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REFLECTION AS A TOOL FOR ASSESSING STUDENTS' LEARNING ACTIVITIES ON FOREIGN LANGUAGE LESSONS

Reflection in the classroom is a joint activity of students and teachers, which allows you to improve the learning process, focusing on the personality of each student. In the pedagogical literature, the term "reflection" can be considered as a synonym for the phrase "teacher research", "practice research", "joint action research", "classroom research", and so on. In the educational context, the term "action research" is widely used [6, p. 7]. If we consider reflection as a "teacher's research", then the teacher himself in the process of reflection can be considered as a subject who conducts research directly and implements the research topic.

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Researchers consider reflection in terms of an approach to personal and professional development that allows individuals to research and evaluate their work, track its process, and create their own theories of practice. J. Kitchens and D. Stevens define reflection as «a form of educational research, where a professional, actively involved in practice, is engaged in systematic, deliberate research of some aspects of this practice in order to understand and improve it [8, p. 12]. In reflection as research in action, as an approach to research that establishes a link between research and teaching, each participant potentially informs the other about actions in the process [10]. Reflection as research in action is now accepted as a method in the teacher's professional development program, as this method contributes to changes and understanding of their practical activities in the classroom. D. Avizon and others believe that with the help of reflection teachers have the opportunity to see whether a well-structured plan for their classes, the complexity of their learning environment and organizations of the educational process [5, p. 7].

G. Esteban believes that the use of interactive dialogue in reflection can enhance the effect of real learning productivity. In addition, such dialogue is intensified and maintained with the use of technology in and out of the classroom and helps to improve teaching techniques, increase motivation for students, reduces social distance between both teachers and students and helps to understand the needs of both parties [7].

In modern education, teaching practice is closely linked to reflective practice. As noted by G. Bolton, reflective practice can be effectively carried out in discussion groups or pairs of peers with knowledgeable and skilled facilitators [6, p. 78]. Thus, if earlier reflection was considered an individual activity, today preference is given to the group form of reflection, in which the

student acts as a facilitator for others. Group reflection does not focus on one-on-one interactions within a group, but on, for example, the interaction of several students with their group (collective reflection).

Researchers L. Pritoya and others as a result of the study of reflection as an effective tool for teachers concluded that on average 70% of respondents used this tool every day in their lessons. None of the teachers in the questionnaire reported a lack of time as a reason for not reflecting [10].

Domestic researcher O. Ryabchenko notes that in pedagogical practice reflection is an intellectual and emotional activity during which the teacher comprehends his teaching experience in order to get a holistic view of the optimal choice of ways and methods of working in the classroom to obtain quality learning outcomes. Reflection contributes to the professional and personal growth of a teacher. Professional growth is aimed at achieving high qualifications, development of professional skills, optimal choice of teaching methods and tools, achieving high results in professional activities, which leads to professional development. Personal growth involves the development of such professionally significant qualities as analytical skills, critical thinking,

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motivation, creativity, value system and more. Personal growth is associated with self-improvement and self-development [4].

Learning a foreign language in primary school is an important stage for students in their subsequent speech activities in senior classes. Reflection for a foreign language teacher in primary school reflects his activity and the activity of his students in the classroom. It is important for each student to respond to their level of language comprehension. Some researchers in their works consider the stages of reflection on foreign language lessons. In particular, O. Pometun considers the following stages of learning on the basis of reflective experience:

1. Recourse to experience as a fixation of what happened, without analysis or interpretation.
2. Appeal to the feelings, experiences that accompany the experience, and their figurative statement.
3. Re-appeal to experience, its rethinking in order to form theoretical principles that act as hypotheses.
4. Presentation of a specific experience as a result of reflection on the experience, gaining new experience [1].

O. Ryabchenko suggests the following examples of pedagogical reflection for a foreign language teacher in primary school:

1. Before planning a separate stage of the lesson:
 - What is the purpose of this task?
 - What do I want to achieve and what learning outcomes do I plan to get? Does this fit the purpose of the lesson?
 - What instructions should be given before completing the task, how to avoid the use of the Ukrainian language by students and teachers and to make the explanation as simple, clear and accessible as possible?

- What specific lexical units, grammatical structures should be activated / repeated / consolidated / mastered during the task?
 - Does this type and level of difficulty of the task correspond to the age and psychological characteristics of the class in which I will teach?
 - Is this the optimal type of task to achieve the set goals?
 - What form of work would be best for this task?
 - What problems may arise during the task and how to avoid them?
2. After the lesson, during the analysis of problem areas.
- What are the learning outcomes? Do they match the forecast?
 - Was the selection of this type of task / content / form / method of work effective? If not, why not?
 - Was the time distribution optimal? If not, why not?
 - Were the instructions clear and enforced by the students? How else could this be done?
 - Was it possible to plan the work differently to achieve the set goals?
 - What should be changed and what should be borrowed next time during the planning of a similar stage? [4].

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Reflection is classified according to its functions: 1) reflection of mood and emotional state (it is advisable to conduct at the beginning of the lesson in order to establish emotional contact with the group and at the end of the activity); 2) reflection of activity (gives the chance to comprehend ways and receptions of work with educational material, search of the most rational (it is carried out at a stage of check of the homework, protection of project works. Application of this kind of reflection at the end of a lesson gives the chance to estimate activity of everyone) reflection on the content of educational material (used to identify the level of awareness of the content of the past) [5, p. 7].

There are many methods of reflection in primary school, including cards with smileys, suns, gnomes (sad, cheerful, serious): "Sun smiles", "Mood thermometer", "Show your thumb" (for a positive assessment of emotional state); "Ladder of success" (measurement of their success in the lesson by the child), "Train of impressions", "Polianka" (assessment of the task complexity or its preferences). The purpose of these types of reflection is to determine the emotional readiness of students to work, the organization of communication between students, their prompt involvement in activities, the formation of self-esteem skills, creating a favorable atmosphere of the lesson, and so on.

The most notable is the reception "Board of academic achievement", which serves as a reflection to determine younger students' skills by themselves. Such a reflection is pre-prepared by the teacher with the indicated topics for study. In such reflective activities, the student can draw on their own, or mark the appropriate smiley for their work on the topic.

Scrapbooking as an effective reflexive technique for group work for high school students involves individual work of each student with the production of a common end product in their groups and discussion of the stages of project work. In scrapbooking project work, each student has the opportunity to

demonstrate their own drawings and discuss their roles in the group. In group reflection, it is important to discuss success, or failure, which leads to the development of critical thinking skills. For younger students, useful activities are reflections such as "Teddy Bear", when the teacher draws the outline of a teddy bear on paper and leaves space on its tummy so that children can write or draw their emotions on the lesson or even on a task. Students pass the bear to each other, conveying their emotional state and perception of the lesson material.

Thematic songs as a reflective technique are an effective tool in teaching younger students. The ritual of the beginning and end of the lesson can be a thematic song, rhyming poem or motto. As a reflection at the end of the lesson "Give me five", combined with a thematic motto such as "We worked hard, we are the best. The lesson is over, let's have some rest!» contributes to the emotional uplift of younger students and allows them to realize the level of their personal contribution to the learning process.

Thus, the teacher's task during reflection is to observe students, whether the new material is useful in the study, what goals should be achieved at this

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stage of the topic, whether the student understands why he needs to study the material, how it will be needed in the future, what contribution the student made during the lesson, etc.

So, reflection is an effective tool for primary school teachers on English lessons, as it allows to meet the needs of both parties of the learning process. For the teacher, reflection contributes to the development of critical thinking skills, when the teacher rethinks his teaching experience, forms a holistic view of the techniques and methods of work in the classroom. At the same time, reflection for the student enhances his readiness to complete the task, emotional uplift, self-esteem skills, and develops critical thinking skills when students learn to analyze their own contribution to an individual or group task and summarize their activities in class.

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