



Приклад гейміфікованої вправи «Вікторина» на тему «First medical aid»

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ASSESSMENT AND EVALUATION OF GUIDED READING IN THE FOREIGN LANGUAGE CLASSROOM

Teaching of reading in the foreign language classroom is a complex activity. The technique of guided reading means reading with students and provides the supportive framework for the systematic and flexible instruction readers need to develop their skills. Teaching with guided reading focuses on what students can do to build a framework for further literacy learning.

Guided reading is an instructional approach that involves a teacher working with a small group of readers. During the lesson, the teacher provides a text that

students can read with support, coaching the learners as they use problem-solving strategies to read the text. The ultimate goal is independent reading. [5]

Assessment and evaluation of guided reading in the foreign language classroom help teachers determine what their students know and what they need to learn, they also help teachers plan for guided reading. According to M. B. Schulman, assessment in guided reading can be thought of as taking a snapshot of a reader at work; it allows capturing information about a reader's progress, which a teacher uses to guide his instruction [3, p. 121]. Y. Goodman refers to this as "kid-watching", which is a way for teachers to evaluate, reflect and provide the support students need to complete tasks [1, p. 27].

There are a number of assessment tools that can be used by teachers for the evaluation of guided reading. Running records, writing samples assessment records, anecdotal notes and oral interviews are used to form a picture of each student's progress.

A running record is a detailed, objective, sequential recording written while the event is happening. It is generally short, often only 10 minutes or less. The observer writes down everything possible that the child says and does during a specified length of time or during a designated activity [2].

An anecdotal note is a factual, written record of a child. It includes who, what, how and sometimes where and when. It records observations of students during reading. It is written so that the reader can picture exactly what happened without interpretation. Over time, such notes provide an informative profile of the student-reader [4].

The writing sample provides information on what the students understand about phonics, language structure, meanings of words and sentences. Observing and checking their writing can provide insights into students' reading. Teachers can use Writing Sample Assessment Record to note the information on students' progress.

Much information is also gathered from an oral interview. It gives the opportunity for the students to talk with the teacher about their experiences as readers. Interviews should be kept informal so the student feels at ease to talk. Anecdotal notes can be recorded during the interview.

It is essential to work systematically with students and keep records of their progress to help them succeed in learning.

References

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ДОСЛІДЖЕННЯ ФЕНОМЕНУ ВВІЧЛИВОСТІ В ГУМАНІТАРНИХ НАУКАХ

Вступаючи в спілкування, люди не тільки обмінюються інформацією, але й висловлюють різне ставлення один до одного. У висловлюванні, адресованому партнеру по комунікації, мовець здатний передати любов, дружелюбність, ворожість, в тому числі і різні відтінки такого ставлення: від підкресленої поваги до демонстративної неповаги. Всі випадки вияву шанобливого і доброзичливого ставлення до партнера по комунікації об'єднуються поняттям ввічливість [1, с. 2].

Існує чотири підходи до дослідження феномену ввічливості у гуманітарних науках: соціокультурний, етичний, соціофілософський та постмодерністський.

У рамках соціокультурного підходу ввічливість розглядається як соціально-культурне явище [2, с. 50], що пов'язане з соціокультурною організацією суспільства і визначається соціально-культурними цінностями.