

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 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?

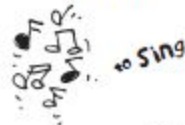
I use the language

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

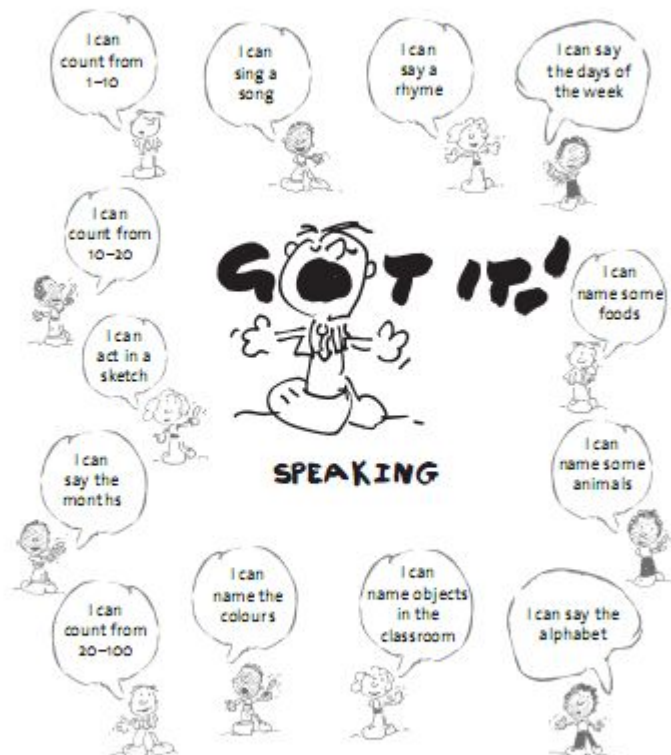
and I would like to learn these languages



WHAT I KNOW
AND CAN DO
IN LANGUAGES

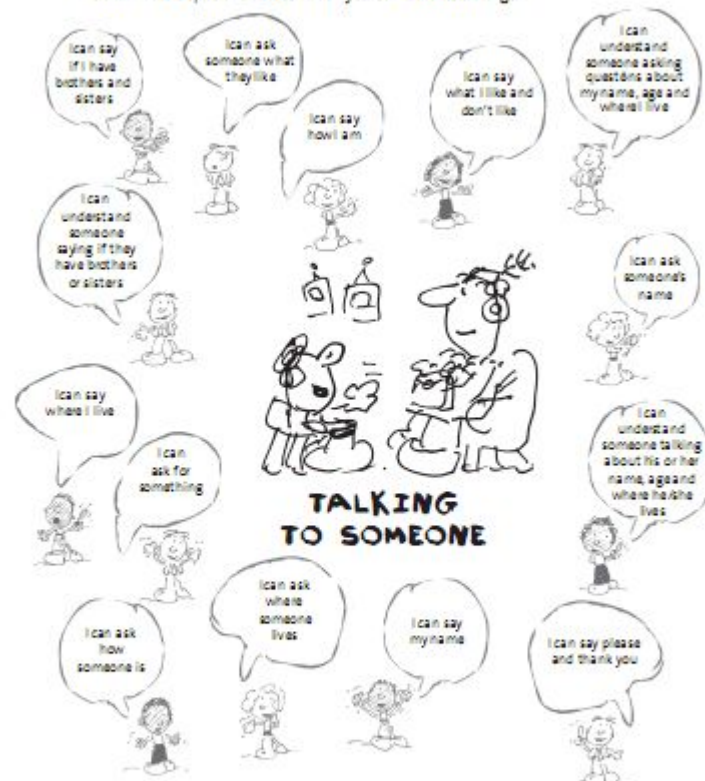
Language

Colour in the speech bubbles when you can do these things



Language

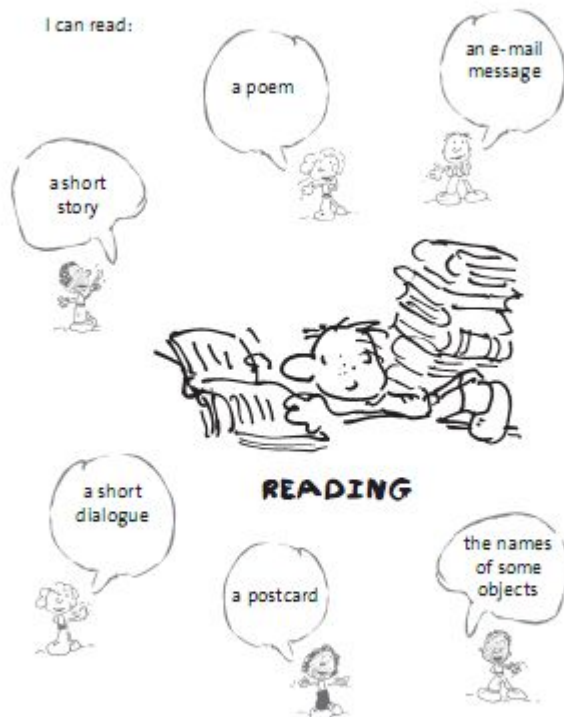
Colour in the speech bubbles when you can do these things



Language _____

Colour in the speech bubbles when you can do these things

I can read:



I can also _____

Language _____

Colour in the speech bubbles when you can do these things

I can:



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 ☐ very good ☐

I need to improve my pronunciation ☐

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!

