

процесу.

Другий підхід – використовувати потенціал дисциплін у поєднанні з неформальною освітою, позанавчальною виховною роботою.

Зокрема, soft skills напрацьовуються за активної участі студента в різноманітних гуртках, спілках, громадських об'єднаннях, наукових товариствах та студентському самоврядуванні, де розвиваються та поступово вдосконалюються його комунікативні навички та уміння.

Отже, soft skills є універсальними і важливі для фахівців найрізноманітніших галузей, а особливо для фахівців соціономічного спрямування. Оволодіння цими навичками дозволяє працівнику підвищити ефективність роботи в своїй галузі, а також дає можливість переходити між галузями, зберігаючи свою затребуваність.

Список використаних джерел

1. Дроздова, Ю., Дубініна, О. Концептуальні підходи до визначення «soft skills» у сучасних освітніх і професійних моделях. «Soft skills – невід'ємні аспекти формування конкурентоспроможності студентів у XXI столітті»: Збірник тез доповідей міжвузівського науково-методичного семінару (м. Київ, 21 лютого 2020 року). Київ: КНТЕУ, 2020. С. 31-34.

2. Муравйова, І.О., Мар'яно, Я.Г., Осадча, А.О. Soft skills у сучасних реаліях української освіти. *Інноваційна педагогіка*. 2021. Вип. 32. Т. 1. С. 108-112.

3. Шатохіна, В. ТОП-навички, які знадобляться на ринку праці до 2030 року. Аналітичне мислення та емпатія – ключ до успіху... *WomanEL*. 2025. 20 січня. URL: <https://womanel.com/karjera/top-navychky-yaki-znadoblyatsya-na-rynku-praczi-do-2030-roku/>.

4. Heery, E., Noon M. A Dictionary of Human Resource Management. Oxford, 2001. DOI: <https://doi.org/10.1093/oso/9780198296188.001.0001>.

5. Robles, M.M. Executive Perceptions of the Top 10 soft skills needed in today's workplace. *Business Communication Quarterly*. 2012. № 75 (4). P. 453-465.

6. Soft skills. *Cambridge Business English Dictionary*. URL: <https://dictionary.cambridge.org/dictionary/english/soft-skills>.

7. Soft skills. *Collins English Dictionary*. URL: <https://www.collinsdictionary.com/dictionary/english/soft-skills>.

8. Stalk, G. Time – The Next Source of Competitive Advantage. *Harvard Business Review*. 1988. Vol. 65 (July-August). P. 41-51.

9. Why Soft Skills. *National Soft Skills Association*. URL: <https://www.nationalsoftskills.org/why-soft-skills/>.

ISKANDAROVA Gulnara Gurban

*Doctoral Candidate,
Azerbaijan University of Languages (Baku, Azerbaijan)*

THE ROLE AND IMPORTANCE OF THE SELECTION GRID IN ASSESSMENT

Decision-making is a fundamental life skill that underpins personal growth and academic development [10, p. 29]. In contemporary education, fostering students' ability to make informed decisions is a shared responsibility among educators [10, p. 30]. This involves not only providing opportunities for decision-making within the classroom but also guiding students in understanding the consequences of their choice [1, p. 15]. Among various pedagogical tools designed to support this aim, choice boards have emerged as a practical and effective strategy. Research indicates that

offering learners meaningful choices not only promotes cognitive development but also cultivates self-confidence, autonomy, and critical thinking [8, p. 5].

Relevance in Modern Education. While decision-making has long been recognized as essential, its significance has intensified in the 21st century due to evolving educational demands and learner diversity. Pioneering theorists such as Piaget, Vygotsky, and Montessori, along with contemporary scholars, underscore the importance of student agency in educational and personal development [9, p. 42]. Choice boards are particularly valued for their ability to facilitate differentiated instruction in a seamless and inclusive manner [12, p. 23]. By allowing students to select tasks aligned with their interests and strengths, educators can ensure equitable learning experiences without compromising academic rigor.

Implementing Choice Boards in the Classroom. Integrating choice boards into instructional practice fosters greater student motivation, engagement, and ownership of learning [12, p. 25]. This learner-centered approach promotes not only autonomy but also a more personalized and creative connection to academic content. To ensure effective implementation, the following instructional steps are recommended:

- Define clear learning objectives and expected outcomes.
- Conduct diagnostic assessments, surveys, or learner profiles to identify individual learning styles and interests.
- Differentiate tasks according to complexity and skill level.
- Develop transparent rubrics to guide both instruction and assessment.

Choice boards empower students to take control of their learning journeys by engaging in tasks that resonate with their preferences. High-impact activities commonly include creative writing, research assignments, art-based projects, mathematical problem-solving, and multimedia presentations [6, p. 18]. Beyond enhancing instructional quality, this approach encourages intrinsic motivation and strengthens self-regulation [8, p. 7]. It also supports the creation of flexible, inclusive classrooms where every student can thrive academically.

Pedagogical Advantages. Incorporating choice boards across subjects contributes to a dynamic and student-responsive learning environment. Key benefits include:

- **Student-Centered Learning:** Encourages active engagement by allowing learners to choose tasks aligned with their passions [4, p. 118].
- **Personalized Instruction:** Supports differentiated learning through task variety that addresses diverse readiness levels and abilities [12, p. 27].
- **Creative Expression:** Enables learners to demonstrate understanding through multiple modalities such as writing, video, and project work.
- **Autonomy and Accountability:** Promotes self-directed learning as students take responsibility for the completion and quality of their chosen tasks [8, p. 11].

This framework not only enriches classroom experiences but also nurtures critical competencies required for lifelong learning and citizenship.

Assessment Through Choice Boards. Assessment is an integral component of effective instruction. When integrated with choice boards, assessment becomes more authentic, engaging, and learner-driven [5, p. 62]. A variety of assessment modalities can be employed:

- **Self-Assessment:** Encourages metacognitive reflection and self-improvement.

– Digital Assessment: Utilizes tools such as interactive quizzes, digital portfolios, or blog posts to capture student learning [11, p. 4].

– Project-Based Assessment: Provides opportunities for students to demonstrate mastery through extended tasks or interdisciplinary projects [3, p. 95].

– Peer and Teacher Assessment: Facilitates comprehensive feedback through collaborative evaluation [8, p. 13].

This multifaceted approach to assessment increases student participation, fosters accountability, and reduces performance anxiety. It also supports educators in gathering deeper insights into individual learning progress [2, p. 34].

The use of choice boards represents a significant innovation in modern pedagogy. By offering students autonomy, encouraging creativity, and supporting differentiated instruction, they contribute to a more inclusive and effective learning environment. When thoughtfully implemented, choice boards not only enhance student engagement and learning outcomes but also develop essential life skills such as decision-making, self-direction, and critical thinking. As educational systems continue to evolve, this approach is poised to become a cornerstone of student-centered instruction.

References

1. Cavicchi E. Narratives from Doing Teaching and Learning Through Curiosity. Interchange, 2024.
2. Felder R. M., Brent R. Teaching and learning STEM: A practical guide. 2024.
3. Karatas K., Zeybek G. The Role of the Academic Field in the Relationship between Self-Directed Learning and 21st Century Skills. *Bulletin of Education and Research*, 2020.
4. Lee S. J., Branch R. M. Students' Reactions to a Student-Centered Learning Environment in Relation to Their Beliefs about Teaching and Learning. *International Journal of Teaching and Learning in*, 2022.
5. Libman, Z. (2010). Alternative assessment in higher education: An experience in descriptive statistics. *Studies in Educational Evaluation*, 36, 62-68.
6. Mahan, K. R. 2020 – openarchive.usn.no. *Teaching Content and Language Integrated Learning (CLIL)*.
7. Oswalt, Steven G., Identifying Formative Assessment in Classroom Instruction: Creating an Instrument to Observe Use of Formative Assessment in Practice. 2013.
8. Owusu-Ansah, A. (2016). Balancing choice and control in the classroom: Reflections on decades of post-doctoral teaching. *Journal of Education and Training*, 3 (2), 10–15.
9. Rzayeva F. SLOVO\WORD, New York, USA, The 6th International youth conference “*Perspectives of science and education*”, 41-45, 2019. The use of ICT and Multimedia in the organization of the independent work of students.
10. Rzayeva F. Elmi Əsərlər, Bakı Qızlar Universiteti 11 (№ 3 (43)), 29–35, 2020. Tələbələrin müstəqil işlərinin təşkilində istifadə olunan bəzi təlim metodları.
11. Sabah N. M. International Journal of Human–Computer Interaction. In Taylor & Francis. *The impact of social media-based collaborative learning environments on students' use outcomes in higher education*. 2023.
12. Weimer M. (2002). Learner centered teaching. San Francisco, CA: Jossey Bass.