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Structure of pedagogical culture of students — bachelors of pedagogical higher education institution

The article represents components and structure of pedagogical culture of the student - the bachelor of pedagogical university. Now there is actual a problem of formation of pedagogical culture of students — bachelors of pedagogical higher education institution. The author carried out the theoretical analysis of the philosophical, sociological and psychology and pedagogical literature considering a phenomenon «culture». The structure of pedagogical culture is defined, as components of pedagogical culture valuable, cognitive, technological, strong-willed and estimated components are allocated.

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Language Portfolio as a tool for the development of communicative culture of students in upper secondary school

The article considers the concept of «language portfolio», which makes it possible to expand the scope of training (classroom) process to include the experience of the students in authentic intercultural direct communication. What is very important for the formation of the ability to communicate on an intercultural level requires a constant search for the real yield on authentic communication. The article discusses the reflexive self-esteem of students, which reflects the level of knowledge, skills and competencies, as well as communicative culture.

Key words: method, languages, portfolio, communicative culture, upper secondary school, approach, practice, pedagogic entity, motivation.

In the modern method of foreign language education, there are various methods and approaches to promote effective language acquisition and the formation of a secondary language personality. One such method is the communicative approach.

The communicative approach to learning a foreign language first emerged in the 70s as a result of the work of Council of Europe experts. Since that time, this approach is widely used throughout the world. Implementation in practice of learning a foreign language communicative approach was undertaken with the aim of preserving and multiplying the rich linguistic and cultural heritage of different nations for an intensive exchange of technical and scientific information, achievements in the field of culture and ideas.

Under this approach, a correspondence between senior students' actual level of development of language, speech and social competence in a foreign language and the requirements of the curriculum in a foreign language in schools with in-depth study of foreign languages. The role of teachers in preparing students for the implementation of the self-development of all aspects of foreign language communicative competence is required [1].

In this regard, the teacher is expected to create an accepting learning environment which will enable the learners to achieve a more than functionary mastery of the target language. In this endeavor, it behooves the teacher to source material that will enrich the instructional strategies and allow for an immersion of the learner in the didactic and pedagogic situation. The teacher has also to take into consideration some differentiation in the approach to the instruction, as part of sound pedagogic practice, which one would of necessity regard as mandatory. Cooper M et al (2014, p. 170) puts a premium on the teacher's role as a the major player in leading the implementation of differentiated instruction when they state that

'...a teacher proactively plans varied approaches... in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible'

Cooper M et al. (2014, p. 170) further postulate that in such an approach, the teacher would consider, inter alia, the following dimensions as fundamentals of the teaching and learning, viz interest, learning styles, intelligence preferences, learning profile, culture and gender as part of the strategy that takes into account the needs of the learner). A brief outline of these essentials in the whole spectrum of differentiated instruction which would possibly be applicable in the endeavor to help learners acquire a sound grounding when discussing the relationship between the Language Portfolio phenomenon and the Communicative Approach in language teaching and learning is provided thereunder.

a) Interest is seen as a primordial entity in the didactic process since it would be tantamount to embarking on a futile pedagogic journey if the key stakeholder's interest is not central to the goals of the instructional process. Interest per se counts a great deal in facilitating motivation. For its own merits, motivation is very pivotal in ensuring the learners' sustained participation in the instructional process.

b) Taking into account the learners styles is a salutary acknowledgement of the learners' peculiar needs and a teacher's profound expression of the desire to see the learners succeed. Many times, the varied learners' different styles are barely taken into consideration because in their own right, incorporating them into a given lesson can pose a challenge for many reasons to the teacher, some of which could be surmised to be an inability to identify them, and seek and apply strategies and resources that are commensurate with the styles; or simply the implementation thereof being exacting in the time available. However, the rewards are plenteous if the learning styles are embraced in the instructional process.

c) Handling creativity and applying typical skills are the apparent whole mark of what is classified as intelligence preference, according to Robert Sternberg in Cooper et al. (2014, p. 187). The learner is faced with situations demanding application of particular, requisite skills and a disposition to intellectually mastering ideas and skills as aligned to one's world. The language teacher has to respond to the learner's repertoire of skills and affinity to the world, as constructed by the learner.

d) Gender and culture attributes have been a seed bed of analysis, speculation and even conjecture about how humans variously negotiate meaning. In the case of the link between Communicative Approach and the matter of language portfolio, it is noted that the concepts of gender and culture are apparently intrinsic components of the instructional process. There is no dearth of studies ranging from considerations of implications in social, emotional, and not least physical development; to the impact of intellectual leanings in the way learners perform.

The whole gamut of the range of factors outlined above as instrumental in shaping the strategies for the instructional process present a challenge for the teacher and learners as they negotiate their way in the maze of engaging the target language in order to achieve meaningful levels of proficiency via the conduit of Communicative Approach and the Language Portfolio [2].

Communicative competence of students, at all its various composition in different scientific schools, consists of several components: linguistic (practical knowledge of linguistic means of communication), discursive (communicative skills to build meaningful texts in different types, styles, genres and registers),

pragmatic (communicative skills to achieve the purpose of ongoing speech activity and receive the necessary result of a productive speech means), strategic (communication skills to choose the shortest route to getting a productive result, overcoming language and intellectual difficulties, enabling a more complete understanding), cultural (the ability to broadcast information about native culture and cultural self-determination, to perceive a different culture means of social cognition, perform a mediating role in the dialogue of cultures) [3]. All components of communicative competence are available to a direct pedagogical measurements by different approaches, such as tests, language portfolios, interviews, etc. Students master communicative culture on the basis of the cultural component of communicative competence.

Communicative culture is a tool of education of internationally-oriented person, aware of the relationship and the integrity of the world, the need for intercultural cooperation in solving global problems. E.I.Passov, an author of communicative approach to learning a foreign language academician wrote: «There is a tendency of pragmatic thinking to reduce the learning objectives in the formation of extremely homoagens — human activie (as an important technique, and not man and his values) or homoloquens (man speaking), you must oppose moral education and training, the aim of which may be considered only homomoralis — man moral, spiritual» [4].

In connection with the processes of globalization and the intensification of social life, interest of scientists to development of communicative culture of the person has increased (A.N.Leontiev, A.I. Mishchenko, A.B. Petrovsky, V.A. Slastenin, et al.). Questions devoted to the formation of communicative culture of students in the educational environment of the school and its various aspects are considered in studies of M. Alexandrov, G.M. Andreev, I.A. Zimnaya, I.F. Isayev, V.G. Kostomarov, N.B. Krylov, A.N. Leontiev, A.I. Mishchenko, A.B. Petrovsky, V.A. Slastenina, O.G. Trinitatskaya and others. However, the lack of modern research should be noted, especially considering the formation of communicative culture of students in the conditions of the educational environment of the modern school.

The purpose of formation of communicative culture are:

- readiness for orientation in the field of modern industrial activities through communicative interaction information;
- Developing of organizational skills through participation in the self-government, the ability to evaluate and improve the social aspects of the development of the personality in the format of a single command;
- awareness of the value of spiritual and physical health of the individual in society and education stereotype of a healthy lifestyle as one of the components of interpersonal relations development;
- development of creative abilities and sustained motivation for self-realization in different spheres of life by forming a communication of knowledge, skills, and experience.

There are also different criteria of communicative culture:

- culture of communication, communicative;
- culture of speech;
- communication skills;
- communicative thinking;
- value;
- leisure interests.

Considering the criteria of communicative culture there can be three main motives pointed out: business motives, which are expressed in the ability to work, to play, to the total activity; cognitive motives that arise in the process of satisfying the need for new experiences, the knowledge of a new source which acts as an adult — a source of new information and at the same time as a listener, able to understand and appreciate the opinions and questions of the student; personal motives that are typical only for communication as an independent activity, in this case the communicative culture is encouraged by the people themselves, their personalities.

Development of communicative culture continues uninterrupted throughout the life and work of a teenager. The personality of a teenager is developed at school, providing them with system of knowledge about the world. Communicating with peers, students acquire social skills, acquires ethics, develops the foundations of its future position in life. Immersion of teenagers in a practice-oriented, socially meaningful activities allows us to develop communication skills and individual personality of a teenager, and also promotes socialization of teenager, which in turn is a prerequisite for building an effective communicative interaction. The second condition for the development of communicative culture is the intention of the process of devel-

opment of communicative culture of teenagers in the mode of self-development in additional education system. The third condition is the development and implementation of innovative forms, methods and technologies for the development of communicative culture of teenagers through design and research activities.

One such innovation is the language portfolio.

Language portfolio (European Language Portfolio) is a collection of student work that is carried out during a certain time and an opportunity to expand the scope of the student's individual experience in intercultural communication with a native speaker. In today's practice of teaching foreign languages, various kinds of language portfolio can be effectively used, depending on its target orientation.

Language Portfolio as a self-assessment tool achievements of students in the process of mastering a foreign language and proficiency in a foreign language (Self-Assessment Language Portfolio).

- Language Portfolio as a tool for autonomous learning of foreign language (Language Learning Portfolio) — this type of language portfolio may also vary depending on the special purpose or a comprehensive orientation: Language Portfolio Reading (Reading Portfolio), Listening (Listening Portfolio), Speaking (Speaking portfolio), Writing (Writing Portfolio), language Portfolio which interrelates types of foreign-language speech activity (Integrated Skills Portfolio).
- Multi-purpose language portfolio that includes a variety of goals mastering a foreign language (Comprehensive Language Portfolio).

Among the innovative technologies of foreign languages teaching, it is highlighted by the fact that is characterized by methodists as an alternative form of control that allows you to get a dynamic picture of the academic and language development of students. The focus is the fact that they will be able to play or remember how it usually happens in the case of formal control (test or exam). It shows the stages in the process of language learning and growth of its owner. If the portfolio a secondary level student shows a greater degree of «product training activities» and in many ways resembles a portfolio of achievements of professional artist or an architect, then it eventually acquire more and more working character. High school students have more consciously and purposefully selected samples of their work for inclusion in the portfolio. Moreover, the key elements are reflection of language learners and a tool for self-monitoring. As a practical implementation of competencies (including communicative competence) «Language Portfolio» is intended, first, to put into practice a promising educational ideology in the field of foreign language; secondly, to develop and maintain the interest of each person in the study of languages throughout life; third, provide students with reliable and accessible tool for determining their achievements in learning a foreign language, as well as ways for further improvement of their knowledge, skills and competences; fourth, give the teacher an opportunity to assess the level of achievement of each student in learning a foreign language and to make, in the case of the need, an adjustment of their teaching activities; fifth, to ensure the person's social mobility [5].

Language portfolios may differ in content and structure from the portfolio, including a written student work and demonstrate the formation of only one communicative skill — letter, which reflects study of a special course, to the long-term portfolio reflecting the dynamics of growth, achievements and experience of the student in mastering foreign language (or several languages) as a whole.

The structure of the language portfolio includes the following sections:

- language passport, which contains information about where and when a foreign language was learned, describing the facts and the experience, assesses proficiency at regular intervals;
- a language biography, which is a brief description of the history of language learning, including self-communicative skills — listening, speaking, reading and writing — using the international six-level scale (or adapted Russian counterpart, which takes into account national identity and national traditions in this field) and special checklists (questionnaires) designed to make the target language, how it is easy or difficult to study, whether it is important for a learner; setting goals and planning their educational activity;
- files that make up the documentary evidence of linguistic and personal development to learn a foreign language (s), namely: essays, reports, articles, essays, as well as certificates of examinations, certificates of successful completion of courses or participation in international programs, diplomas, et al.

Thus, the concept of «language portfolio» makes it possible to expand the scope of training (classroom) process to include the experience of the students in authentic intercultural direct communication. And it is very important for the formation of the ability to communicate on an intercultural level which requires a constant search for the real access of authentic communication. The student must not tomorrow, but today, learn

the language at every stage of education, and have the opportunity to realize the importance of a pragmatic foreign language.

Language Portfolio, thus, is a kind of «mirror» of the process of learning a foreign language. It is a means of self-reflection.

Summarizing all the above, it can be stated that the language portfolio is an effective tool for the development of communicative competence and communicative culture.

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Тілдік портфель орта мектебінің жоғары сынып оқушыларының коммуникативті мәдениетін дамыту құралы ретінде

Мақалада «тілдік портфель» тұжырымдамасы, яғни, аутентикалық түрде мәдениетаралық қатысым тәжірибесінің болуы негізінде оқыту (сыныптық) үдерісінің шеңберін кеңейту мүмкіншілігінің берілуі қарастырылды. Мәдениетаралық деңгейде қатысымға қажетті қабілеттерді қалыптастыру аутентік қатысымды дамытуда үздіксіз ізденісті талап етеді. Авторлар оқушылардың қатысымдық мәдениетін, білім, іскерліктер, дағдылар мен құзыреттер деңгейін көрсететін рефлексивті өзін-өзі бағалауға көңіл бөлген.

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Языковой портфель как инструмент развития коммуникативной культуры учащихся старших классов средней школы

В статье рассматривается концепция «языкового портфеля», которая дает возможность расширить рамки учебного (классного) процесса за счет включения опыта учащихся в аутентичном межкультурном непосредственном общении. Это является очень важным, отмечают авторы, ибо формирование способности к общению на межкультурном уровне требует постоянного поиска реального выхода на аутентичное общение. В статье выделена рефлексивная самооценка учащихся, которая отражает уровень знаний, умений, навыков и компетенций, а также коммуникативную культуру.

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