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## **SELF-ASSESSMENT TABLE AS A TOOL FOR DEVELOPING FUTURE PRIMARY SCHOOL TEACHERS' STRATEGIC COMPETENCE**

***Annotation.** The article deals with the importance of using self-assessment tables to develop future primary school teachers' strategic competence. It emphasizes that self-assessment tables encourage students to broaden their knowledge; increase motivation to language learning; develop students' autonomy through the development of skills of reflection, self-evaluation and planning of their own independent activities. Some self-assessment tables are given.*

***Key words:** self-assessment, self-assessment table, strategic competence, future primary school teachers.*

In the modern requirements for language training of students with a bachelor's degree, the role of the ability to obtain information from various sources, to assimilate, supplement and evaluate it, to apply different methods of cognitive and creative activity is growing [4, 5, 8]. Thus, the issue of motivation and teaching students to use effective strategies in the educational process, the formation of strategic competence in the process of learning a foreign language is relevant [1- 3].

In the Council of Europe's documents on language policy and education strategic competence is identified as a priority area of education. Thus, forming a foreign

language communicative competence, the teacher has the task to help students master certain communicative strategies that would allow them to successfully carry out different types of communicative speech activities: perception (receptive strategies), production (productive strategies), interaction (interactive strategies, interactive strategies). mediation strategies) [8].

During the formation of strategic competence is important to check and evaluate the academic achievements of students, which are an essential component of the learning process and one of the important tasks of pedagogical activities of the teacher [6].

According to scientists, the control of the level of formation of strategic competence is carried out indirectly in the process of controlling the level of formation of language, speech and linguistic and socio-cultural competences. Successfully completed control exercises may indicate a sufficient level of formation of strategic competence (although the cause of mistakes is not always an insufficient level of mastery of strategies). The choice and use of strategies is quite individual, self-control is effective, control by the teacher is relevant at the stage of mastering strategies or relevant skills and operations [7, p. 465].

In the case when it is impossible to predict the predicted response of the student, it is advisable to use *a self-assessment table*, which is considered as a means of self-control of the level of mastery of strategic competence. At the beginning of the training, the self-assessment table gives information for self-analysis and identification of various aspects that need to be improved or formed, and at the end — to check them. While filling in the table, students consciously and gradually focus on certain points.

A self-assessment table is designed to stimulate who learns to reflect on the process. It aims to encourage students to broaden their knowledge; increase motivation to language learning; develop students' autonomy through the development of skills of reflection, self-evaluation and planning of their own independent activities.

To plan and organize future primary school teachers' educational and cognitive activities during the formation of strategic competence, we can for example offer students such self-assessment tables as the following.

A self-assessment table is designed in the following way. Students must record a date in the planning and achievement table; carry out self-assessment of the results of their extracurricular educational activities; record what they managed / did not have time to do for the period of time indicated in the table; emphasize that they additionally did to achieve the goal in accordance with the module. We work out some self-assessment tables for developing different aspects of strategic competence.

**Objective:** to develop the ability to determine their own phonetic strategies, to be able to give examples, to reflect on their academic achievements and failures.

**Instruction:** Read and complete the table.

Table 1

**A self-assessment table for determining phonetic strategies**

Date \_\_\_\_\_

№	Questions	Your Comments
1.	New phonetical strategies that I've learned this week	
2.	My phonetical strategies that I use very often this week	
3.	My phonetical strategies that I use sometimes this week	
4.	My phonetical strategies that I don't use this week	
5.	The materials that I've used to study phonetics this week	
6.	What have you succeed this week?	
7.	What have you failed this week?	
8.	Are you satisfied with your results this week?	
9.	What should you revise once more?	
10.	What do you want to study further?	

**Objective:** to develop students' ability to use the strategy of self-control of the studying of grammatical phenomena.

After studying some grammar material, students should be asked to fill in a self-assessment table (what I know / what I have learned) and encourage analysis and objective self-assessment of their own progress to consolidate prior knowledge and identify further ways to improve it.

**Instruction:** Look at the table. Think and fill in the table.

**Table 2**

**A self-assessment table for determining grammar strategies**

what I know	what I have learnt

**Objective:** to develop students' ability to use self-assessment strategies in reading.

**Instruction:** Think about your own reading strategies. Analyze those strategies which are easy/difficult for you to use. What can you do to improve your reading skills?

Complete the Strategic Reading Comprehension Self-evaluation Form. Use the blank to place your answer.

**Table 3**

**A self-assessment table for determining reading strategies**

Strategic Reading Comprehension Self-evaluation Form		
1.		
2.		
...		

Thus, self-assessment is a form of assessment in which students assess their own work and progress while mastering strategic competence. Students' self-assessment occurs when learners assess their own performance and is primarily used to help students develop specific learning skills that they will need for professional competence, in our work – strategic competence. Applying self-assessment tables students become more aware of and more responsible for their own learning process while developing

strategic competence. It helps students develop self-reflection, critique and judgement; give them the report of their weakness and strength; help them become autonomous learners and be more responsible for their own learning.

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