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ГРАФИЧЕСКИЕ ОРГАНАЙЗЕРЫ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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GRAPHIC ORGANIZERS WHILE TEACHING FOREIGN LANGUAGES

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В статье рассматриваются возможности графических органайзеров в обучении иностранному языку студентов и приведены примеры их применения.

Graphic organizers or concept maps, mind maps are communication tools while teaching a foreign language. They use visual symbols to express knowledge, concepts, thoughts or ideas. Graphic organizers are structures for organizing knowledge in an appropriate order to illustrate the connections between different concepts. They are effective teaching tools that students can use to assimilate and remember facts or concepts, make connections between facts or concepts, and structure their thinking.

Graphic organizers are also useful for brainstorming ideas, especially as a part of a group project or plan. They can be used for sequencing of events, analysis of cause and effect, comparison and contrast, and detailed concept development.

Graphic organizers are especially useful for developing students' literacy skills, as these visual tools reduce the cognitive effort on the part of students. In other words, the student does not need to semantically process a large amount of information in order to successfully understand the content.

Graphic organizers make learning easier in many areas. When students learn to read and make graphic organizers, they also learn critical thinking, organization, and communication [2].

Venn diagrams, different types of tables, charts, fishbones, the concept maps or concept trees are some examples of graphic organizers. They are used to identify similarities and differences, compare subjects, establish cause / effect relationships, organize knowledge, describe an episode, place, event, classify data, etc.

There are several ways to use graphic organizers. They can be used to illustrate certain elements of the lesson, make students fill in or draw them themselves to encourage participation, or explain how to use them for taking notes. Here are some ideas for using graphic organizers in a classroom [1].

A Venn diagram consists of two or three overlapping circles. Each circle has its own theme, written as a title. In the area of overlap, students write what is common to different subjects.

For example, students are proposed to decide whether to go to the university by bike or by bus. One circle contains the word "bicycle" and the other contains "bus". Within the area of overlap it is necessary to specify characteristics that are similar for both vehicles. But descriptors such as "a way to keep fit or a free ride" will only be included in the "bike" circle, and "protection from the cold and wind or go faster" will only be listed in the "bus" circle.

To facilitate the study of a text for detailed reading, the teacher may provide students with a chronological illustration of events. To show the similarities and differences between two historical periods he or she can also present a Venn diagram. This method is useful for all students and allows them to better understand the content, make connections with what they have already learnt, and illustrate abstract concepts more specifically.

K-W-L chart helps students organize information around a certain topic. It is used to gather some information before, during and after reading. This chart is divided into three columns. They are titled as *Know* (the K column), *Want* (the W column) and *Learned* (the L column). Students are proposed to write down everything they know about the topic (the K column), what they want to learn while reading the text (the W column), and what they have learned (the L column). This type of chart can be used to engage students in a new topic and improve their knowledge.

Sentence diagram is a graphic representation of a sentence grammatical structure. The main goal of a sentence diagram is to demonstrate a full and flexible understanding of a foreign language and how the various elements of that language are used to construct and express an idea. When diagramming a sentence, students place words onto a diagram in a set pattern in order to understand the sentence better. Diagramming sentences help them place the words in the right order and improve sentence structure. A sentence diagram is also used to analyse the way the words in the sentence are connected to each other.

T-chart is one of the simplest tools to study two facets of a topic, for example, advantages and disadvantages, pros and cons, differences and similarities, before and after, causes and effects, then and now, problems and solutions, facts vs opinions, strengths and weaknesses, true or false, etc. Students can select two things to compare (ideas, characters, events, etc.), write them as headings for the two columns and then compare or contrast both columns.

Sequence charts present a series of steps or events in order. It can be used for note-taking, organizing thoughts as a prewriting activity, planning and writing an essay. Students should identify the steps in the process or event. Using a sequence chart, they need to arrange these steps in sequential order.

Formal or informal observation, self-assessment activities, scorecards, job evaluations, portfolios or collections of papers, questions, oral answers, interviews, and presentations can be considered as evaluation options [3].

Graphic organizers can be used in the curriculum for teaching and learning. They are easy to create and help visualize information for easier understanding. Graphic organizers provide students with the opportunity to actively participate in the learning process and promote self-study.

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ПРОЕКТНАЯ ДЕЯТЕЛЬНОСТЬ НА ЗАНЯТИЯХ ПО ИНОСТРАННОМУ ЯЗЫКУ

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