

# SELF-ASSESSMENT BASED ON CRITICAL REFLECTION AS AN IMPORTANT SKILL FOR INDIVIDUALIZING FOREIGN LANGUAGE LEARNING

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**Abstract.** The article explores the benefits of critical reflection, such as increased self-awareness, improved metacognitive skills, and enhanced learner autonomy. It also discusses various strategies and techniques that can be employed to facilitate self-assessment and critical reflection in foreign language classrooms. The findings suggest that incorporating self-assessment based on critical reflection can empower learners to take ownership of their learning, identify their strengths and weaknesses, set realistic goals, and make informed decisions regarding their language learning journey.

**Keywords:** learner autonomy, strategies, techniques, empowerment, strengths and weaknesses

Reflection on the process determines the evaluation of the effectiveness of previous mental activity. However, it is precisely critical reflection that occurs in the process of analyzing the prerequisites that led to certain actions. We agree that the first element of critical reflection is the analysis of personal experience. It is thanks to the critical study of his views that the individual constructs a new meaning of life. In this case, alternative considerations are considered, which question previous prejudices, which leads to a rethinking of the situation.

In this context, critical reflection in the concepts of teaching and learning a foreign language is of great interest. From the point of view of experience, or

constructivism, critical reflection transforms experience into learning [Colb, 1984], while from a cognitive point of view [Bruner, 1960], reflection is one of the mental processes important for the development of prior knowledge through the integration of new knowledge, which plays a significant role in such cognitive strategies such as analysis, goal setting, and self-evaluation. From the standpoint of social constructivism [Vygotsky, 1986], this is one of the cognitive processes that emerge during social interaction. However, as Furnborough [2012] points out, researchers are increasingly turning to the concept of "autonomous interdependence" [Furnborough, 2012, p. 100], as the growing interest in social constructivist approaches to learning has led to increased attention to the role of social interaction in language learning. Technological developments make it possible to communicate and cooperate not only between language teachers, but also between students of different backgrounds social and cultural communities, native speakers who are not subjects of the educational process. This means that opportunities for cooperation and technology is increasingly blurring the lines between these learning contexts in various forms of blended teaching and learning [Nicolson, Murphy & Southgate, 2011].

In order to teach students to analyze personal effectiveness in performing tasks, identify needs, strengths and weaknesses before making informed decisions, monitor and evaluate progress in achieving their goal, Kolb proposes a learning cycle that he defines as "transformation of experience" (Kolb, 1984). He defined the named cycle as "the process by which knowledge is created by transforming experience" [Kolb, 1984, with. 38]. The researcher singled out four stages of the learning cycle, which he called "reflective observation" of experience, "abstract conceptualization" and "active experiment" leading to further "concrete experience". This concept was supplemented by Boud, Keogh, and Walker [Boud, Keogh, Walker, 1985], who suggested that "reflective observation" in Kolb's cycle should occur in three stages: addressing previous experience, awareness of experience and reinterpretation of experience.

Analyzing Kolb's learning cycle [Kolb, 1984] in the context of autonomous individualized language learning, the researchers interpreted the "reflective observation" stage as an analysis of the process of performing the previous task and its possible results. That is, when a student begins to learn a language, he is offered to analyze his personal effectiveness in mastering a similar previous language topic. After that, students move to the stage of "abstract conceptualization", which means formulating work priorities and developing an action plan to achieve these priorities. The last stage is "active experimentation", or testing what they have learned to continue building "concrete experience" in further work.

In this way, two key processes of forming the individualization of learning take place: the process of critical reflection and making conscious decisions regarding personal learning.

In this case, reflection acts as an indicator of subjectivity and allows you to regulate your initial activity and manage it, influence system of norms and standards. We define reflection as the ability of an individual to realize the results of his activity, to set the limits of this activity in the course of solving an educational task, to adjust his actions. In result reflections, students are aware of successes and mistakes in determining strategies and choosing learning tools, if they do not correspond to the level and content of the task; develop a critical attitude to personal capabilities, skills and resources.

As a result, during the execution of the next task, a wider selection of resources and tools is used, assumptions, hypotheses are put forward, logical reasoning and implementation of the chosen decision take place. Critical reflection in professional activity has the potential of development, which under certain conditions enables an individual to rise to a new level of development. So, reflection is built around already existing knowledge, skills, and enabling skills achieve success and analyze the causes of failures and difficulties that inhibit the achievement of planned results. Critical reflection enables:

- to record the peculiarities of the dynamics of activity in relation to the expected results, as well as transformative personal changes;
- turn positive and negative experience of previous activities into a foundation for further research and learning;

- draw conclusions and adjust further activities in a timely manner. Thus, according to the results of the analysis, we singled out critical reflection provisions important in the context of our study:

- critical reflection – the process of rethinking personal activity in order to determine educational needs and analyze the reasons for success and failure with

the prospect of correcting actions to achieve the goal;

- critical reflection is an important condition for the formation of competence in individual foreign language improvement;

- one of the effective means of developing reflective skills is awareness and transformation of previous educational experience;

- the process of autonomous individualized learning should provide for the purposeful formation of reflective skills of students, by means of alternative assessment.

In conclusion, self-assessment based on critical reflection is an essential skill for individualizing foreign language learning. By engaging in self-assessment, learners can gain a deeper understanding of their language proficiency, strengths, and weaknesses. This process fosters self-awareness and metacognitive skills, enabling learners to take control of their language learning journey. The ability to personalize learning through self-assessment empowers learners to set realistic goals and make informed decisions about their language learning strategies and techniques. Ultimately, self-assessment based on critical reflection cultivates learner autonomy and creates independent, effective language learners. By incorporating this skill into foreign language education, educators can support learners in becoming active participants in their own learning and pave the way for successful language acquisition.

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