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WAYS OF STUDENT SELF- AND PEER-ASSESSMENT IN STUDYING ENGLISH

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The question of the English language skills assessment has, on the one hand, a fairly developed tooling in the form of various international tests (TOEFL, IELTS, etc.). On the other hand, every time evaluation for a studied English course is a rather stressful situation for both the students and teachers. One can think a lot about the insufficiently developed tools for measuring the quality of students' knowledge, the difficulty of choosing assessment criteria, the complexity of the measured phenomenon, but it is quite obvious that during and at the end of each course the teacher actualizes control of knowledge in whatever form.

This sometimes means that the teacher uses some technologies of evaluation, but, for the most part, the technologies themselves remain outside the students' attention and are used only as an authoritarian tool of the teacher empowered with power within the audience. Quite often, this might provoke some conflict situations among the students who disagree with such assessment, they claim for a higher score, ask to count on "force majeure circumstances" that prevented them from answering / writing / reading correctly. In any case, responsibility for this kind of situation has to be charged on both the halves — the students on the teacher, and the teacher on the students. That evaluation is an interactive activity between students and the teacher that can play an important role in feedback to improve the quality of future learning.

One of the possible solutions to the problem to evaluate the knowledge of a particular material studied can be the use of self- and peer-assessment technologies by the students themselves. Luckily, in our University the overall grade for the course is determined not so much by the results of the exam but by the cumulative grade, i.e. the final grade for the course as the sum of the student's current and final grades per semester. In this case student self-assessment methods seem to naturally complement the teacher's grades and give the student more detailed feedback on the results of their studies. In the course of teaching English to Linguistic groups, we quite often ask students to evaluate each other's tests using the Power Point program. The algorithm to perform and check the test is as follows: first, students perform the test (most often multiple choice test) on the numbered cards prepared beforehand, then the teacher collects the tests performed, and randomly distributes other people's papers to the students. Using the Power Point program, students are presented with the correct answers on each test question on the screen, the most difficult and incomprehensible test questions are studied by the teacher together with the students. Then a grading scale is given, using which the students evaluate the work that they get to check, and put their name under the proven work. The teacher selectively takes several works, evaluates the objectivity of the grade and, in the case of a wrong grade, reduces the student's own grade. Thus, just in class, the students receive feedback on their knowledge, using the assessment criteria clearly presented by the teacher.

Assigning the status of an important educational mechanism to students' self-assessment and mutual appreciation is a fundamental action. Against this background, a peripheral, but nonetheless important role is played by the fact that the self-assessment procedure is "inciting" teachers to greater transparency of the criteria-based assessment system they develop.

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WILL THE LOCKDOWN CHANGE THE MODEL OF HIGHER EDUCATION IN UKRAINE?

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In 2013, an international scientific group published the results of studies of global trends in education with the saying, "Avalanche is likely to fall". [1] This report is mainly devoted to higher education systems, but the trends of future changes have been shown quite capaciously. The authors metaphorically argued that the ancient buildings of classical universities give the impression of eternity and breathe immutability, not suspecting what kind of storm is moving on them. We can only guess that the authors themselves did not suspect how and how soon their forecast would come true. The "avalanche" has come down.

We are witnessing the breaking of all the familiar interaction models: with each other, with culture, in the "teacher-student" connection, between pupils or students. That is, vertically and horizontally, all social ties are changing now due to what is happening in the world. The "avalanche" has also demanded some victims to be sacrificed. According to various estimates, the quarantine restrictions imposed due to the spread of the coronavirus, has affected 70% of the student body and also substantially limited the financial resources of the leading universities in the world.

Ukrainian system of education has also met some challenges.

The first one is losing the usual and understandable model of teaching and learning what evoked a psychological reaction of deniable both in some teachers and in students. It was easier to sooth themselves with the ideas that soon the world and the system of education would be same as it used to be.

Secondly, a lot of teachers were not ready to find themselves in the situation of distance education with lecturing in YouTube or Discord, video conferences freezing, presenting students' diploma papers in Zoom and as a whole spending so much time with their computers. Thus, most teachers had to urgently master various online learning tools, analyze their experience and choose the most productive and comfortable working methods to ensure adequate teaching, learning and assessment.