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## REFLECTION AND SELF-ASSESSMENT IN UKRAINIAN LANGUAGE LESSONS AT LYCEUM

Certain aspects of students' reflexive activity organization and their self-assessment in the Ukrainian language lessons at lyceum are revealed. Having analyzed the recent studies of Ukrainian linguistics scholars and publications of language teachers on the outlined problem, having studied vocabulary articles of lexicographic publications, it has been found out that self-assessment and reflection should be considered as two interdependent processes, since the implementation of the first is impossible without the implementation of the second. Emphasis is placed on the importance of organizing students' reflective activity in connection with motivation and self-evaluation. Reflection questions and self-assessment tasks that can be used during the Ukrainian language lesson are suggested.

**Keywords:** reflection; self-esteem; self-assessment; lyceum students; lesson of the Ukrainian language.

**The general formulation of problem and its relation to important scientific and practical tasks.** The problem of individual independence in judgments, actions, decisions, etc., is interconnected with the awareness of responsibility for what is done, fulfilled, performed. According to this statement it becomes very important to be able to analyze own activities, to be aware of its consequences and results, to monitor and evaluate them and, finally, to anticipate further actions based on conclusions. We assume that failure to adequately evaluate one's activities may also lead to low self-esteem. And it is on the one hand. On the other hand, the ability to study independently, to improve skills and knowledge is inextricably linked with the ability of the individual to reflect and self-evaluate. The scientific works say that "adolescence is the most sensitive for the development of reflection. This is due to the development of self-awareness and personal development of a teenager, the opening of his/her own inner world and the formation of adequate self-esteem" [1, p. 106]. Therefore, the students' ability to reflect and to make a reasonable assessment of their own activities should be formed by the teacher in Ukrainian language lessons at lyceum.

**Analysis of recent research and publications on the issue.** Some aspects of this problem have become the subject of researches carried out by Ukrainian scientists. Thus, I. Kucherenko, revealing the technological aspect of Ukrainian language learning, considers reflection as a feedback between the stages of the educational process. The following opinion of the scientist is considered

to be essential: "Reflection should become a necessary structural stage of the lesson, a compulsory part of the activity of the teacher (teaching) and the student (learning), be present in the content and course of the lesson. We believe that it is the reflection, the reflective activity of the teacher and the formation of the student's reflective skills in a language lesson that differentiates teaching methods from the technology of teaching" [2, p. 9]. We agree with the opinion of scholars and emphasize that reflection should be considered not only as a separate component of the lesson structure, but also as an activity that permeates the entire course of the lesson.

Special attention should be paid on publication "Reflexive Component of the Educational and Cognitive Activity of Students in the Lessons of Ukrainian Language" by A. Kulyk. In particular, the author defines the terms of "language reflection" and "speech reflection", identifies the reflexive actions (introspection, self-esteem, self-design, self-realization, self-control) that students perform during the implementation of the problem task. The author notes that, in case all stages of the reflection activities are implemented, the intellectual potential of students is growing, and also the thinking and speaking skills are developing, that contributes to the formation of communicative competence of the individual [3, p. 40-43]. Among the distinguished reflexive actions, we have noticed the definition of "self-esteem", which the scientist defines as "establishing correspondence / discrepancy between the available knowledge, skills and abilities and necessary ones to complete the task" [3, p. 41]. The above does not allow us to understand clearly if such self-esteem is the process or the result of certain student evaluative actions.

Having thoroughly investigated the term "self-esteem" S. Tsinko comes to the conclusion that it should be considered as "a universal tool by which it is possible to organize and manage learning activities; it enables the person to see and evaluate his/her own strengths and weaknesses in work, on the basis of which the person builds his/her own program of self-development and self-improvement" [4, p. 236]. Using this definition, in our opinion, the author managed to characterize self-esteem precisely as a result of students' evaluation activity. This definition shows clearly the relationship between self-evaluation and reflection: the first is the result, in particular, of reflective activity? "allows you to see your strengths and weaknesses in work". Foreign experience of self-evaluation is summarized in O. Holovina's publication. The author reveals the peculiarities that the organization of self-assessment activity has on the example of Belgium, Australia and the USA systems of education. It is appreciated that not only frequently asked questions are answered clearly, but also examples of specific exercises and tasks are provided.

Having analyzed the specific investigations, we ensured that scholars have a proper focus on organizing the reflective activities of students, paying appropriate attention to their self-assessment activities in the Ukrainian language learning process. At the same time, we can observe the identification of terms "self-esteem" and "self-evaluation", there is no common definitions of terms "self-evaluation" and "reflection". In our opinion, it is inappropriate to regard as synonymous such terms as "self-esteem" and "self-evaluation". The analysis of lexicographic editions proves our reasoning about the inaccuracy of these concepts. The Dictionary of Ukrainian Language provides the following interpretation of self-esteem [ "evaluation of oneself, his/her merits and disadvantages" [6, p. 41]. Instead, there is no interpretation of self-evaluation. Comparative analysis of the vocabulary articles of the words estimation and evaluation leads to the conclusion that, first, the words are equally interpreted in the first meaning ("action that means to evaluate" [7, p. 828]), secondly, paragraph 4 defines school marks as "accepted designation of students' knowledge and behavior" [7, p. 828], which is worth our attention in the context of the study. In the Psychological Explanatory Dictionary of the most modern terms, self-esteem is interpreted as an assessment "the personality does of his/her capabilities, qualities and place among other people ... is an important regulator of behavior. The relationship the person has with the environment, the criticality, self-demanding, attitude to successes and failures depend on self-esteem. Thus, self-esteem influences the effectiveness of the activity and the further development of the individual" [8, p. 470].

The opinion expressed by I. Kravchuk is also noteworthy: "Evaluation" is a process with certain rules, stages, results. The term "assessment" is more closely associated with the fixed

outcome of the evaluation. "Evaluation" includes "assessment" [9, p. 14]. Therefore, on the basis of dictionary article that were analyzed and considering the opinions expressed by the researcher, we assume that it is advisable to consider self-esteem as a fixed result of self-evaluation.

In the Dictionary of Ukrainian Language, the term reflection is defined as "introspection, person's reflections over one's state of mind" [10, p. 518]. In the Psychological Dictionary it is interpreted as "1. Thinking that is full of hesitations and contradictions. Analysis of own mental state. 2. As a mechanism of understanding each other – when the person is aware of what impression he makes on communication partner and why" [8, p. 453]. The authors note that reflection is not simply a knowledge or understanding of yourself, but also an awareness of how others know and understand you, your personality, emotional reactions and cognitive ideas [8, p. 453]. Therefore, while reflecting, the individual can analyze their own emotional state, "restore the logic of events during a certain process, analyze those difficulties that have arisen in a particular situation, and record the results obtained both individually and, in the group" [11, p. 21].

Having analyzed recent scientific researches, vocabulary articles and articles published by language teachers devoted to this problem we concluded, that it is advisable to consider such terms as self-evaluation and reflection as two interconnected processes, since the implementation of the first is impossible without the implementation of the second. At the same time, it is vital to investigate separately the peculiarities of systematic and consistent reflection activities of high school students, organized by their language teachers, their self-evaluation, the success of which "depends on the students' interest in independently solving theoretical and practical problems, on understanding the goals, content and value of educational activities" [12, p. 73].

**The purpose of the article is** to reveal the certain aspects of students' reflexive activities, their self-assessment in the lessons of Ukrainian language at lyceum.

**Representing the main material.** On the basis of personal reflection, the student adequately evaluates the results of his/her activities, which is important for the formation of students' critical thinking, self-correction of behavior (or actions) and a positive attitude to the activity which aims the constructive motivation and effectiveness increase. According to our observations, teachers combine these two processes [ reflection and self-evaluation, offering students to evaluate their activities, to comment on the teacher's assessment, without analyzing their actions, judgments, answers and etc. In our opinion, this approach is incorrect because, while reflecting, the high school students should analyze their activity, determine what was successful and what was not, compare what was acquired with what was learned, and only on this basis students are able to evaluate their own activity. That is, the conclusions made on the basis of the analysis will become the basis for self-assessment. This allow students to simulate a further educational trajectory, adjust their own motives and aspirations, establish the relationship between planning, analysis and control of actions. And if in elementary and secondary grades while reflecting, students are looking for answers to the question "What new have I found?", "What new have I learned?", "What can I do now?", "What was wrong?" etc., then in grades 10-11 the content of the questions should contain «in comparison to what I knew, could, did before ...». That is, students correlate their own actions with the "objective situation", coordinate, control the elements of activity in accordance with changing conditions, analyze and evaluate the activities already done, events that took place in the past, consider future activity and the process of this activity, plan and choose the most effective ways that are constructed for the future [13, p. 8].

Having analyzed the questions suggested by the authors of Ukrainian language books for 10-11 grades as well as those formulated by teachers in the scientific articles, while reflecting, they mostly turn to the behavioral, cognitive, and emotional levels of the individual. For example, "what did you like", "what didn't work", "what surprised", "what made you reconsider your views", "what did you learn", "what is your greatest achievement" and so on. That is, they implicitly encourage students to determine what created the success situation for each of them, to reflect on what they need to learn, to anticipate further intentions. At the same time, during the organization of reflective activity, the analysis of the students' motivational sphere, their value orientations, the awareness of the

importance of their activity for the further self-development and self-education, etc., remain out of the teachers' attention.

In view of the above, it is interesting to notice 9 spheres where reflection (fixing the state of development) can be used, proposed by V. Topol: *emotional and sensitive* (positive or negative emotions: joy, sadness, feelings of frustration, success, etc.); *need-passive* or active state with desire, wish for activity, self-development, etc; *motivational* (how the activity is personally significant, external and internal motives); *interests* (what interests have appeared, what they are aimed at, the level of interest); *of value orientations* (what became a personal value, how the spectrum of values was enriched, what turned out to be value); *activity* (what activity does this interaction provoke, which does it correct, which does it make you refuse from, how much does the work experience enrich); *gnostic* (what happened to knowledge (if they were enlarged, deepen, systematized), what new did a person learn); *consciousness* (if there was an awareness of the activity, if he/she is aware of him(her)self as a subject of activity / interaction, how the «I-concept» (system of self-representations) has changed, self-assessment of his/her activities); *skills* (which skills were acquired / not received by a person, how the level of skills changed) [14]. The methodology for the implementation of almost each of these spheres is disclosed in numerous practice-oriented publications by language teachers. However, the methodological tools that were described require clarification and adjustment, but this is the subject of our separate study. Let us try to formulate the questions, that encourage the reflexive activities of high school students and can be used during the Ukrainian language lesson at lyceum, in particular after each of its stages.

So, we suggest the following questions: 1. *How active have you been at the lesson? What encouraged you to do this, and vice versa, what hindered your actions?* 2. *Did you set a goal at the beginning of the lesson? Have you reached it? What prevented it?* 3. *Prioritize your actions today in the lesson. Which ones are familiar to you and which ones were performed for the first time?* 4. *Identify typical life situations for you. Assess the knowledge got during the lesson for each situation by the following criteria: necessary / unnecessary, important / unimportant.* 5. *Continue each sentence. I have already known... I could do it... I learned it... Now I can... I want to know more... I want to do...* 6. *What actions will become easier after today's lesson?* 7. *What knowledge, skills and experience did you lack in your tasks?* 8. *Identify 3 mistakes you will not make after today's lesson, 3 positive emotions in the lesson, 3 actions you will do while doing your homework.* 9. *Read the information. Highlight in green what is already known to you, blue is new to you, red is one that needs refinement, and more.*

In our view, reflection should not only occur at the end of the lesson, the same is about self-evaluation. We must encourage students to analyze their activities, to understand the logic and justification of their actions during the lesson, to independently evaluate their achievements and failures. Reflection and introspection should be considered as preparatory stages for self-evaluation, as understanding the expediency of one's actions will allow one to adequately evaluate him(her)self. At the same time, one aspect of the problem remains unsolved [ the students' understanding of the reasonableness and necessity for self-assessment. For this purpose, it is necessary to explain to high school students that the ability to adequately evaluate themselves will make the same evaluation possible for others, and the ability to compare all the pros and cons will make it possible to critically evaluate a certain situation. The basis for such explanations should become a preparatory work with texts containing an urgent problem for the adolescent, which requires decision-making, evaluation of actions, puts into a situation of conscious choice, or demonstrates the examples of self-esteem.

It is also illogical to expect that students will immediately begin to critically evaluate themselves. Scientists and language teachers recommend several interrelated solutions to this problem. The first is that the teacher develops recommendations for the students on how to evaluate their work during the lesson, which contains a tentative list of questions, answering which the student will be able to evaluate his/her activity at the lesson. We agree with scholars and language teachers that such advice should be made up with students, selected questions should meet such criteria as objectivity, adequacy, integrity, criticality. Based on the functions and features of self-assessment highlighted in scientific researches, we have formulated the questions that may be used in self-assessment

recommendations: 1. How often do you have to evaluate your actions in the lesson? 2. Is this estimate always correct? 3. What prevents you from evaluating yourself critically and objectively? 4. Who is easier to evaluate - yourself or others? 5. Does your self-esteem always coincide with that of a teacher? The second is that the teacher chooses the tasks that encourage students to self-evaluation. For instance:

– Rate on a scale from 1 to 5 your level of success today in the lesson. Predict, if you will be able to independently deepen the knowledge which level is rated by you from 1 to 2 points.

– Formulate 3 questions on the topic of the lesson and first answer yourself, and then ask your classmates to answer. Compare the answers and evaluate them according to the following criteria: correctness, consistency, completeness, validity, examples.

– Evaluate your work during the exercise by answering questions and adding or taking points.

1. The exercise performed independently (+1 p.) / with help (-1 p.). 2. The whole task was completed correctly (2 p.) / partially correctly (+1 p.) / incorrectly (-1 p.). 3. After completing the exercise, I can answer any question on the topic of the lesson (2 p.) / some questions (+1 p.) / I cannot answer any question (-1 p.).

– Choose from the options the variant that corresponds to the level of your knowledge and skills: a) I have learned the topic of the lesson, I can explain and give examples to anyone, illustrate the situations that require using the knowledge; b) I have learned the topic of the lesson, but I have some difficulties explaining it to someone else, it is difficult to determine the situations in which you need to use the knowledge; c) I have not learned the topic of the lesson, I do not need this knowledge; d) I have not learned the topic of the lesson, I still need to work independently.

It is also recommended for self-assessment to fill in Google-forms with questions, to identify each success in the lesson with the help of an icon, write a critical essay, fill out a self-assessment card, “go through” the “achievement steps”, etc. It is important that the results of reflection and self-assessment become the basis for further motivation educational activities of educational applicants so that they not only analyze their actions in relation to success / failure, correctness / fallacy, but also identify ways of further self-development and self-education.

**Conclusions of the study and prospects for further research.** So, reflection and self-assessment as interconnected and interdependent processes should become an obligatory component of the Ukrainian language lesson at lyceum. The organization of students' reflexive activities and their self-assessment in the lessons of the Ukrainian language at lyceum should be a systemic, consistent and interconnected process. The reflexive exercises and tasks, proposed by language teacher, should encourage students to analyze their motives, actions, emotions, relationships, etc., which will help them to realize the importance of educational and cognitive activities for further self-development and self-education, to be able to objectively and adequately assess not only others, but also themselves. Such criteria as objectivity, adequacy, integrity, criticality and etc. should be used to select questions and tasks for self-assessment. To determine the peculiarities of competency-oriented tasks and their usage in the Ukrainian language lessons at lyceum is the perspective direction of our research.

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### РЕФЛЕКСИЯ И САМООЦЕНИВАНИЕ НА УРОКАХ УКРАИНСКОГО ЯЗЫКА В ЛИЦЕЕ

Раскрыты отдельные аспекты организации рефлексивной деятельности учащихся и их самооценивания на уроках украинского языка в лицее. В результате анализа последних исследований украинских лингводидактов и публикаций учителей-словесников по обозначенной проблеме, изучения словарных статей лексикографических изданий выяснено, что самооценивание и рефлексию целесообразно рассматривать как два взаимосвязанных процесса, поскольку реализация первого невозможна без осуществления второго. Подчеркнута важность организации рефлексивной деятельности учащихся в аспекте ее взаимосвязи с мотивацией и самооцениванием. Предложены рефлексивные вопросы, а также задания для самооценивания, использование которых возможно в течение урока украинского языка.

**Ключевые слова:** рефлексия; самооценка; самооценивание; учащиеся лицея; урок украинского языка.

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### РЕФЛЕКСІЯ І САМООЦІНЮВАННЯ НА УРОКАХ УКРАЇНСЬКОЇ МОВИ В ЛИЦЕЇ

Розкрито окремі аспекти організації рефлексійної діяльності учнів та самооцінювання на уроках української мови в лицей. У результаті аналізування останніх досліджень українських лінгводидактів і публікацій учителів-словесників з окресленої проблеми, вивчення словникових статей лексикографічних видань з'ясовано, що самооцінка є фіксованим результатом самооцінювання, а рефлексію й самооцінювання доцільно розглядати як два взаємозалежні процеси, оскільки реалізація першого неможлива без здійснення другого. Зазначено, що рефлексія й самооцінювання як взаємозалежні й взаємозумовлені процеси мають стати обов'язковими складниками уроку української мови в лицей. Наголошено на важливості організації рефлексії здобувачів освіти в аспекті її взаємозв'язку із самооцінюванням. Доведено, що організація рефлексійної діяльності учнів лицейом та їх самооцінювання на уроках української мови має становити системний, систематичний, послідовний і взаємопов'язаний процес. Привернуто увагу до того, що під час рефлексії потрібно звертатися до поведінкового, когнітивного й емоційного рівнів особистості, а також спонукати старшокласників до аналізування власних мотивів і ціннісних орієнтацій тощо. Визначено, що основою мотивування старшокласників до самооцінювання має стати підготовча робота із текстами, які містять актуальну для них проблему, що вимагає прийняття рішень, оцінювання дій, ставить у ситуацію свідомого вибору, або у яких показано приклади самооцінювання. Запропоновано рефлексійні запитання, а також завдання для самооцінювання, які спонукатимуть учнів до аналізування їхніх мотивів, дій, емоцій, ставлень тощо, що сприятиме усвідомленню ними важливості навчально-пізнавальної діяльності для подальшого саморозвитку й самоосвіти, формуванню здатності об'єктивно й адекватно оцінювати не лише інших, а й себе. Зазначено види вправ і завдань, рекомендовані вчителями-словесниками для організації рефлексії та самооцінювання на уроках української мови. Підкреслено, що критеріями добору запитань і завдань для самооцінювання повинні стати об'єктивність, адекватність, цілісність, критичність тощо.

**Ключові слова:** рефлексія; самооцінка; самооцінювання; учні лицейом; урок української мови.