

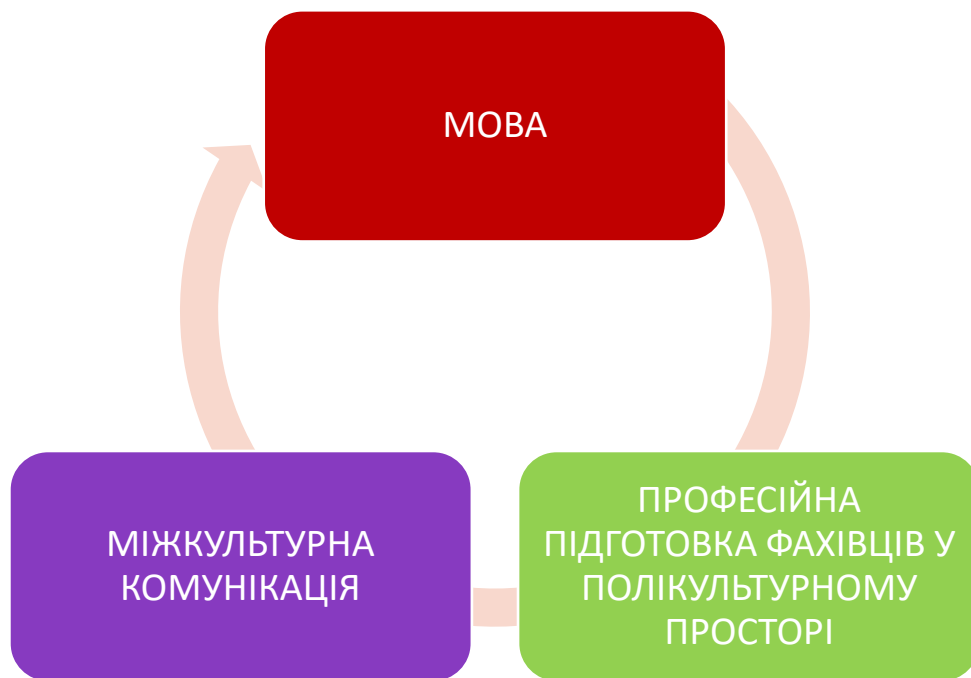


**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ  
І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ  
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРИ**



Одеса  
2024

**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ І ПРОФЕСІЙНОЇ  
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everyone is interested in the best result for their team.

These advanced pedagogical game technologies, which are used in combination with traditional teaching methods, guarantee:

- activation of the educational process and educational and cognitive activities of junior schoolchildren;
- comfortable and productive learning process for the student and teacher;
- high and solid level of learning in classes with any preparation;
- formation of schoolchildren's ability and persistent ability to learn;
- full-value combination of knowledge and practical skills;
- combining educational and extracurricular activities into a single educational process [2].

In conclusion, if the game activity is correctly and purposefully implemented in the education of junior schoolchildren, it will lead to the development of the creative personality of each schoolchild.

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## **REFORM ON THE EVALUATION SYSTEM OF INTERPRETING COURSES UNDER THE SELF-REGULATED LEARNING THEORY**

**Keywords:** *Self-regulated learning theory; Interpreting; Evaluation system; Formative assessment.*

The reform of evaluation system for college students has been an important part of educational in recent years as stated by the Chinese Ministry of Education in 2020 in *the Undergraduate Teaching Guidelines for English Majors* -- "the evaluation system should aim to promote learning with a combination of formative and final assessment." As a high-level course for English undergraduates, interpretation learning calls for: (1) strong comprehensive language application ability, bilingual expression skills, on-the-spot adaptability, and oral expression skills; (2) strong technicality, with skills such as shorthand writing and short-term memory training, both of which require extensive in-class and after-class practice to reach basic proficiency.

Evaluation in interpretation courses, as an important way to supervise and motivate student learning, should aim to help students develop self-regulated learning

patterns. It is necessary to reasonably set up formative evaluation, and use assessment as a means to motivate students, effectively monitor their learning process, provide timely answers and solutions to help students adjust their learning patterns, and encourage them to gradually improve their interpretation skills and learning abilities.

This article, with enhancing learning motivation as the starting point, analyzes the difficulties of this course in depth, and proposes suggestions for reforming the evaluation system of interpretation courses based on the difficulties and key points of teaching at each stage in order to promote an effective teaching model that uses evaluation to enhance learning. It points out that curriculum reform should focus on process-oriented assessment, use output to infer the learning process, and analyze the characteristics of students' thinking processes. The interpretation methods and strategies students use will be fully explored in the process and improved. With the goal of guiding students towards self-regulated learning, the article suggests the teacher should adopt the following strategies: (1) clearly express expectations, including establishing quantitative evaluation indicators and the significance of various modules in the staged assessment model, to inspire students' self-supervision ability and strengthen their learning motivation; (2) using a staged assessment model and clearly express the assessment objectives of each module, the learning significance of corresponding skills, and corresponding learning strategies; (3) implement a multi-subject evaluation system that incorporates teacher feedback, peer reviews, group reviews, and self-reviews to help students form a deep understanding of their own learning situation, pool learning resources among peers, guide students to self-adjust their learning, and assist them in continuously reflecting and self-improving on the path of interpretation learning.

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