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TO THE PROBLEM OF ASSESSING FUTURE PRIMARY SCHOOL TEACHERS' STRATEGIC COMPETENCE

The entry of Ukrainian higher education in the world and European space, the transition to the information society, require students to develop the ability to work in a constant flow of scientific information, ability to work independently, self-study, self-control and objective self-assessment of their own activities, reflection. 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 [7]. 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.

In the Council of Europe's documents on language policy and education, which are available at <https://www.coe.int/web/education>, the strategic competence is identified as a priority area of education. That is, 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) [7]. There is a lot of research that is devoted to the study of various aspects of the formation of foreign language strategic competence (Astafurova TM, Babaskina KG, Bazueva GM, Baturina YV, Bondar LV, Buteva VE, Vanivska OM, Galanova OO, Gelivera LO, Goranska SO, Gromova TV, Hudyma Yu.G., Datsyuk VV, Kareva LO, Zadorozhna I .P., Zikova AV, Ivanov OV, Kalinina MS, Kononova VA, Koreneva MR, Kosilova MF,

Ledovskikh SL, Liver Betty Lou, Luchina OV, Matienko AV, Mikhailenko OA, Mikhina AE, Molchanova YO, Papikyan AV, Petrova OV, Roptanova LF, Sisa O .O., Skurikhin MO, Slezko YV, Sokolova TO, Sorokina SV, Sukhareva TM, Tereshchuk DG, Ternovykh TY, Timofeeva TI ., Tolmacheva TM, Trofimova ID, Fedorova SO, Tsvetkova NI, Tsepkalov OV, Tsyganova LV, Chunikhina OO, Shcherba NS, LF Bachman, E. Berard, M. Breen, M. Canale, CN Candlin, JA Van Ek, S. Savington, M. Swain, etc.) [1; 2; 3; 4; 5, 6].

Over the last 10 years, the problem of assessing strategic competence has been one of the most pressing issues raised and discussed in the context of higher education. In recent years numerous tests were designed to measure students' motivation and learning strategies: the MSLQ – both the college version (Pintrich et al., 1991) and the junior high school version (Pintrich & De Groot, 1990); the revised two-factor Study Process Questionnaire" (R-SPQ-2F) (Biggs, Kember & Leung, 2001); the Psychological Characteristics of Developing Excellence Questionnaire (PCDEQ) (MacNamara & Collins, 2011); Self-Efficacy and Metacognition Learning Inventory-Science (SEMLI-S, Thomas et al. 2008); the Learning and Study Strategies Inventory (LASSI) (Weinstein, 1987; Weinstein, Palmer, & Shulte, 2002); Index of Learning Styles (ILS, Felder & Spurlin, 2005); Learning Strategies Survey (Kardash & Amlund, 1991); Learning Style Inventory (LSI, Dunn et al. 1987) etc.

During the formation of a foreign language strategic competence, it 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.

The analysis of scientific methodical researches and long-term own pedagogical experience expose a number of problems concerning estimation of foreign language students' strategic competence. First, in modern pedagogical science, when assessing students' academic achievements, the teacher is not only focused on the result of the formation of subject knowledge, skills and abilities, but also on the process of learning and acquiring skills. Thus, the purpose of assessment becomes not only a tool but also an effective learning tool for both students and teachers. Secondly, the problem is to

determine the procedure for evaluating strategies - orally or in writing, through observation, video recording or tests. Third, how exactly should the process of assessing a foreign-language strategic competence be conducted - separately or within certain competencies. Fourth, what should be the criteria for assessing the formation of a foreign language strategic competence.

Thus, modern requirements for training require students to develop the ability to work in a constant flow of scientific information, ability to work independently, self-study, self-control and objective self-assessment of their own learning activities, reflection, in fact, foreign language strategic competence. And in these conditions, the issue of formulating requirements for the evaluation of students of foreign language strategic competence, finding effective criteria for assessing the formation of relevant competence in future primary school teachers in the educational process in a foreign language.

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