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**ҚАЗІРГІ КЕЗЕНДЕГІ ШЕТТІЛДІК БІЛІМ БЕРУДІҢ ӨЗЕКТІ ПРОБЛЕМАЛАРЫ**  
**АКТУАЛЬНЫЕ ПРОБЛЕМЫ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ НА СОВРЕМЕННОМ ЭТАПЕ**  
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## THE USE OF PORTFOLIO IN PROFILE EDUCATION

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This article discusses the main issues of the organization of specialized (profile) education in the Republic of Kazakhstan. The use of Portfolio is proposed as a pedagogical technology that allows the final assessment of the formation of competencies of graduates of a specialized school. The author considers Portfolio as the basis of a systematic organization of students' independent work on the example of a foreign language, during which self-improvement will occur on the basis of the student's self-esteem of the level of knowledge of foreign languages. The article also provides a definition of Portfolio technology, describes its main parts (Language Passport, Language Biography and Dossier) and the principles of working with them.

**Keywords:** profile education, portfolio technology, language portfolio, self-assessment, self-evaluation, independent work.

The modern era of globalization, characterized by intensively developing integration processes in recent years, increasing academic and professional mobility, and deepening international cooperation, has contributed to a significant change in the social role of foreign languages, which are now seen as an indispensable condition for successful integration into the global economic space. So, the first president of Kazakhstan noted that our country should "... be perceived all over the world as a highly educated country whose population uses three languages: the Kazakh language as the state language, the Russian language as the language of interethnic communication and English as the language of successful integration into the global economy." [1]. In this regard, the modern Kazakhstani School has set a number of tasks, among which special attention is paid to the formation of a multilingual personality of a schoolchild who is expected now to be fluent in at least three languages: Kazakh, Russian and English.

In accordance with the Law of the Republic of Kazakhstan "On Education", the State Program for the Development of Education of the Republic of Kazakhstan (2011-2020) provides the development of specialized secondary education at the level of secondary compulsory education. Profile training is considered as one of the tools to improve the quality of education, creating a variable educational environment, realizing the actual and long-term needs of the individual, society and the state. The development of the profile education system in Kazakhstan is conditioned by the realization of the personality-oriented education paradigm, in which the personality and its development becomes the main value of education. The transition of the Kazakhstani schools from 2015 to the model of 12-year education actualizes the organization of an updated model of profile education in grades 10-12 that ensures the satisfaction of the educational needs of high school students, the labor market requirements for the graduates of the school, and a high level of education [2]. In fact, we can talk about the modernization of the profile education system in Kazakhstan, since the task of organizing a profile school in accordance with the modern requirements of society and the state as well.

The development of profile education system in Kazakhstan will contribute to: the expansion of pedagogical conditions for the differentiation of training, their preparation for a conscious choice of life prospects in the context of the further development of the labor market; providing social and pedagogical support to the graduates of the main school in determining the ways of obtaining secondary education.

The organization of profile training is guided by the following main provisions: 1. The state compulsory standard of the level of general secondary education of the Republic of Kazakhstan is the basis for determining the content of general secondary education in the natural-mathematical and socio-humanitarian areas of profile education. 2. The choice of the model of profile training corresponds to the educational needs of students, the possibilities of the educational institution for organizing the educational process, including with the involvement of social partners. 3. Programs of profile training are realized in the 11-12th grades of High School. 4. The content of general secondary education is studied in the 11-12th grades of the High School at the first secondary years of organizations of technical and vocational education, post-secondary education. The content of education presupposes the variability of curricula and educational literature, the introduction of integrated training courses, the choice of the school field and profile of education, the student - the composition of elective courses.

Differentiation of training is provided by effective teaching technologies, including the organization of various types of senior pupils' activities: research, discussion, design, etc. The important role in this regard belongs to the teaching technologies which help to develop such qualities as abilities to work independently, evaluate one adequately, promote intercultural understanding and demonstrate the vocational orientation of the student achievements. Thus, in the context of specialized training, portfolio is given special importance as it reflects the dynamics of educational and creative activity, focus of interests, and the nature of profile training of students.

The term "portfolio" came to the pedagogy from the field of art (artists and architects brought with them a "portfolio" when they claimed their place in the Academy of Fine Arts or a construction project). The idea of using Portfolio in pedagogy comes from the United States, where it arose in the early 80-s of the last century.

real boom in the early 90-s. The American portfolio of a high school student at the John F. Kennedy Leadership Training (Maryland, USA) reflects the child's achievements in a number of subjects studied in the following sections: personality development, leadership development, community service, and academic achievement. Portfolio student work is monitored by a native language teacher. The goals of such a portfolio were to ensure continuity in training, development of a leader's personality and the promotion of social responsibility, as well as to show the student's talents and best work, develop his reflection skills on the work done, and give teachers the opportunity to understand which courses and tasks had the greatest impact on the student and a deeper understanding of his personality [3].

In the field of studying foreign languages, the American Portfolio is a collection of independently written (exercises) works and creative (projects) assignments, and which the student, upon the expiration of a term appointed by the teacher, submits to him for assessment. Thus, the American Portfolio acts as a means of evaluating the written work performed by the student and allows the teacher to monitor students' level of learning their progress in achieving basic program requirements [4].

Later in the teaching methodology of foreign languages, many attempts were made to use Portfolio (Portfolio as a means of organizing language material, Portfolio as a means of summative control, tables for self-esteem, material for organizing repetition of lessons learned, etc.). [5-8]. Thus, we see that in the modern teaching methodology of foreign languages, much attention has been paid to the development of students' independence, and on the formation of self-control and self-esteem skills. This, of course, is very important, since on the basis of the implementation of these actions, a correction of the system of educational actions takes place. But for a successful implementation of independent educational activities, it is also imperative that the student has a complete understanding of the activity process, which can lead to a successful result. Moreover, if a student can consciously analyze his activity in the process of educational activity, then this indicates his internal program of self-control. If at the same time the student is able to conclude about further actions, about his abilities to achieve certain results, this is self-esteem. However, the ability to adequately evaluate their own achievements, draw the necessary conclusions regarding their own self-improvement, the ability to carry out independent activities of students should be trained, and, based on the provisions of the activity approach, independent training should be taught in the process of the activity itself.

An analysis of the available literature on the research problem showed that the most fully described skills for effective independent work implementation are revealed and taken into account when the student is working with the European Language Portfolio - a tool (technology, method, instrument), which at the present stage is, in our opinion, the most effective approach to the organization of independent work of students in the field of foreign language education. This is due to the fact that in the process of working with ELP, the student is consistently involved in the activities of goal-setting, planning, analysis, reflection; working with tables for self-assessment, students develop their communicative skills through awareness of the requirements for him at a particular stage of learning. In the process of working with ELP, the student's personality is at the center of the learning process. Taking into account all of the above, as well as the main characteristics of Portfolio, it seems to us that Portfolio can be defined as follows: Portfolio is a reflective technology for organizing a systematic independent work of students, which is presented in the form of a pre-planned set of documents filled out by a student based on developing self-control, self-assessment and self-learning; which allows quantitative and qualitative self-analysis and analysis of learning outcomes based on certain criteria.

In the 90-ies in the countries of the European Union the formation of standards for teaching foreign languages started from the instrument of self-evaluation. So, in November 1991 in the city of Ruschlikon (Switzerland) an international symposium was held, where the Council of Europe's «Common European Framework of References» was considered. Based on the proclaimed principle of linguistic pluralism, the European Language Portfolio (ELP) was adopted - a document designed to promote the development of multilingualism and intercultural understanding. It is a practical implementation of the «Common European Framework of References» [8]. The formation of ELP pursued two goals: A) to increase the motivation of students learning foreign languages through the confirmation of their achievements in the expansion and diversity of language skills across all levels; B) to keep records of acquired linguistic and intercultural skills, which can be taken into account in the transition to a more advanced level of language proficiency (European Language Portfolio (accredited model #9.2001 - revised 2006).

Within the framework of these goals, there are also two main functions of ELP: pedagogical and informative. The pedagogical function is to increase the motivation for learning languages, which is possible through improving the ability to communicate in different languages, learning additional languages, searching for new intercultural contacts, and encouraging students to reflect on goals, tasks, ways of learning the foreign languages, planning the studying process, autonomous (independent) study of the foreign language, promotion of multilingual and intercultural experience (for example, through contacts and visits, reading, use of the media, participation in

projects). An informative function is to provide the Portfolio user with reliable, clear and informative evidence of his mastery in the foreign languages, in order to inform others about the levels of their language competence in different languages, for example, transferring to another higher education sector, which is very important in the developing the idea of forming a continuous foreign language (multilingual) education or as a part of summative assessment techniques for profile school graduates.

In Kazakh University of International Relations and World Languages named after Ablai Khan, there has been developed and tested the domestic model of the Language Portfolio, created on the basis of ELP and CEFR. We propose to consider the Portfolio as a tool for the systematic organization of independent work of students, which in this case is regarded as a logical continuation of classroom activities, allowing the learner to work on reproducing, semi-creative and creative levels involving self-assessment, self-control and self-study; on the basis of a student's understanding of the demands which are placed on him. While working independently the student is assigned the role of an active subject of the educational activity, a teacher - a consultant, directing this activity.

Let us consider the Kazakhstani model of Language Portfolio in more details. It consists of three parts: Language Passport; Language Biography; Dossier.

In the *Passport*, the student in a concise form reflects his communicative and intercultural competence. It is a question of all non-native languages studied by him, examinations and their results, intercultural contacts that he had at a certain age or throughout his life, as well as tables for self-assessment (on the basis of CEFR). In other words, this part is an updateable overview of learner's experience in and ability with different languages.

In the second part, *the Language Biography*, a record is given on how, why and where the foreign language was studied. Language Biography part helps students to identify the goals of learning the foreign language, intercultural experience, and to assess and clarify the current level of language proficiency. This helps the teachers to determine the success of the application of one or another method of teaching a foreign language which can help to make informed decisions about further teaching process. Language Biography combines 4 sections. The first section is called *My language learning aims*. Here the student writes down why he studies the foreign language, and also determines the most important from his point of view language skills that he would like to obtain. The second section is named as *My language learning history*- the student lists his experience of studying foreign languages in a chronological order. The third section of Language Biography is called *My most significant linguistic and intercultural experiences* and contains the description of the language learning and intercultural experiences that have been the most important for the learner. The fourth and the working part of Language Biography is called *My current language learning priorities*. In this section the learner evaluates what he already knows at this level (for all types of communicative skills including Grammar and Phonetics). This section contains tables for self-assessment, compiled on the basis of analysis of the language and speech material of the textbook, which is one of the distinctive features of our proposed model of portfolio (ELP, by contrast, uses the CEFR as the basis of evaluating the current level of communicative skills). Another distinction of our model of portfolio is the use of the teacher's mark together with the learner's self-evaluation. By comparing the learner's self-evaluation and the teacher's mark (so called 'co-evaluation') it is possible to form the adequate student's self - evaluation and, as a result, improve significantly the studying results. Thus, based on self-assessment, self-monitoring by the student, as well as monitoring and evaluation by the teacher, self-learning (improvement) in the level of foreign language proficiency is carried out. Below we present a sample of the My current language learning priorities section.

#### Self-assessment sheet

On File 3 (English File. Intermediate.)

1. Self-assessment of skills.
2. Evaluation of the skills by the teacher.
3. Reference to the source (i.e. textbook, section, page, on which you can find this material).

The List of Skills	11	22	33
<b>Reading</b>			
I can read and understand the information in the text about daily routine			22
I can read and understand short articles about diets, etc.			28
<b>Listening</b>			
I can listen to the text and fill in the gaps			31
I can listen to the text and transform its content into the diagram, etc.			25
<b>Writing</b>			
I can write an essay about my diet			29
I can write an apology- letter, etc.			35, 141
<b>Speaking</b>			
I can name the internal organs			131

can talk about illnesses			131
know the difference between 'sorry' and 'excuse me'			35
can apologize			35
can reply the 'tag-question' politely, etc.			34
grammar			
know the difference between Present Simple and Present Continuous			24
know the verbs which are not used in Present Continuous, etc.			24
phonetics			
can pronounce the 'igh' between consonants			23

#### Figure 1 - VI. My current language learning priorities.

In the framework of vocational character of profile education the tables for self-evaluation are supposed to show the number of skills important for the student's future profession.

In the third part - the Dossier - the student collects all the materials that testify to his success in mastering language: diplomas, certificates, and interesting works in a foreign language, i.e. all that confirms the student's achievements in the study of the foreign language. It will help the learner to reflect on his/her progress and can be used to demonstrate to others what he/she is capable of. In addition, the Dossier may contain models, samples, samples and a description of the course programme.

In the process of experimental training, the students demonstrated an increase in interest, motivation to learn language, the need for self-improvement in their level of language proficiency, and, what is very important, formation of self-monitoring and self-assessment skills. In addition, the role of the student in the pedagogical process has changed significantly: from the "passive" object, he became an "active" subject of the activity, aware (varying degrees) of responsibility for learning outcomes.

Portfolio is considered as a way of presenting educational and socially significant personal achievements of students, and also reflects the level of formation of a conscious choice of profession and motivation for career development. The content of the portfolio in the form of various documents confirming the student's capabilities is taken into account when determining the further learning path at subsequent levels of education. The presence of portfolio allows vocational education organizations to identify the capable students who are prone to successful learning in their chosen specialty. To continue their education at the level of higher education, holders of a secondary school certificate participate in the competition on the basis of a single national testing.

Thus, the Portfolio makes it possible to expand the scope of the educational process (in the classroom) by incorporating experience in authentic intercultural, indirect and direct communication into the system of assessing achievements of students, implements the principles of personality-oriented and reflective approaches in teaching that can significantly improve the effectiveness of profile education in modern conditions of modernization of the education system in the Republic of Kazakhstan. We believe that the inclusion of Portfolio in the process of teaching foreign languages will give it a systematic character, because in the process of working with the portfolio, the teacher and the student work together to improve the level of language proficiency, which will allow to eliminate the gaps in "teaching" and "learning", realizing the principle of continuity in teaching foreign (and other) languages, increasing motivation and the students' conscious attitude to learning foreign languages, which undoubtedly will improve the quality of a profile education.

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## ПОРТФОЛИОНЫ БЕЙІНДІК БІЛІМ БЕРУДЕ ҚОЛДАНУ

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Бұл мақалада Қазақстан Республикасындағы бейіндік білім беруді ұйымдастырудың негізгі мәселелері талқыланады. Бейіндік мектеп түлектерінің құзыреттілігін қалыптастыруда портфолионы қорытынды бағалау мүмкіндік беретін педагогикалық технология ретінде ұсынылады. Автор Портфолио студенттердің өзіндік жұмыс жүйелі түрде ұйымдастырудың негізі ретінде қарастырады. Портфолио қолдану барысында студенттердің өзіндік бағалауы негізінде студенттер өздерінің шетел тілін меңгеру деңгейін жетілдіре алады. Сонымен қатар мақала Портфолио технологиясының анықтамасы берілген, оның негізгі бөліктері (тілдің төлқұжаты, тілдің өмірбаяны және құжаттамасы) және олармен жұмыс істеу ұстанымдары сипатталған.

**Тірек сөздер:** бейіндік білім беру, портфолио технологиясы, тілдік портфолио, өзін-өзі бағалау, өзіндік бақылау, өзіндік жұмыс.

## ИСПОЛЬЗОВАНИЕ ПОРТФОЛИО В ПРОФИЛЬНОМ ОБРАЗОВАНИИ

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В данной статье рассматриваются основные вопросы организации профильного образования в Республике Казахстан. В качестве педагогической технологии, позволяющей осуществлять итоговое оценивание сформированности компетенций выпускников профильной школы, предлагается использование Portfolio. Автор рассматривает Portfolio в качестве основы системной организации самостоятельной работы студентов на предмет иностранного языка, в процессе которой на основе самооценки студентом уровня владения ИЯ, будет происходить его самосовершенствование. Также в статье приводится определение технологии Portfolio, дается описание основных частей (Языковой Паспорт, Языковая Биография и Досье) и принципов работы с ними.

**Ключевые слова:** профильное обучение, технология портфолио, языковой портфолио, самооценка, самоконтроль, самостоятельная работа студентов.

## THE MAIN TYPES OF INTERNET RESOURCES WHEN USED IN TEACHING A FOREIGN LANGUAGE

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This article was considered the approaches of methodologists to the interpretation of the term "Internet resources". and was given the main classifications lists of Internet resources. Besides that, the content and purpose of such types of Internet resources as global, national, external, internal and commercial Internet resources, online dictionaries, authentic materials, means of electronic communication, specialized educational Internet resources are opened. The author also pays attention to the role and functions of the Internet resources that they perform in the process of teaching foreign languages.

**Keywords:** hot list, multimedia scrapbook, treasure hunt, subjectsampler, insight reflector, concept builder, webquest, types of presentation.

Nowadays the ways of learning foreign languages are going to improve. Development of the technology didn't avoid by a side wind these fields also. However, everybody starts looking for English courses, and found out only pros of linguistically knowledge. At the same time, an essential support in teaching foreign languages offer varieties aids and materials which we can find from Global Network. They always convenient and there is fully information than traditional paper side. And these existing internet-resources suggest for all volunteers can check their language knowledge. Obviously, that teaching foreign language and using internet resources and supplementary materials from Net will offer an essential for those who learn to develop foreign language. Interactive and multimedia means always attract an attention and facilitate teaching, start to become this subject interesting and fascinating. Consequently, I believe that English lesson will become more entertaining. And students didn't consider this lesson such as burdensome responsibility as pleasant lesson. The efficiency such lesson was confirmed by practice. Even so, suddenly developing informative and communicative technologies, methods of teaching foreign language will demand an actively using internet-resources as additional tools of teaching. According to methodists Ya. Yu. Sturba and T. I. Lalova, the need to using Internet resources is caused by the fact that they are able to perform various functions: on the one hand, they serve to form a foreign language communicative competence, and, on the other hand, develop universal educational actions of the student [7, 4-p.]. According to P. V. Sysoev the term "Internet resources" imply materials of various nature (text, audio, video, etc.) posted on the Internet and contributing to the formation of communicative and cognitive skills (analysis, synthesis, comparison, generalization, and etc.) [4, 102-p.]. And according to E. A. Bayganatova, Internet resources represent the software and hardware, as well as various kinds of information intended for publication on the Internet [1, 299-p]. We have different descriptions of internet-resources. The fact that the methodists have different interpretations of the term, said a variety of types of Internet resources. Let's consider further. On dependence in which circle users will provide an access. We will divide internet-resources for 2 types such as global and national resources. The global or (world) internet-resources accessibly for everyone, despite of from which state and citizens they will be. A