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DEVELOPING SELF-REGULATED LEARNING IN PRIMARY SCHOOL ENGLISH LESSONS

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Abstract. *The article addresses the problem of developing self-regulated learning (SRL) in primary school students during English language lessons. Motivated by FSES and the Federal*

Law "On Education" (Art. 48), the study aims to determine the effectiveness of using project-based learning in English lessons to develop independent learning activities among primary-school pupils. Tasks included reviewing regulatory and theoretical foundations, creating and piloting project activities for fourth graders, and measuring changes in SRL using N.V. Kalinina's method. Conducted at Secondary School No. 82 in Vladivostok, the study implemented a lesson with five project tasks and used pre- and post-diagnostics. Results showed positive improvement in SRL and English knowl-edge. The authors conclude project-based methods effectively develop independence and enhance English learning; findings are useful for primary school English teachers. The results of the study may be useful for primary school English teachers.

Keywords: *English language, primary school, self-regulated learning, experimental work*

In international educational practice, the concept of self-regulated learning has been devel-oped in the works of B. Zimmerman[1], D. Schunk[2], and others. Self-regulated learning is a cy-clical process comprising three phases: the forethought phase (goal-setting, planning, activation of motivation), the performance phase (use of strategies, self-monitoring) and the reflection phase (self-assessment, adaptation of strategies). Of particular importance is the view that self-regulation is not an innate ability but is formed through specially organized instruction that involves the grad-ual transfer of responsibility from teacher to pupil. In this context, primary school is a critically im-portant stage in which the basic strategies for regulating one's own learning activity are established. Longitudinal studies by Russian researchers (L. A. Regush[3], M. Y. Kondratyev, E. G. Var-tanova[4]) show that the greatest adaptation difficulties when moving to basic (middle) school are experienced by pupils who did not develop regulatory skills in primary school: time planning, self-monitoring while completing tasks, the ability to work with instructions, and the capacity for self-assessment. Purposeful development of independent learning in primary school is therefore a neces-sary condition for successful adaptation to learning at the next level.

The following hypotheses are proposed in this study:

Null hypothesis (H0): The use of the project method in English lessons does not lead to a statistically significant increase in primary-school pupils' English proficiency or in their level of independent learning activity.

Alternative hypothesis (H1): The use of the project method in English lessons leads to a sta-tistically significant increase in primary-school pupils' English proficiency and in their level of in-dependent learning activity.

The study was carried out in three stages. At the first stage, the research aim and objectives were formulated. At the second stage, the plan and methodology of the experimental work and its instructional support were developed, and the main experimental program was implemented. At the third stage, the data obtained during the study were statistically processed; the results were analyzed and systematized; and conclusions and recommendations were formulated.

The experimental study was conducted at Secondary School No. 82 in Vladivostok from January 15, 2025 to January 30, 2026 and comprised three stages: the baseline stage (September 15–26, 2025), the intervention stage (September 29–December 26, 2025) and the control stage (January 12–30, 2026). Fifty fourth-grade pupils participated as a single group (linear experimental design). The main teaching resource was the textbook Spotlight 4 [5].

At the initial (baseline) stage two tests were administered. First, we measured the fourth-graders' English proficiency using a Grade 4 test taken from the online learning platform for state exam preparation "Reshu VPR." Scoring followed the Federal State Educational Standard (FSES) requirements for assessing written work:

Grade "3" — 50%–69% correct answers of the total number of tasks.

Grade "4" — 70%–90% correct answers of the total number of tasks.

Grade "5" — 91%–100% correct answers of the total number of tasks.

The entry test aimed at identifying the level of development of independent learning activi-ties (ILA) was administered using N. V. Kalinina's methodology [6], a standardized instrument de-signed to assess this indicator in children aged 6–10. The test lasts ten minutes; at its end the total score is calculated and the level is classified as low, medium or high.

The results of the baseline diagnostics are presented in Table 1. The data indicate a low level of subject knowledge and a medium level of development of independent learning skills.

Таблица 1

Table of baseline diagnostic results

Indicator	Level / Grade	Number of pupils	Percentage of total
Knowledge level	«5» (excellent)	5	10%
	«4» (good)	8	16%
	«3» (satisfactory)	16	32%
	«2» (unsatisfactory)	21	42%
SRL	High (18–11 points)	6	11%
	Medium (10–5 points)	28	57%
	Low (4 points and fewer)	16	32%

During the formative stage a calendar-thematic schedule of lessons was developed and followed; according to this schedule, four modules of the core curriculum were completed and five project tasks were carried out, aimed both at improving English proficiency and at developing inde-pendent learning skills. Below is an example of one of the project tasks.

Subject: English

Grade: 4

Teaching and learning kit: «Spotlight 4»

Topic: Project, creating a brochure “My Favorite Dish”

Materials: Brochure template with examples of correct formatting and indication of main content elements, colored pencils, pens, glue, scissors, written feedback cards.

Lesson type: Consolidation and systematization.

Lesson objective: To develop pupils’ ability to organize their own learning and self-organization while creating a project.

Lesson tasks:

Educational: consolidate students’ knowledge on the topic “Food & Cooking” (food and cooking).

Developmental: develop pupils’ cognitive and creative abilities through organizing inde-pendent learning activities; form skills in planning, goal-setting, decision-making, researching and analyzing information, and independently choosing ways to present results; strengthen critical thinking and self-assessment skills.

Upbringing: encourage the desire to share personal experiences and knowledge, and to develop awareness and independence in decision-making; foster a positive attitude toward the process of learning new things and creative self-realization.

Universal learning activities developed in the lesson:

Personal: moral and aesthetic orientation, awareness of the value of a healthy lifestyle, and respectful attitude to food.

Regulatory: planning and implementing ways to solve the assigned task, monitoring and cor-rection, evaluation of results.

Communicative: command of various types of monologic and dialogic speech.

Cognitive: independent search for necessary information, logical thinking.

Planned outcomes:

Personal: moral and aesthetic orientation, awareness of the value of a healthy lifestyle, and respectful attitude to food.

Interdisciplinary (meta-subject): development of independent learning skills — mastery of basic skills in goal-setting, planning and organizing one’s own activity; development of abilities to analyze information, extract key elements and present them visually; ability to solve creative tasks independently, apply existing knowledge and find new solutions.

Subject-specific: acquisition and use of active vocabulary from the module on the topic "Tasty Treats!"; development of monologic and dialogic speech and the ability to produce coherent utterances in English.

The lesson consists of eight stages.

Introductory stage (2 minutes). The teacher greets the class, creates a positive emotional atmosphere and explains the significance of the project. Pupils listen, prepare for work and become familiar with the lesson format. This stage fosters awareness: children understand the personal im-portance of the upcoming task and their role in the overall process, laying the groundwork for sub-sequent independent activity.

Knowledge activation (2 minutes). The teacher conducts a quick oral check, asking questions such as What food do you like? How do we cook? (fry, boil, mix). Pupils recall and pronounce vocabulary on the topics "Food" and "Cooking" and answer the teacher's questions. This mobilizes resources: students independently retrieve previously learned material needed to solve the new task.

Joint goal-setting (3 minutes). The teacher shows several finished brochure templates and outlines the success criteria. Pupils examine the template, ask clarifying questions and accept the criteria for evaluating their work. This stage develops goal-setting and planning skills: children un-derstand the desired result and the requirements and structure of the upcoming activity.

Motivation (2 minutes). The teacher leads a short discussion on why it is important to know how to cook and why to talk about food in English, emphasizing the opportunity to share a family recipe. Pupils join the discussion, share ideas about favorite dishes and recognize the practical value of the project. This stage develops intrinsic motivation by linking the learning task to personal ex-perience and everyday life, stimulating interest and engagement.

Project work (15 minutes). During the activity the teacher acts as a consultant on request: students decide when to ask for help; the teacher monitors time and desk order and provides indi-vidual assistance with vocabulary or layout if needed. Pupils work independently with the template: choose a dish, list ingredients, describe cooking steps and create illustrations. This stage strongly develops self-organization and self-control: students organize their workspace and time, search for and structure information, and make design decisions.

Presentation and feedback (9 minutes). The teacher organizes a mini□conference, moderates and collects feedback cards. Pupils take turns coming to the board to present their brochures (1–2 sentences about the dish); the rest listen and fill in feedback cards. This stage promotes reflection, develops critical thinking through analysis of classmates' work, and helps pupils learn to give con-structive feedback.

Reflection (2 minutes). The teacher asks pupils to evaluate their experience, summarizes and thanks them for their work. Pupils write their thoughts on sticky notes (one sentence) and post them on the "Comment Wall" or respond orally. This stage provides self-assessment: analysis of personal difficulties and successes and awareness of one's learning outcomes.

The lesson consists of sequential stages, each deliberately designed to develop students' independence. The introductory stage and vocabulary activation create a positive mood and provide language "tools" that help the child recognize their role and begin to act autonomously; the teacher functions here as an organizer of readiness rather than a constant instructor. Joint goal-setting and articulation of success criteria help students understand the expected outcome and internalize the goals, laying the foundation for self-regulation and self-monitoring. In the main part, pupils work with the template independently and decide when to ask for help — this fosters self-organization, responsibility and internal control. The closing stages — peer review, presentation and reflection — develop critical evaluation skills, the ability to analyze one's own and others' work, public respon-sibility and the capacity to learn from experience. As a result, initiative is gradually transferred from teacher to pupil, cultivating genuine learning autonomy.

At the control stage a final assessment was conducted using the same criteria as at the baseline. The results are presented in Table 2.

Таблица 1

Table of final diagnostic results

Indicator	Level / Grade	Number of pupils	Percentage of total
Knowledge level	«5» (excellent)	10	20%
	«4» (good)	17	34%
	«3» (satisfactory)	11	22%
	«2» (unsatisfactory)	12	24%
SRL	High (18–11 points)	8	15%
	Medium (10–5 points)	31	62%
	Low (4 points and fewer)	11	23%

Based on the theoretical analysis and the experimental study, the following conclusions can be drawn. The study found that independent learning activity in primary-school pupils is a multi-component construct that includes goal-setting, planning, self-monitoring and self-assessment. Its development in primary school is a necessary condition for pupils' successful adaptation when tran-sitioning to secondary (basic) school.

The project method in English lessons proved effective as a tool for developing independent learning activity. Through emotional engagement, linking learning material to personal experience, and gradual transfer of responsibility from teacher to pupil, project work promotes increased cogni-tive activity and learning autonomy in younger pupils.

The results of the experimental work showed positive dynamics on both measured indicators: pupils' English proficiency improved, and the proportion of students with a low level of inde-pendent learning activity decreased substantially. Statistical analysis confirmed the significance of these changes.

Thus, project-based learning is an effective means of fostering independent learning activity in primary-school pupils and of improving their English achievement. The findings can be applied by primary-school English teachers in classroom practice.

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АКТУАЛЬНЫЕ МЕТОДЫ ОЦЕНКИ ЗНАНИЙ ПО АНГЛИЙСКОМУ ЯЗЫКУ И ИХ ВЛИЯНИЕ НА МОТИВАЦИЮ УЧЕНИКОВ

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Аннотация. *В статье анализируется и обосновывается влияние актуальных методов оценки знаний по английскому языку на уровень учебной мотивации учащихся. Авторы раскрывают сущность современных методов оценки знаний, определяют особенности учебной мотивации учащихся в процессе изучения иностранного языка и выявляют механизмы влияния различных методов оценивания на мотивационную сферу учащихся на основе существующих исследований.*

Ключевые слова: *актуальные методы оценки знаний, мотивация, формирующее оценивание, тестовые и нетестовые формы, обучение иностранному языку, общеобразовательная школа*

INFLUENCE OF ENGLISH LANGUAGE ASSESSMENT METHODS ON STUDENTS ' LEARNING MOTIVATION

Abstract. *The article analyzes and substantiates the impact of current methods of assessing English language proficiency on the level of students' academic motivation. The authors reveal the essence of modern methods of assessing knowledge, identify the characteristics of students' academic motivation in the process of learning a foreign language, and identify the mechanisms of influence of various assessment methods on students' motivational sphere based on existing research.*

Keywords: *current methods of knowledge assessment, motivation, formative assessment, test and non-test forms, foreign language teaching, general education schools*

In the context of globalization, English language proficiency is becoming a critical factor for professional success, which increases the requirements for the quality of language education. The knowledge assessment system in this process acts not only as a means of control, but also as a feedback mechanism that guides the student's development. Modern educational standards require a transition from simple error correction to support personal growth and communicative competence. The relevance of the study is determined by the need to find assessment methods that stimulate, rather than suppress, learning activity.

Traditional methods of control, focused mainly on testing reproductive knowledge and indi-vidual language skills, often do not correspond to modern learning goals that involve the formation and development of students ' communicative competence. According to modern educational stan-dards, a graduate must be proficient in a foreign language as a means of communication, critical thinking, and cross-cultural interaction. Therefore, the assessment system should be aimed not only at fixing mistakes, but also at supporting personal growth, developing independence and reflection [2], [5], [8].

Objective: to analyze and substantiate the impact of current methods of assessing English language proficiency on the level of students ' learning motivation.

Research objectives:

1. To study the theoretical foundations and functions of assessment in foreign language teach-ing.
2. Describe modern methods and forms of knowledge control.
3. Analyze the relationship between assessment methods and learning motivation.
4. Compare domestic and foreign experience in this field.

The concept of knowledge assessment and its role in teaching foreign languages.