

Образовательная технология «Портфолио» и её применение в обучении английскому языку

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Цель обучения ребенка
состоит в том, чтобы
сделать его способным
развиваться дальше без
помощи учителя.

Элберт Хаббард

Педагогическая идея портфолио предполагает:

- смещение акцента с недостатков знаний и умений учащихся, на конкретные достижения по данной теме, разделу, предмету;
- интеграцию количественной и качественной оценок;
- доминирование самооценки по отношению к внешней оценке

Технология «Портфолио» помогает решить следующие педагогические задачи:

- 1. поддерживать высокую учебную мотивацию школьников;
- 2. формировать умение учиться – ставить цели, планировать и организовывать собственную учебную деятельность;
- 3. поощрять их активность и самостоятельность, расширять возможности обучения и самообучения;
- 4. развивать навыки рефлексивной и оценочной деятельности учащихся, формировать адекватную самооценку;
- 5. содействовать персонализации образования; определять количественные и качественные индивидуальные достижения;
- 6. создавать предпосылки и возможности для успешной

Типы портфолио

- ❖ По видам практико-результативной деятельности:
 - образовательная
 - профессиональная

- ❖ По субъекту деятельности:
 - индивидуальная
 - групповая

- ❖ По времени создания:
 - недельные
 - семестровые
 - курсовые

- ❖ По способу обработки и презентации информации:
 - портфолио в бумажном варианте
 - электронный вариант портфолио

Внутри практико-результативной деятельности можно выделить такие виды портфолио, как:

по виду деятельности	по назначению
Практико-ориентированные	цель-анализ практической деятельности
Проблемно-ориентированные	средство повышения качества решения проблемы
Проблемно-исследовательские	используются для сбора и систематизации материала в связи с написанием реферата, научной работы, подготовкой к конференции
Тематические	посвящены анализу, разработке различных аспектов темы

Дидактические возможности многоцелевого портфолио направлены

- на создание учебной среды, которая позволит учащимся конструировать собственные знания, развивать способности самостоятельного мышления и действия,
- портфолио позволит осуществить мониторинг развития умений и фиксировать динамику развития ученика в целом

- формат, структура портфолио позволяют наиболее полно учитывать личные, учебные цели учащихся;
- портфолио предоставляет возможность выбирать индивидуальную образовательную траекторию, а именно задачи, темп, форму, методы обучения, систему контроля и оценки результатов;
- портфолио обеспечивает личное образовательное развитие учащегося, которое складывается из внутреннего и внешнего образовательных продуктов его учебной деятельности;
- технологию портфолио легко включить в учебный процесс, так как она не затрагивает содержание обучения, определяемое образовательным стандартом;
- технология портфолио учитывает современные потребности в смене приоритетов с усвоения готовых знаний на самостоятельную познавательную деятельность каждого ученика с учетом его особенностей и возможностей.

Name

School

MY LANGUAGES
PORTFOLIO



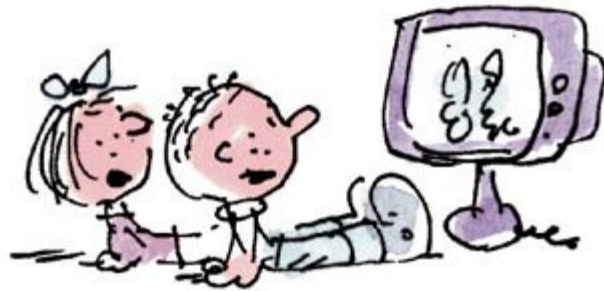
MY PORTRAIT

name _____

school _____

class _____

age _____



THIS PORTFOLIO IS FOR YOU

- to show what you already know and what you can do in languages.
- to help you see that you are making progress.
- to keep a record of your work in languages.
- to put some examples of work you've done in languages (these could be pictures, written work, speaking recorded on audio or video tape, homework).
- to show your new teachers when you move class or school.

LANGUAGES I KNOW



I know

Language	How long I've been learning this language	Where I learnt this language At school? At home?

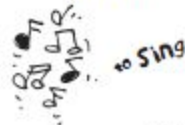
I use the language

I use the language

I use the language

at home

at
School



to talk

to write

to read

with my
friends

with
my family



I meet people who speak this or these language(s)

Sometimes Often

I watch TV programmes, films or see magazines or books in this or these language(s)

Sometimes Often

I have made these contacts, eg pen friend, e-mail or visited these countries

My favourite activities in learning languages are

I have friends or family who come from these countries and speak these languages



I have used a course book/materials called

and have reached

In the future I would like to go to

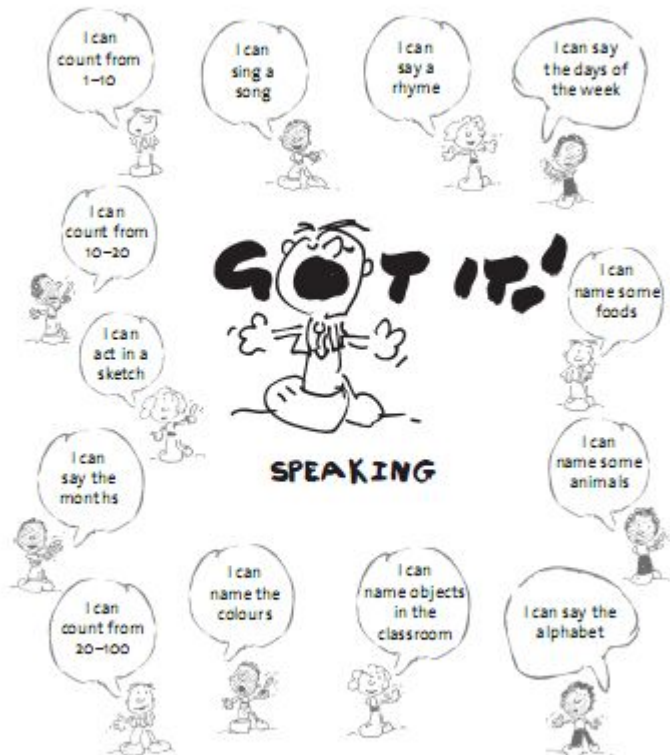
and I would like to learn these languages



WHAT I KNOW
AND CAN DO
IN LANGUAGES

Language

Colour in the speech bubbles when you can do these things



I can count from 1-10

I can sing a song

I can say a rhyme

I can say the days of the week

I can count from 10-20

I can act in a sketch

I can say the months

I can name some foods

I can name some animals

I can name the colours

I can name objects in the classroom

I can say the alphabet

GOT IT!

SPEAKING

I can also _____

Language

Colour in the speech bubbles when you can do these things



I can say if I have brothers and sisters

I can ask someone what they like

I can say how I am

I can say what I like and don't like

I can understand someone asking questions about my name, age and where I live

I can ask someone's name

I can say where I live

I can ask for something

I can understand someone talking about his or her name, age and where he/she lives

I can ask where someone lives

I can say my name

I can ask how someone is

I can say please and thank you

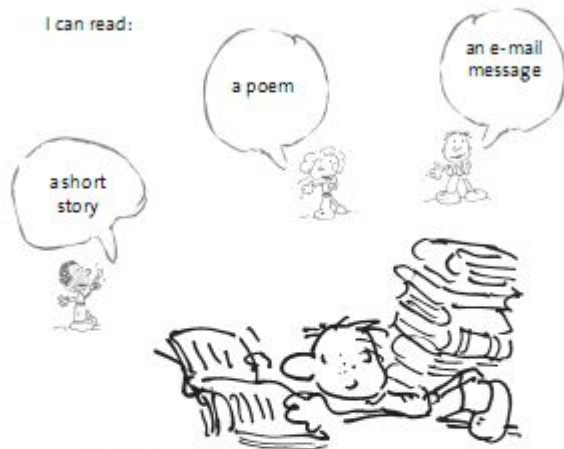
TALKING TO SOMEONE

I can also _____

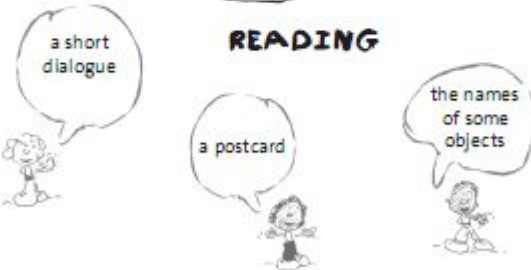
Language _____

Colour in the speech bubbles when you can do these things

I can read:



READING



I can also _____

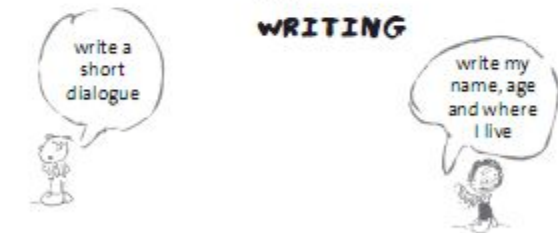
Language _____

Colour in the speech bubbles when you can do these things

I can:



WRITING



I can also _____

GETTING BETTER!



GETTING BETTER!

What I can do in:

listening



I can recognise some words and sentences and I know what they mean.

I can understand the teacher's short instructions and what is said on the tape recorder.

I can understand some songs and rhymes.

I can understand longer questions and instructions in the classroom, even if they have to be repeated sometimes.

I can understand messages and short conversations.

I can understand longer passages and stories at a faster speed, spoken on tape or by the teacher.

Even if I have to hear things more than once I can pick out the general meaning and some details.

I can understand when people are talking about the past, the present or the future, but I may need to hear it more than once.

I can understand speech at normal speed on subjects I have learned about.

Other

GETTING BETTER!

What I can do in: _____

Speaking



I can speak by copying words spoken by the teacher or on the tape recorder.	
I can make myself understood by using some gestures and some words.	
I can answer simple questions using single words.	
I can give the names of some people, places and objects.	
I can say short sentences and phrases from memory.	
I can recite or sing songs and rhymes.	
I can take part in a short conversation of about 2-3 sentences.	
I can use language for getting what I need and ask questions in the classroom.	
I can say 3-4 sentences about myself.	
I can make up some of my own sentences using phrases I have learned.	
I can take part in a conversation of about 3-4 sentences.	
I can start and develop a conversation, give my opinions and ask questions of others.	
I can talk about what has happened or what is going to happen.	
My pronunciation is: quite good <input type="checkbox"/> very good <input type="checkbox"/>	
I need to improve my pronunciation <input type="checkbox"/>	

Other

GETTING BETTER!

What I can do in: _____

reading



I can read aloud and understand some words, which we have practised.	
I can match some simple words and pictures.	
I can read and understand short sentences, which we have practised.	
I can read and understand some rhymes and poems.	
I can use my book or a vocabulary to find out what some new words mean.	
I can read and understand short messages such as e-mails and postcards.	
I can read and say which are the most important parts of passages from a book.	
I can use a dictionary to look up new words.	
I can read and understand longer passages from a book.	
I am beginning to read short stories, which the teacher has already read aloud to me and can use clues to guess the meaning of new words.	
I can read and understand lots of different texts, some about the past, present or future.	
I can read and understand the key points in some real things like magazine and newspapers articles, leaflets and letters.	

Other

GETTING BETTER!

What I can do in:

writing



I can copy single words without making mistakes.	
I can label pictures using words I know.	
I can copy phrases and sentences correctly.	
I can write two or three sentences with help from my books.	
I can write about things I like and dislike.	
I can write some words and simple phrases from memory fairly well.	
I can write single sentences from memory and take notes for myself and others.	
I can write postcards and short messages to friends and family.	
I can write a simple personal letter about myself and what I have been doing or what I am going to do.	

Other



MY DOSSIER

this is a record of some of my
work in languages

- You choose what goes into your dossier.
- Put in things which you'd like to keep and show to others.
- You can put in written work, pictures, speaking recorded on audio or videotape, homework.
- Add to your dossier or change items when you like.

PICK AND MATCH



just for fun!

Pick and match

Match the words with the pictures. Try a few at a time...
in English first and then in any other language.



- | | |
|---|--|
| 1 The sun is coming out | 18 Do they fit? |
| 2 I shall get some milk | 19 I like your new jumper |
| 3 Come for a bike ride | 20 Our snowman will melt! |
| 4 Drink this, it will help your throat | 21 Thank you, Mum |
| 5 Have you the correct time, please? | 22 I can't - mine's got a puncture |
| 6 I hope the water's not too cold | 23 I'd prefer some cream! |
| 7 May I borrow your ruler? | 24 You go in first |
| 8 When I am older, I shall drive a real one | 25 I've seen it too |
| 9 What a loud buzz! | 26 It is ten minutes to four |
| 10 I've seen this programme before | 27 Sure, but I'll need it soon |
| 11 Your teeth are fine | 28 Look, there's one coming now! |
| 12 I am pale - I must get some fresh air! | 29 Of course! Come in! |
| 13 Can Freddie come out to play? | 30 I brush them twice a day |
| 14 The bus is late | 31 Sorry, you must have the wrong number |
| 15 Where is the post office, please? | 32 They are a bit tight |
| 16 Fetch! | 33 Thank you. I bought it yesterday |
| 17 Hello, is that you Kirsty? | 34 It's just over there |







Благодарю за внимание!

