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### The usage of “choice board” at second language classes

An excellent way to increase student ownership of learning in your classroom is to use of choice boards.

Choice boards allow students to choose how they will learn. Structured like a Tic-Tac-Toe board, choice boards offer a series of activities that focus on students’ specific learning needs, interests, and abilities. Students decide which activity they are most comfortable completing first, and once they master it, they can move on to more challenging activities.

Choice boards are easily adapted across disciplines and grade levels, and give students an opportunity to showcase the skills they’ve mastered, practice new content and skills, and extend their learning.

#### How to Create a Choice Board

- Identify the instructional focus and learning outcomes of a unit of study.

What do you want students to know and be able to do by the end of the unit?

- Determine student readiness, interests, learning styles, and needs using assessment data, student surveys, and learner profiles.

- Design nine different tasks that meet your students' various interests, needs, and learning styles determined in Step 2. Arrange each task so it has its own grid on the Tic-Tac-Toe board.
- Select one required task for all students. This task should be placed at the center of the board.
- Ask your students to complete three tasks, one of which must be the one in the middle. Students should complete their tasks in a vertical, horizontal, or diagonal Tic-Tac-Toe row.

In addition to providing student ownership, choice boards are a great way to differentiate instruction. Here are ways to adapt choice board activities to better support students in your classroom.

**Adaptations to the Activity.** Allow students to choose which three activities they want to complete even if they do not complete a Tic-Tac-Toe row.

Work with students to determine specific tasks based on their abilities and learning needs.

Design different choice boards based on learning style (e.g., visual, kinesthetic, and auditory learners each get their own boards, or one choice board can include three tasks from each category) or type of student population (e.g., English Language Learners, students with special needs, gifted and talented learners).

Create choice boards based on the three learning domains (cognitive, affective, and psychomotor) so students can develop skills and knowledge in each area.

Add additional spaces to your choice board to increase the number of opportunities students have to demonstrate their learning and practice skills.

Apart from traditional homework tasks based on lessons delivered in the classroom, there is still a myriad of activities students can do by themselves to practise their second language, learn to work independently, and take responsibility for their own learning. Learner autonomy is in fact one of the most important things we can promote if we really want to get our students ready for the ongoing, life-long language learning endeavour.

Here are some advantages of usage choice board to practise all four skills as well as grammar, vocabulary and pronunciation:

- Students can choose the tasks based on their personal interests, or areas they feel they need more work on, which should result in extra motivation.
- In the process of choosing an activity, students will be taking into account the skills and language items that are being practised in class, but also what is relevant to them, especially when they can connect the task with their own life.
- The activities in the board are also flexible as far as proficiency level is concerned, which means that students can work at their own performance level.
- A few tasks have been designed so that they can be used later in class, resulting in excellent materials based on students' interests which can be introduced in different lessons later in the year.

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### **Лінгвокраїнознавство як компонент інтегрованого навчання іноземних мов**

Використання різних видів діяльності, опора на міжпредметні зв'язки підвищує ефективність занять, активізує учнів, спонукає їх до самостійності, поглиблює й розширює інтерес до процесу оволодіння мовою. Особливо велике значення в організації інтегрованого навчання має лінгвокраїнознавчий аспект, який передбачає знайомство учнів з новою для них культурою. Широка і послідовна опора на факти культури країни досліджуваної мови підвищує освітню та розвивальну роль інтегрованого навчання.

Мета цієї статті – з'ясувати роль лінгвокраїнознавства під час інтегрованого навчання іноземних мов.