



Strategies for the development of metacognition in classical dance

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Abstract

The aim of the study was to present the strategies that develop the metacognition in teaching classical dance. The metacognition has been designated as an essential element in education, because it contributes to a better understanding of the subjects, faster learning and maintaining, the development of control and responsibility of students in the process of their own learning. In classical dance teaching, student-centred teaching styles and strategies such as focus attention, self-questioning, mental imagery, reflective responses to movement, movement experimentation, seem to lead to the development of metacognitive skills such as monitoring, evaluation and reflection.

Key words: metacognition, strategies, classical dance