

Crucial Specific Features of Self-Assessment and Self-Regulation in English Language Teaching Classes

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Abstract: This work is education aimed at self-assessment (self-regulated learning, self-assessment), which has become a topical topic in research in educational psychology and pedagogy, and its effective application in the practice of the research process and its foreign language. Focused on the issues of benefits of use in the teaching process.

Keywords: self-assessment (SA), self-regulation learning SRL, competence, cognitive thinking, encouragement;

Introduction

Today, research on student learning and achievement is gradually showing effective results in cognitive strategies, meta-cognition, motivation, task performance, and foreign language learning. SRL or SA, has emerged as a construct that encompasses these different aspects of academic learning and helps provide a more holistic view of the skills, knowledge, and motivation that students acquire. The complication of SRL and AS has converted a task for researches to study effective ways in the teaching process that directly advantage teachers and students.

Materials and methods

Examples of SRL in English language teaching classes are taken from three areas of research on improving students' self-assessed competence: reading and writing strategies, cognitive engagement of tasks, and self-assessed characteristics. studied. Pedagogical principles and key research for each area are discussed. In English language teaching, SRL has been studied as a specific set of teachable skills or developmental processes of emergent self-management.

Experience shows that teachers can provide students of all ages with information and opportunities to help them become strategic, motivated, and independent learners, which in turn accelerates language learning.

The main purpose of the research is to improve self-assessment competence in English classes, teaching characteristics that help students to teach and learn through group work, individual or collaborative work according to educational psychology. Consisting of practices. Educational psychology, more than many areas of academic psychology, strives to connect theory and practice because the improvement of education is the primary goal of most researchers.

We can see that increasing the competence of self-assessment in English language classes has a positive effect on educational practice. We aim to improve the quality of education by applying the last 30 years of investigation in instructive psychology and training to a obtain of valuable ideas for teachers and students. Our particular focus in this study is self-assessed learning, a topic of great interest among academic researchers and practicing educators as it is relevant to students of all ages in all subjects.

Self-Assessment or Self-Regulated Learning (SRL) refers to independent performance and control by an individual who monitors, directs, and regulates actions aimed at acquiring information, expanding experience, and self-improvement. includes. Zimmerman (2000) defines self-evaluation as "... self-generated opinions, feelings, and activities that are planned and occasionally adjusted to accomplish personal targets" (p. 14). The broad and unbounded scope of SRL appeals to researchers and educators seeking to understand how students can become skilled and independent in their learning. In contrast, students who ask questions, take notes, and allocate their time and resources wisely are responsible for their own learning. Some historical and conceptual approaches to SRL are briefly presented with examples of points related to SA. Distinctively, it describes how SRL reveals in students' strategic reading and writing, task accomplishment, and self-assessment.

Results

The first use of self-management and assessment in the educational process. Educational pedagogues and psychologists have increased attention to SRL with a number of special issues over the years. For example, concepts of academic learning (Levin & Pressley, 1986), metacognitive views of (Paris, 1987), SRL theories (Zimmerman, 1990), encouraging influences on education (Brophy, 1999), and social influences on school adjustment there were special issues that were dealt with. (Wentzel and Berndt, 1999). In addition, since 1990, more than 30 articles on topics directly related to SRL have been published in Educational Psychologist. A wide range of topics were studied, such as the phenomenological aspects of SRL (McCombs & Marzano, 1990), the social regulation of learners (Patrick, 1997). (Grolnik, Kurowski, & Gurland, 1999), social and cultural influences SRL (Boekaerts, 1998; Pressley, 1995), monitored reading (Pressley & Ghatala, 1990), personal cognitive development (Ferrari & Mahalingam, 1998) and the specific effects of situational and domain knowledge on SRL (Alexander, 1995). The diversity of topics related to SRL shows how it is linked to many aspects of learning and development (Paris & Newman, 1990; Pintrich & DeGroot, 1990).

Increasing students' independence by organizing self-assessment. In the process of teaching English as a foreign language, students or students are involved in the process of developing educational skills and achieving goals, from setting learning goals to evaluating the process.

Students can use self-assessment skills to determine which strategies will work for them while learning a foreign language and how to solve various tasks in the future. It is clear that skill building leads to the development of independent learning. Moore (Moore 2016) uses self-assessment skills in the classroom as a tool to develop self-confidence. Findings show that these skills include competency-based learning, learner analysis skills, adaptive learning skills, increased intrinsic motivation, use of open learning resources appropriate for independent learners, and effective use of Internet applications that are expected to learn from other sources.

Discussion

It was also studied that the powers of self-assessment are more extensive during the study of a foreign language. Corrective action can be another effective tool for developing learning independence while working on mistakes during language learning. Pejuan & Antonijuan (2019) found that the development of self-assessment skills as an active learning component for undergraduate students, who are said to have underdeveloped independent learning skills, would make independent learning more salient for students. arrival has been determined.

Glynn (2016) states that the independent foreign language learner has unique characteristics, because students expect to be encouraged to take initiative in learning, students tend to work with more competent partners, as a result of working with more competent peers states that they can change study behavior or that they can be directed and controlled to strengthen study habits. This

shows that the ability to self-assess is a natural part of human nature, and applying this feature to the process of foreign language teaching will allow us to organize a better and faster language acquisition process for students. Will show.

Mynard, Solfraten (2003) and El-Koumida (2019) put forward features such as developing students' ability to make decisions, teach, and relate to the real world based on orientation toward independence. In addition, students need to know their own strengths and weaknesses, which means that they can take responsibility for their own learning.

In addition to the use of special strategies to help students become independent, it is appropriate to use the methods of assessing student independence to be implemented internally by students in classes. The self-assessment method is considered suitable for the formation of independent learning skills. In a study by Yamamoto and Kinoshita (2019), self-assessment is considered effective for use in educational activities. This is also supported by Gholami (2016) who states that a good assessment or assessment in this era is not only an assessment of learning but also an assessment of self-learning. Assessments such as these help to increase students' awareness and enable them to continue their studies. In this way, there is a clear connection between self-study and assessment.

In another study, Lee (2009) reported that based on student and teacher responses, self-assessment helped identify students' weaknesses and strengths. Allows students to provide targeted practice and track their own progress. But student self-assessment is also time-consuming and requires responsibility.

Conclusion

In conclusion, all of the above points are necessary for self-assessment in the assessment of students' independence, and this research is intended to respond to this need as a proposed innovation.

This study examines aimed at describing the students' attitudes toward self-assessment activities, students' ability to learn independently based on criteria, and the correct use of self-assessment methods in measuring educational independence.

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