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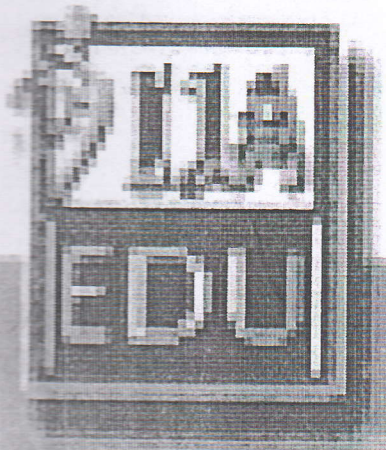
INTERNATIONAL E-JOURNAL of ADVANCES IN EDUCATION



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Копию заверяю: 19.04.19г.
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December, 2018Last Issue

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THE ROLE OF PORTFOLIO IN PROMOTING MULTILINGUAL EDUCATION IN THE REPUBLIC OF KAZAKHSTAN

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Abstract

The given article deals with the formation of a multilingual personality in the Republic of Kazakhstan in the light of the implementation of the trilingual programme of school education adopted in Kazakhstan. According to this programme special attention is paid to the study of languages, namely Kazakh, Russian and English. The formation of the personality of the intermediator of intercultural communication is defined as the final goal of foreign language education and the emphasis is paid to the development of such skills of students as self-evaluation, motivation and self-monitoring. The authors of the article propose the use of the Language Portfolio as means of promoting both multilingual education and self-regulated language learning. Moreover, while working with portfolio students develop their ability to realize the adequate self-esteem on the basis of so-called 'co-evaluation'. 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 European Language Portfolio and Common European Framework of References. The article contains samples of parts of the Portfolio (Language Passport, Language Biography and Dossier) developed in Kazakhstan as a tool to organize independent work of students and promote multilingual education. 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 native) languages, increasing motivation and the students' conscious attitude to learning foreign languages, which undoubtedly will improve the quality of a multilingual education.

Keywords: multilingualism, Language Portfolio, language personality, intermediator of intercultural communication, intercultural-communicative competence, self-assessment, self-evaluation, independent work of students, co-evaluation

1. INTRODUCTION

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 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 is the language of successful integration into the global economy." (N.A. Nazarbayev, "Strategy "Kazakhstan-2050"). 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.

To implement these strategic goals of education, a programme for the profiling of school education and teaching a number of subjects in foreign languages was chosen. So, in Kazakhstani schools there are now two directions introduced: socio-humanitarian and natural-science. Moreover, training is conducted simultaneously in both directions. So, in schools with the Kazakh language of instruction in the high school (10-11 grades), instructions in such subjects as World History, Geography and Russian Literature will be conducted in Russian, and in schools with Russian as the language of instruction in a high school, teaching History of Kazakhstan, Geography and Kazakh Literature is supposed to be conducted in the Kazakh language. In both types of schools, subjects in the field of science (Physics, Chemistry and Biology) will be taught in English (The policy of trilingual education in Nazarbayev Intellectual Schools. - Astana.-2013). Therefore each citizen is expected to know three languages fluently after school graduation.

However, the necessity to know several languages presupposes the formation of an adequate understanding of the place of foreign languages in the modern world and teaching the correct attitude towards the representatives of other cultures. Tolerance, respect, recognition of the right of other ethnic groups to self-determination and, at the same time, the global integration of society is not new in the modern world. Taking into account the fact that any language is a cultural code that shapes the philosophy of a human life, as well as its value system, style of behavior and way of thinking, it is necessary to set the goal of a multilingual education not just as the knowledge of the three languages by all children, but first of all as the integration of the world outlook of the three cultural codes. Each culture has its own language system, through which the native speakers communicate with each other, transmit and fix symbols, norms, customs, translate information, scientific knowledge and behaviors, beliefs, ideas, feelings, values and attitudes. Outside the language, culture is simply impossible, because language forms its foundation, its internal basis. Between the language and the real world there is a man - a native speaker of language and culture. It is he who realizes and perceives the world through the senses, creates on this basis his ideas about the world. Therefore, in the system of school education, special attention should be paid to the formation of the 'language personality' in the schoolchildren. The aim of the article is to introduce the domestic model of Portfolio which will contribute to the development of multilingual education in the Republic of Kazakhstan and to describe its role in the process of formation of the multilingual personality in modern schoolchildren.

2. 'LANGUAGE PERSONALITY' VS 'INTERMEDIATOR OF INTERCULTURAL COMMUNICATION'

'Language personality' is traditionally understood as a person, a native speaker, able to produce the speech activity, i.e. complex psycho-physical properties of the individual, allowing him to produce and perceive speech acts. In addition, the "language personality" can be understood as the basic national-cultural prototype of the native speaker of a certain language, which is fixed primarily in the lexical system, a kind of "semantic fingerprint" that is compiled on the basis of ideological attitudes, value priorities and behavioral reactions reflected in the vocabulary..."(Vorkachev S.G., 2001).

As regards teaching foreign languages, methodologists (Khaleeva I.A., Galskova N.D., and others) singled out the notion of a 'secondary language personality' which means a linguistic personality as "a person's ability to communicate at the intercultural level. This ability consists of mastering the verbal and semantic code of the language being studied, that is, the "language picture of the world" of the speakers of this language (the formation of secondary linguistic consciousness) and the "global (conceptual) picture of the world" (Galskova N.D., Gez N.I., 2004).

In the Kazakhstani methodology of teaching foreign languages, the concept of the "secondary language personality" as the aim of teaching foreign languages was questioned by Kunanbayeva S.S., who indicates the impossibility of forming "... such maximal qualitative levels of owning a target culture and language as .... 'secondary language personality', with the level of possessing the foreign language and culture proficiency similar to that of native speakers' ... in the absence of a linguistic-social and other cultural environment". (Kunanbayeva S.S.,2005). At the same time, the final qualitative result of foreign language education is determined by Kunanbayeva S.S. as the formation of the personality of the 'intermediator of intercultural communication' (*or "subject of intercultural communication" in her early works)*, by which she understands

"... a person with a high level of cognitive-knowledge and activity-communicative basics of intercultural communication, reflecting the presence of 'secondary cognitive consciousness' of the subject and ensuring the ability of the individual to adequately perform intercultural communication , flexibly reacting to the variety of communicative situations, while demonstrating a strong fixed socio- and linguocultural components of intercultural competence, communicative and behavioral culture, corresponding to the norms of the linguistic sociology" (Kunanbayeva S.S.,2013)

Thus, Kunanbaeva S.S. singles out "intercultural-communicative competence", which includes socio-cultural and linguistic-cultural components (Kunanbayeva S.S.,2005). As the author notes, the formation of the personality of the "intermediator of intercultural communication" is possible when the individual passes through three stages in perceiving the culture of the country of the studied language: 1) the ethnocentric perception of the culture of the language being studied as the initial level of obtaining ideas about the culture of the country of the studied language through norms and values of one's own culture; 2) the formation of cultural self-determination by means of the foreign language, through the accumulation of knowledge about the variability of styles and life of the communities studied; 3) the formation of the personality of the "intermediator of intercultural communication", as the highest level of socio-cultural competence, recognized as the goal of the whole life of the individual.

Kunanbaeva S.S. considers such sub-competences as linguocultural, social, sociocultural, conceptual, personality-centered, cognitive, communicative to be the components of the Intercultural - communicative Competence (ICC). Moreover, the process of forming the ICC will be effective when a reflexive-developing principle of foreign language education (i.e. inclusion of self-assessment, self-evaluation, reflection) is taken into account.

3. LANGUAGE PORTFOLIO AS A TOOL TO PROMOTE MULTILINGUAL EDUCATION

In the 90-ies in the countries of the European Union the formation of standards for teaching foreign languages was 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".(Galskova N.D., 2000; Protasova Ye.Yu., 2004)

The creation 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 in 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 their 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.

In Kazakh University of International Relations and World Languages named after Ablaikhan, 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 a 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 (Savankova M.V., 2004).

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. Below we present a sample of the Language Passport.

Language Passport Language_____

Languages and you.

Languages in my daily life._____

The languages of communication in my family and the languages spoken by my immediate family _____

Where I studied _____

Languages I studied at school _____

Languages I studied outside the school _____

Stay abroad _____

Projects _____

Languages of instruction _____

My knowledge of other countries and people who speak other languages.

I have friends in another country _____

I regularly contact with my friends _____

I visit other countries _____

I listen to news that is happening in other countries _____, etc.

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.

I.My language learning aims.

Language _____

(Write about your goals, what language and how you want to learn)

Why are you studying this language? Language you need for work, travel or for study?

_____

*What do you need to be able to do in the language?*_____

What is more important for you: understand speech by ear, write, speak or read?

_____

Do you need to achieve a certain level of language skills?

_____

Do you think that it is better for you to learn languages?

_____

The second section is named as *My language learning history*- the student lists his experience of studying foreign languages in a chronological order.

II. My language learning history.

I can listen to the text and transform its content into the diagram, etc.			*25*
Writing			
I can write an essay about my diet			*29*
I can write an apology- letter, etc.			*35, 141*
Speaking			
I can name the internal organs			*131*
I can ask the partner about his daily routine			*25*
I can talk about illnesses			*131*
I know the difference between 'sorry' and 'excuse me'			*35*
I can apologize			*35*
I can reply the 'tag-question' politely, etc.			*34*
Grammar			
I know the difference between Present Simple and Present Continuous			*24*
I know the verbs which are not used in Present Continuous, etc.			*24*
Phonetics			
I can pronounce the 'igh' between consonants			*23*
I can pronounce the letter 'l' between the consonants, etc.			*23*

In the third part - the *Dossier* - the student collects all the materials that testify to his success in mastering the 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 also be used to demonstrate to others what he/she is capable of. In addition, the Dossier may contain models, examples, samples and a description of the course programme.

In the process of experimental training, the students demonstrated an increase in interest, motivation to learn the language, the need for self-improvement in their level of language proficiency, and, what is very important, the 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 (to varying degrees) of responsibility for learning outcomes.

4. CONCLUSION

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 the achievements of students, implements the principles of personality-oriented and reflective approaches in teaching that can significantly improve the effectiveness of multilingual 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 native) languages, increasing motivation and the students'

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