Within such an environment, emphasis is placed on deep learning, problem-solving, critical thinking, and collaborative learning, ensuring that students do not simply receive information but actively participate in the learning process itself.

Within the contemporary educational environment, students encounter numerous challenges, including the abundance of information, demanding instructional tasks, and diverse teaching methodologies. Primary and secondary school students, in particular, are in a phase of rapid development of cognitive and self-regulatory capacities. In addition to acquiring subject knowledge, they must also learn effective learning strategies to enhance instructional efficiency and strengthen their self-regulation skills. Learning strategies not only assist students in allocating their study time rationally and optimizing learning methods but also contribute to the development of problem-solving and metacognitive abilities. Therefore, examining how learning strategies can be systematically and scientifically taught in primary and secondary education possesses significant theoretical and practical value.

Main Body. Today, the contemporary educational environment constitutes one of the most essential foundations of a successful instructional process. In the modern world, where technology and globalization play a central role, the school environment must continuously evolve in order to meet students' needs. Within the contemporary educational environment, the instructional process becomes more individualized and interactive. "One of the factors that conditions the successful implementation of the modern educational concept is the application of interactive instructional methodologies within the teaching process." (Asgarli, 2021, 110).

Today, instead of relying solely on face-to-face instruction, group work, project-based learning, and the use of digital tools are employed. These factors contribute to the development of critical thinking, creativity, and independence. Teachers today function not merely as transmitters of information but increasingly as mentors and facilitators. The contemporary educational environment is a dynamic process that integrates pedagogy, technology, and human interaction. When schools create such an environment, students are better prepared not only for examinations but also for life in a complex and rapidly changing world. Technology plays a central role in the contemporary educational environment. Computers, tablets, online platforms, and virtual classrooms render learning more accessible and flexible. Students can learn at their own pace and receive immediate feedback. An effective educational environment also takes into consideration children's emotional and social needs. A safe, supportive, and inclusive atmosphere assists students in their development.

At present, in the era of digital technology, merely teaching knowledge to school-aged children is insufficient to meet the demands of future development. More important is the development of their ability to learn how to learn, that is, to acquire effective learning strategies. Systematic and explicit instruction in learning strategies not only improves academic performance but also significantly enhances students' self-regulatory abilities, learning motivation, and long-term academic resilience. Therefore, the conscious and structured teaching of learning strategies to school-aged children within the contemporary educational environment has become an essential component of high-quality education. "Even when students employ appropriate cognitive strategies during independent learning, they sometimes encounter difficulties in achieving instructional objectives" (Erdem, 2005, 5).

Learning strategies denote the cognitive, regulatory, and affective management mechanisms that students

deliberately and systematically employ to enhance their learning outcomes. Based on comprehensive research in educational psychology, the learning strategies of school-aged children are classified into distinct categories. Cognitive strategies exert a direct influence on the processes of knowledge acquisition and retention. These strategies are characterized by a high degree of operational applicability and instructional efficiency, thereby rendering them particularly amenable to pedagogical implementation through demonstration, modeling, and guided practice. "Contemporary instructional methodologies implement distinct strategic approaches and endeavor to construct individualized classroom environments by taking into consideration students' learning objectives and the instructional context" (Saruhanova, 2025, 78).

Learning strategies constitute indispensable pedagogical instruments that facilitate more effective learning, deeper conceptual comprehension, and long-term knowledge retention among school students. Within the contemporary educational paradigm, textbooks and teacher-centered instruction alone are insufficient; students must additionally acquire procedural knowledge concerning how to learn. One of the most significant strategies in this regard is active learning. Active learning presupposes that the learner is not a passive recipient of information but an engaged participant in the instructional process. For instance, systematic notetaking during instruction, the formulation of questions during lectures, and dialogic engagement with peers contribute to enhanced comprehension of academic material. Active participation intensifies cognitive engagement and strengthens neural processing of information.

Another essential component is the structured organization of time. Effective time management enables students to mitigate examination-related stress and optimize cognitive performance. "Learning strategies are tools that facilitate the attainment of learning objectives with minimal effort and within the shortest possible period of time" (Shahin, 2016, 200). The formulation of a structured study plan, the decomposition of complex tasks into manageable subcomponents, and the incorporation of regular intervals of rest are recommended practices. Empirical evidence suggests that shorter, recurrent study sessions frequently yield greater cognitive efficacy than prolonged and mentally exhaustive periods of instruction.

Moreover, the employment of diversified learning modalities is of considerable pedagogical significance. Certain students demonstrate enhanced learning outcomes through reading, whereas others benefit more substantially from auditory or visual input. Consequently, the integration of diagrams, tabular representations, audiovisual materials, and dialogic interaction is pedagogically advisable. Such a multisensory instructional approach reinforces memory consolidation and deepens conceptual understanding. Self-evaluation is likewise of critical importance. Students should engage in systematic review, self-testing, and reflective identification of areas in which knowledge remains insufficient. This metacognitive practice enables the identification of cognitive deficiencies and the refinement of strategic learning behaviors.

In conclusion, effective instructional strategies transform the learner into a more autonomous and academically successful individual. "The discovery and utilization of learning strategies within the instructional process enhance learning effectiveness and facilitate the learning process" (*Effective Learning Strategies*, 2024, 2). When educational institutions and educators instruct students not only in what to learn but also in how to learn, educational outcomes become both more sustainable and more enduring.

Metacognitive strategies encompass students' capacities to plan, monitor, and evaluate their own learning activities. "Metacognitive strategies refer to methods employed to assist students in understanding their own learning styles; in other words, these strategies consist of processes designed to enable students to 'think' about their own 'thinking'" (Inclusive Schools Network, 2015). Metacognitive strategies constitute a repertoire of higher-order regulatory competencies that allow students to consciously manage and direct their learning processes. These strategies facilitate awareness of what has been learned, how learning has occurred, and how learning may be further optimized. In general terms, metacognition encompasses pre-instructional planning, concurrent monitoring during learning, and post-instructional evaluation.

The establishment of clear goals and strategic planning prior to learning is of paramount importance. At this stage, the student determines the specific learning objectives, identifies the requisite resources, and allocates an appropriate temporal framework for task completion. Clearly articulated objectives enhance attentional focus and motivational engagement, while systematic planning renders the learning trajectory structured and purpose-driven. For example, prior to commencing study, a student may review the curricular outline and allocate designated time intervals to each instructional unit.

During the self-monitoring phase of learning, the student continuously evaluates his or her level of comprehension and systematically interrogates

whether the instructional material has been adequately understood. If a given segment is not sufficiently comprehended, the learner adjusts the applied strategy accordingly. Such adjustments may include rereading the text, engaging in structured note-taking, or seeking clarification through directed inquiry addressed to the teacher. This form of active cognitive monitoring prevents superficial assimilation of information and, simultaneously, facilitates the identification and resolution of emerging learning difficulties.

Upon completion of the learning task, the student proceeds to an evaluative phase, reflecting upon what has been successfully mastered and determining areas requiring further development. Based on this reflective analysis, the learner subsequently revises the instructional plan or methodological approach for future learning engagements. This stage contributes incrementally to the development of self-regulation and promotes an increasingly autonomous orientation toward learning.

Time management and task organization constitute essential structural components of metacognitive strategy use. The student must demonstrate the capacity to distribute time realistically across academic disciplines and activities while establishing hierarchical priorities. The use of scheduling instruments, the segmentation of complex assignments into smaller and cognitively manageable units, and the minimization of time loss collectively enhance learning efficiency and productivity.

More broadly, the application of metacognitive strategies contributes to the formation of active, self-aware, and autonomous learners. These competencies not only elevate academic achievement but also reinforce the capacity for lifelong learning. From a comprehensive analytical perspective, the role of metacognitive strategy use is central to the development of academically successful students. Metacognition, that is, reflective awareness of one's own cognitive processes, enables learners to assume active responsibility for their intellectual development. Such competencies cultivate not only measurable academic outcomes but also enduring capacities for independent learning. Empirical research consistently demonstrates that metacognitive competence constitutes a primary differentiating factor between high-achieving and low-achieving students. Learners who systematically plan their learning activities, monitor their comprehension processes, and evaluate their academic outcomes generally attain superior results. Moreover, these competencies exert a sustained and long-term influence on cognitive growth and academic advancement.

Within the domain of applied pedagogy, metacognitive competencies may be developed through structured yet accessible instructional practices. For example, educators may encourage students to formulate explicit instructional objectives and to engage in reflective questioning, such as "What have I understood thus far?" and "What requires further clarification?" The implementation of reflective journals, structured self-rehearsal, and guided group discussions further strengthens metacognitive awareness. Consequently, the integration of metacognitive strategies into school instruction transforms students not merely into more effective learners, but into self-directed individuals capable of adapting to novel and complex learning contexts. In an era characterized by rapid and continuous transformation, this objective represents one of the most fundamental imperatives of contemporary education.

Learning does not constitute a purely cognitive operation; rather, affective states and motivational dynamics perform a decisive regulatory function within the instructional process. To enhance learning outcomes, students may employ a range of effective strategies. First, the establishment of attainable short-term objectives contributes to the reinforcement of achievement-related affect and sustained motivational engagement, while rendering instructional tasks more manageable from a cognitive standpoint. Second, the cultivation of constructive and affirmational patterns of thought strengthens self-efficacy and enables students to confront academic challenges with greater optimism and psychological stability. Third, through targeted training, learners may develop resistance to attentional distractions, thereby increasing cognitive efficiency and optimizing instructional productivity. Furthermore, the capacity to cope with failure and to regulate emotional responses sustains psychological resilience and prevents premature disengagement in the face of temporary difficulty. Finally, the cultivation of delayed gratification fosters self-control and predisposes students to sustained effort in pursuit of long-term objectives. The comprehensive application of these strategies promotes emotional regulation and the preservation of motivation throughout the learning process, thereby contributing to higher-quality instructional outcomes.

The systematic development of such strategies during the school years plays a preventative role in mitigating academic anxiety. A substantial body of empirical research indicates that learning strategies do not emerge spontaneously in students; rather, they require explicit and systematic instruction. Although a student may possess latent cognitive potential, effective knowledge regarding how to learn is frequently underdeveloped. Consequently, instructional models

that demonstrate and operationalize strategic processes constitute a foundational prerequisite for the construction of deep and durable learning. “It is essential for every individual to discover his or her own learning style and to identify appropriate strategies” (Isanmaz, 2024). During the phase of individual application, the student assumes responsibility for the autonomous use of the strategy. Engagement with analogous tasks consolidates strategic competence and facilitates transfer to novel contexts. The teacher monitors performance to ensure mastery and gradually reduces the level of scaffolding in accordance with the learner’s progression.

Given that abstract reasoning capacities remain in development during the school years, strategy instruction should be rendered as concrete and intuitively accessible as possible. Visualization not only reduces cognitive load but also enhances the transferability of strategies across domains. Research demonstrates that embedding learning strategies within authentic disciplinary contexts proves more effective than isolated instruction detached from subject matter. “The more strategies a student employs, the more confident, motivated, and self-assured the learner becomes” (Shi, 2017, 24).

Learning strategies are consciously selected methods and procedures employed by students to enhance instructional effectiveness. The teacher models a particular strategy – for example, demonstrating how to segment large volumes of information into smaller units or how to construct a conceptual mind map. Under guided supervision, students begin to implement these strategies, refining their use through structured feedback. Learners subsequently evaluate their own performance, assess the effectiveness of the strategies employed, and adapt them for future instructional contexts. Strategies must be explicitly linked to specific subject areas for students to perceive their practical applicability. It must be acknowledged that the implementation of learning strategies is not invariably effortless. Students may encounter diminished motivation, cognitive overload, or difficulty in selecting the most appropriate strategic approach.

Learning strategies are indispensable for contemporary students because they facilitate the development of autonomous, motivated, and effective learning dispositions. The modern educational environment, characterized by the integration of digital technologies and interactive methodologies, provides continuous opportunities for the systematic incorporation of strategic instruction into daily pedagogical practice. The responsibility of educators extends beyond the transmission of knowledge; it encompasses the cultivation of students’ capacity to learn effectively, thereby contributing to the formation of a literate, creative, and adaptive society capable of responding to the demands of the future.

The rapid advancement of digital technologies, coupled with the transformation of pedagogical paradigms, has precipitated profound changes within the contemporary educational environment. It is no longer sufficient for students merely to memorize information; rather, it has become imperative that they cultivate the capacity for effective learning through the deliberate selection and application of diverse instructional strategies. In the present era, it is of considerable scholarly relevance to examine how educators, within modern educational contexts, may systematically instruct students in the conscious deployment of varied learning strategies and thereby foster autonomous, creative, and goal-oriented learning dispositions.

The contemporary educational environment offers newly supportive conditions for the systematic teaching of learning strategies. The purposeful and pedagogically grounded use of digital tools may enhance both the visibility and sustainability of strategic instruction. Compared to earlier instructional models, the current educational landscape is more conducive to the effective integration of teaching–learning strategies. Digital technologies not only increase instructional flexibility but also render strategy instruction more visual, structured, and continuous. When employed in a targeted and theoretically informed manner, these instruments may significantly strengthen students’ capacities for self-regulated learning. “At present, research is being conducted in virtual instructional systems to support the formulation of user objectives by taking into account the user’s level of knowledge and preparedness, professional experience in the relevant field of inquiry, and individual characteristics in the presentation of knowledge” (Aghazadeh, 2017, 212).

Learning platforms play a pivotal role in monitoring progress and providing effective feedback mechanisms. These platforms furnish real-time data concerning students’ achievements, areas of difficulty, and learning pace. Based on such analytics, educators may provide targeted guidance, while students themselves are afforded opportunities for structured reflection on their academic progress. This process enhances transparency and accountability within the instructional environment. Furthermore, artificial intelligence–based tutoring systems facilitate deeper conceptual understanding through guided questioning and immediate support. Such systems can deliver individualized prompts, exemplifications,

and explanations tailored to specific learning needs, thereby reinforcing autonomous learning trajectories. When utilized in a balanced and pedagogically intentional manner, these technological tools may effectively complement traditional instructional approaches.

The most efficacious pathway toward genuine comprehension of learning strategies lies in the cultivation of stable metacognitive habits among students. When learners engage in systematic reflection on what they are learning, how they are learning, and where they encounter difficulties, their learning becomes both more effective and more durable. This habit may be strengthened through the establishment of simple yet consistent reflective structures within classroom practice. "Students employ learning strategies to facilitate comprehension of information and to support problem solving" (Pearson, 2009, 1).

By effectively integrating explicit instruction, contextualized learning, visual scaffolding, and digital tools, educators may systematically enhance both the learning effectiveness and self-regulatory capacities of school-aged children. More significantly, as students gradually acquire the ability to plan, monitor, and reflect upon their own learning processes, they attain not only improved academic performance but also the foundational competencies required for lifelong development. "Nevertheless, certain effective techniques remain underutilized; many teachers are unaware of them, and consequently many students do not employ these methods, despite evidence demonstrating that they can substantially enhance student achievement with relatively minimal additional effort" (Dunlosky et al., 2013, 5).

In general, digital instruments render instruction in teaching and learning strategies more interactive, scalable, and sustainable. However, it is imperative that educators integrate such tools not merely as technologically appealing enhancements, but rather in alignment with clearly articulated pedagogical objectives directed toward the cultivation of effective and lifelong learning habits among students. As noted, "instructional technologies exist that may be employed at every stage of the teaching process and within every lesson" (Akşan Kılıçaslan, Tuğaç & Eryılmaz Toksoy, 2022, 408). Nevertheless, technology does not substitute for active cognition on the part of the learner; excessive reliance on automated tools may attenuate the development of strategic competence and undermine the internalization of self-regulatory mechanisms.

Conclusion. Within the contemporary educational environment, instructional learning strategies have assumed a central role in enhancing students' capacities for self-regulation and improving academic performance. Through the systematic inculcation of effective learning methods, such as time management, mnemonic techniques, and metacognitive reflection, educators not only assist students in overcoming academic challenges but also contribute to the formation of durable competencies necessary for lifelong learning. Both empirical research and pedagogical practice demonstrate that mastery of learning strategies significantly strengthens students' motivational orientation, self-efficacy beliefs, and problem-solving capacities.

Accordingly, educators should deliberately incorporate the development of learning strategies into curricular planning, employing diversified and individualized instructional approaches to accommodate the heterogeneous needs of learners. Concurrently, schools and educational institutions must provide sustained institutional support and adequate resources to enable students to apply acquired strategies flexibly within an evolving knowledge environment. Taken as a whole, the systematic instruction of learning strategies not only enhances immediate educational outcomes but also establishes a robust foundation for students' future learning trajectories and long-term developmental advancement.

BABLAİOGRAPHY

1. Ağazadə Ə. Virtual öyrətmə sistemlərində proqram təminatının xüsusiyyətləri. "Proqram mühəndisliyinin aktual elmi-praktiki problemləri" I respublika konfransının materialları. Bakı: 2017. s. 210-212.

2. Akşan Kılıçaslan, E., Tuğaç M.N., & Eryılmaz Toksoy S. Çevrim İçi Öğrenme Ortamlarında Kullanılan Platformlar ve Dijital Araçlar: İlköğretim Matematik Öğretmenleri Gözüyle. Journal of Uludag University Faculty of Education, 2022. №35(2). pp. 407-425. https://doi.org/10.19171/uefad.1080474

3. Dunlosky J., Rawson K.A., Marsh E.J., Nathan M.J., & Willingham D. T. Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, 2013. № 14(1). pp. 4–58. URL: https://doi.org/10.1177/1529100612453266

4. Erdem A. R. Öğrenmede Etkili Yollar: Öğrenme Stratejileri ve Öğretimi. İlköğretim Online, 2005. 4(1), p.p. 1-6. URL: https://izlik.org/JA85EH57JA

5. Etkili öğrenme stratejileri: Öğrenme nedir? Milli Eğitim Bakanlığı. 2024. URL: https://ahlatybo.meb.k12.tr/meb_iys_dosyalar/13/

6. Əsgərli H. Müasir ATM-də elektron təhsil şəbəkəsindən istifadənin metod və üsulları. Müasir təhsilin inkişaf strategiyaları: uğurlar və çağırışlar mövzusunda beynəlxalq elmi konfransın materialları. Naxçıvan Müəllimlər İnstitutu; Naxçıvan Dövlət Universiteti; Azərbaycan Respublikasının Təhsil İnstitutu; T-Network. 2021. s. 108–111.

7. Inclusive Schools Network. Metacognitive strategies. 2015, September 3. URL: https://inclusiveschools.org/resource/metacognitive-strategies/

8. İsanmaz, E. Öğrenme stratejileri: Temel yaşam becerileri. Sosyal Bilgiler. 2024, February 25. URL: https://www.sosyalbilgiler.biz/ogrenme-stratejileri.html

9. Pearson J. R. Learning strategies. Strategic Instruction Model. The University of Kansas Center for Research on Learning. 2009. https://uca.edu/else/files/2021/06/Learning-Strategies.pdf. 8 p.

10. Səruhanova Ş. Təhsil və motivasiya: şagirdlərin öyrənmə həvəsinin artırılması üçün pedaqoji strategiyalar. Elmi Tədqiqat Beynəlxalq Elmi Jurnal, 2025. 5(1), 77–80. https://doi.org/10.36719/2789-6919/41/77-80

11. Shi H. Learning strategies and classification in education. Institute for Learning Styles Journal, 2017. № 1. P. 24.

12. Şahin Y. Öğrenme stratejileri. In M. Onur, L. Yaycı, & M. Şanal (Eds.), Öğretim ilke ve yöntemleri. Pegem Akademi.1st ed., 2016. s. 193–216.

REFERENCES

1. Ağazadə Ə. (2017). Virtual öyrətmə sistemlərində proqram təminatının xüsusiyyətləri [Features of software in virtual learning systems]. “Proqram mühəndisliyinin aktual elmi-praktiki problemləri” I respublika konfransının materialları. Bakı: Azərbaycan, s. 210-212 [in Azerbaijani]

2. Akşan Kılıçaslan E., Tuğaç, M.N., & Eryılmaz Toksoy, S. (2022). Çevrim İçi Öğrenme Ortamlarında Kullanılan Platformlar ve Dijital Araçlar: İlköğretim Matematik Öğretmenleri Gözüyle [Platforms and Digital Tools Used in Online Learning Environments: Through the Eyes of Primary Mathematics Teachers]. Journal of Uludag University Faculty of Education, 35(2), 407-425. https://doi.org/10.19171/uefad.1080474 [in Turkish]

3. Dunlosky J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students’ learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, 14(1), 4–58. https://doi.org/10.1177/1529100612453266

4. Erdem A. R. (2005). Öğrenmede Etkili Yollar: Öğrenme Stratejileri ve Öğretimi [Effective Ways in Learning: Learning Strategies and Teaching]. İlköğretim Online, 4(1), 1-6. https://izlik.org/JA85EH57JA [in Turkish]

5. Etkili öğrenme stratejileri: Öğrenme nedir? [Effective learning strategies: What is learning?] (2024). Milli Eğitim Bakanlığı. https://ahlatybo.meb.k12.tr/meb_iys_dosyalar/ [in Turkish]

6. Əsgərli H. (2021). Müasir ATM-də elektron təhsil şəbəkəsindən istifadənin metod və üsulları [Methods of using electronic educational network in modern ATM]. Müasir təhsilin inkişaf strategiyaları: uğurlar və çağırışlar mövzusunda beynəlxalq elmi konfransın materialları. Naxçıvan Müəllimlər İnstitutu; Naxçıvan Dövlət Universiteti; Azərbaycan Respublikasının Təhsil İnstitutu; T-Network. s. 108–111 [in Azerbaijani]

7. Inclusive Schools Network. (2015, September 3). Metacognitive strategies. https://inclusiveschools.org/resource/metacognitive-strategies/

8. İsanmaz E. (2024, February 25). Öğrenme stratejileri: Temel yaşam becerileri [Learning strategies: Basic life skills]. Sosyal Bilgiler. https://www.sosyalbilgiler.biz/ogrenme-stratejileri.html [in Turkish]

9. Pearson J. R. (2009). Learning strategies. Strategic Instruction Model. The University of Kansas Center for Research on Learning. https://uca.edu/else/files/2021/06/Learning-Strategies.pdf. 8 p.

10. Səruhanova Ş. (2025). Təhsil və motivasiya: şagirdlərin öyrənmə həvəsinin artırılması üçün pedaqoji strategiyalar [Education and motivation: pedagogical strategies for increasing students' motivation to learn]. Elmi Tədqiqat Beynəlxalq Elmi Jurnal, 5(1), 77–80. https://doi.org/10.36719/2789-6919/41/77-80 [in Azerbaijani]

11. Shi H. (2017). Learning strategies and classification in education. Institute for Learning Styles Journal, 1, 24.

12. Şahin Y. (2016). Öğrenme stratejileri [Learning strategies]. In M. Onur, L. Yaycı, & M. Şanal (Eds.), Öğretim ilke ve yöntemleri. Pegem Akademi.1st ed., s. 193–216. [in Turkish]

Дата першого надходження статті до видання: 27.02.2026
Дата прийняття статті до друку після рецензування: 30.03.2026
Дата публікації (оприлюднення) статті: 22.04.2026