

Language policy (Primary Years Programme)

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The teachers working at school 1231 support this idea, understand the importance of learning languages and permanently improve their competence in the following area.

Basically children with native Russian language can be admitted to school 1231.

The students, whose native language differs, attend extra Russian language classes. Special tutors teach them individually or in small groups. The individual educational route for such students (whose native language is not Russian) is provided with 3 academic hours a week for learning Russian.

Native language

Learning of a native language aims to form the initial conception of unity and variety of linguistic and cultural expanse of the Russian Federation, of a language as a basis of national consciousness and self identity. The teachers develop the idea that a language is a national cultural phenomenon and the main tool of human communication, importance of Russian language as the state language and the language of inter-ethnic communication.

Learning of Russian language in primary school is focused on developing of the students' speech, thinking, imagination, their ability to choose the appropriate language resources according to a contact situation; upbringing of a positive, emotional and valuable attitude to the native language; awakening of a cognitive interest to a word, aspiration to their speech improvement.

Cultural traditions of the students, whose native language is different, are supported and kept by means of holding folk festivals, cultural conferences and by the special subject 'The basis of religious culture and ethics'.

The teachers understand that a text analysis gives wide opportunities for forming of the following: logical thinking, skills of comparison, establishing cause and effect connection. Orientation in morphological and syntactical language composition, mastering of a word and sentence structure, graphical images of letters – all of these promotes development of symbolic activities. For example - substitution (sound-letter), modelling (schematic word structure) and model transformation (word modification). Learning of a native language creates conditions for forming of a 'language feeling' - as a result of orientation in the grammatical and syntactical structure of a native language. It provides a successful development of speech forms and functions according to a student age, including functions of generalization and planning.

During the lessons of literary reading the teachers work on understanding that literature is a national and global cultural phenomenon, the tool for keeping and transmitting of moral values and traditions. The literary reading lessons are considered as a means for constructing the conception of the world, of the Russian culture and history.

The teachers interact with parents, creating the need for systematical reading in the students' minds. An extra-curricular class of after school reading (financed by the government) supports this effort.

The primary school teachers set a goal to develop speech competences at other lessons. For example, while studying a subject 'Literary reading', the students learn to create dialogues for different communicative situations according to the rules of speech etiquette, to take part in the discussion about the read literary works. The students gain initial skills for working with educational and scientific literature, for finding and using information for practical work.

Foreign language

At school our students learn:

- English as the first foreign language;
- German or French (optional) as the second foreign language.

The goal of learning a foreign language at school № 1231 is fostering of new personal senses, considering a foreign language as a tool for learning about new cultures, using a foreign language as means of international communication.

All pedagogical staff believes that the process of mastering a foreign language in primary school forms an active life attitude.

Familiarity with examples of a foreign folklore, expressing viewpoints about literary characters, and taking part in role plays at the lessons – stimulates the formation of the students as members of civil society.

As a result of learning a foreign language in primary school we obtain the following:

-creating of an elementary foreign communicative competence, i. e. an ability and readiness to communicate with foreign speakers in oral (listening and speaking) and written forms (reading and writing), regarding potentialities of the primary school students; broadening of a linguistic perspective and the language conception;

-laying the foundation of communicative culture, i.e. an ability to set and solve communicative tasks; to use verbal and non verbal means of the language; to observe the speech etiquette; to behave politely and friendly with the interlocutors;

-fostering of positive motivation and a firm cognitive interest to the subject, which is the basis of a successful educational activity in learning of a foreign language in a secondary school.

A foreign language teaching is conducted according to the Federal State Educational Standards of primary education, which were passed in 2004.

English language is a compulsory subject. It is learnt during the whole primary school (1-4 grades).

The students and their parents have a right to choose the second foreign language (German or French), which is learnt in 2-4 grades (twice a week).

Learning the language

This area makes provision for development of basic linguistic and communicative skills:

- skill of considering a correct writing as a manifestation of the personal cultural level;
- skill of orthographic and punctuational rules usage while writing or creating texts;
- receiving initial conceptions about the language system and structure: getting acquainted with phonetics and graphics, lexis, word building, morphology and syntax;
- skill of finding, comparing and classifying of sounds, letters, word parts, parts of speech, parts of sentence, which will construct the basis for the further development of educational, logical and cognitive skills .

Learning through the language

A language helps to form the basis of the communicative culture: the abilities to set and achieve communicative goals, to use familiar verbal and non verbal communicative recourses in the appropriate way, to follow the speech etiquette and to become polite and friendly interlocutors.

The teachers support the idea, that while learning a language in the primary school the students develop their speech, thinking, imagination, the ability to choose the language recourses according to the communicative goal; it helps to foster a positive emotional and valuable attitude to the world, to awaken cognitive processes.

Learning about the language

The students will receive initial conceptions about the language standards (orthographic, lexical, grammatical) and the rules of speech etiquette; they will learn to orient themselves in the targets, goals, recourses and conditions of

communication. It aims to form communicative skills necessary for a successful dialogue: orientation towards the partner, taking into account different points of view, aspiration to the clearest expression of personal opinion, the ability to ask questions.

Resources and conditions

Teachers, administrators and subsidiary staff of the school share and support the language policy. All primary school teachers teach the native language.

English language is essential for the teachers: for studying of the IB documents, participating in language practice, conducting business correspondence.

A common informative and educational environment has been created at school, which basic elements are the following:

- printed educational resources;
- informative and educational resources on changeable optical devices;
- informative and educational Internet resources;
- computing and telecommunications infrastructure.

An important role in learning languages allots to the school library. Russian and English printed recourses are widely represented in the library; you can also find literature in German and French there. It is rich media recourses and periodicals.

The classrooms equipped with modern teaching facilities like interactive blackboards, computers with the Internet access, projectors and etc.

The language policy is compulsory for all the participants of the educational process.