Использование интегративной технологии "Языковое портфолио" на уроках английского языка

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Аннотация. Современные тенденции в преподавании иностранных языков включают поиск новых возможностей для языкового образования. Ведение языкового портфолио можно отнести к инновациям в преподавании иностранного языка. Авторы многих учебных материалов разработали языковое портфолио. Мы работаем с "Моим языковым портфолио", разработанным для учебных материалов "Английский в фокусе" в 8-9 классах. В дальнейшем планируется продолжить работу с этой технологией в 10-11 классах.

Ключевые слова. Преподаватель английского языка, языковое портфолио, современные технологии, иностранные языки, учебные материалы, инновации.


Using the "Language portfolio" integrative technology in English lessons

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Abstract. Modern trends in teaching foreign languages include the search for new opportunities for language education. Maintaining a language portfolio can be attributed to innovations in the teaching of a foreign language. The authors of many teaching materials have developed a language portfolio. We are working with "My Language Portfolio" developed for the teaching materials "English in focus" in grades 8-9. In the future, it is planned to continue working with this technology in grades 10-11.

Key words: English teacher, language portfolio, modern technology, foreign languages, teaching materials, innovations.
INTRODUCTION

One of the significant requirements of modern education is the mandatory use of active teaching methods, which are supported by innovative pedagogical technologies. A large number of works have been published on this topic. A number of them are devoted to the development and implementation of various active teaching methods in the educational process. Many works are devoted to the use and evaluation of the effectiveness of the application of these methods in the educational process both in higher education and in secondary educational institutions, schools, colleges. The authors refer to active methods such technologies as problem-based and project-based learning technologies. This type also includes interactive, game, computer technologies. It is important that these technologies are implemented by encouraging students to active mental and practical activities. This helps to increase the efficiency of the processes of mastering educational material. The portfolio method is considered by the authors as one of the effective options for implementing active forms of learning [1]. It is noted by many authors that this method is a modern educational technology. The basis of this technology is the method of authentic evaluation of the results of educational and professional activities.

In this paper, the Portfolio technology is considered in the following aspect. This technology is a way of fixing, accumulating and evaluating individual educational results of a student. Moreover, fixation, accumulation and evaluation is carried out over a certain period of time, that is, for a certain period of his training. During this period of study, the portfolio can take into account the results in various types of student activities. As a rule, this is an educational, creative, communicative activity.

In this article, we focus on the language portfolio. The language portfolio is one of the innovations within the framework of the technology under consideration, since we consider it as a leading innovation for teaching foreign dialects in a particular English language. The paper shows that this ensures both the improvement of the productive educational and cognitive activity of the student, and his individual development as a subject of training. From the point of view of the teacher, the language portfolio allows you to evaluate the student's achievements in mastering the external dialect in question. This is achieved through the intellectual self-
assessment of the student. At a certain time interval, the dialect portfolio allows both the student and the teacher to follow the progress of the dialect fixation. Since this is carried out over a certain period of time, then, therefore, it is during this period that the portfolio reflects the "biography" of the student's language progress.

Thus, we can conclude that a portfolio is more than just a folder with student work. Within the framework of the portfolio, planning and a specially organized individual selection of materials and documents are carried out at a certain time interval. The totality of these materials demonstrates the efforts, dynamics and achievements of the student in various fields. According to many authors, the ultimate goal of an educational portfolio can be formulated as evidence of a student's progress based on the results of his educational activities.

Within this paradigm and intended purpose, a language portfolio can be an important aid in shaping the student's ability to evaluate not only his own exercises, but evaluate him as a person as a whole. It also contributes to the assessment of his ability to communicate with other people, and this is considered as one of the tools for his self-development. The importance of a language portfolio for an English teacher is also essential in the learning process. The language portfolio acts as a tool for developing students' self-assessment skills. As a result, we note that the main goal of maintaining a portfolio is to develop students' reflection skills about the work done. Based on these skills, students develop the ability to self-assess their level of English proficiency [2].

**AIMS AND METHODS OF RESEARCH**

The language portfolio (My Language Portfolio) as a separate component of the teaching materials "English in focus" ("Spotlight") for grades 8 - 9 of the publishing houses "Prosveshchenie" and "Express Publishing" is an ideal basis for organizing self-control, self-analysis, self-assessment of primary school students at English both during and after school hours. Representing a portfolio of students' personal achievements, the language portfolio offers a variety of additional materials on mastered textbook topics and creative tasks that motivate students to work independently [3].

Agreeing to N.D. Galskova, a language portfolio may be a record in which understudies record their accomplishments and encounter in acing a non-native language. [4].

Concurring to N.F. Koryakovtseva, "a language portfolio is caught on as a bundle of working materials that speak to one or another result of a student’s learning movement in acing a foreign language, giving the student and instructor the opportunity to freely or together
analyze and assess the sum of work and the extend of understudy accomplishments within the field of language and culture, the flow dominance of the considered language in different viewpoints [5].

Moreover essential is the definition of the European Dialect Portfolio, which summarizes the over judgments: “... the European Dialect Portfolio ... may be an individual report that permits a individual to illustrate his etymological competence in various languages and contacts with other societies, additionally guides him towards learning other languages.

The special educational reason of the dialect portfolio for the EMC "English in Center" as an instructive device is that it is pointed at upgrading autonomous learning exercises for acing the English dialect. The language portfolio makes a circumstance of advancement and guarantees genuine association and individual duty for the course of the educational process. The additional education program - "Language Portfolio for EMC "English in Focus" as an Effective Means of Self-Evaluation and Reflection of Primary School Students" - is designed for students in grades 8-9 of various orientations (general education, gymnasium, lyceum, pre-profile classes) of general education institutions: secondary schools, gymnasiums, schools with in-depth study of the English language.

- Advantages of the “Portfolio” during the learning English:
  - shifting the focus from the shortcomings of students' knowledge and skills to specific achievements on this topic, section, subject;
  - dominance of self-esteem in relation to external evaluation;
  - creation of conditions for independent educational and cognitive activity;
  - formation of the ability for adequate self-assessment of students during the learning process on the basis of self-control and self-correction.
  - maintain high academic motivation.
  - encourage their activity and independence, expand learning and self-learning opportunities;
  - create prerequisites and opportunities for successful socialization of graduates.

On the other hand, there are some disadvantages for the “Portfolio” during the lesson. For example, nobody says anything about children who have problems with studies. For example, if you teach math in English at secondary school, there’ll be some students who don’t pass this subject. It’ll be a hardy subject and matter for some children, so teaching math in
English will be more difficult for them to achieve the objectives, but for other students would increase their English level [6].

**WHY USE PORTFOLIOS?**

<table>
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<th>Provide a way for students to value themselves as learners</th>
<th>Encourage self-directed learning</th>
<th>Enlarge the view of what is learned</th>
<th>Demonstrate progress toward identified outcomes</th>
<th>Motivate</th>
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Figure 1. Why we use portfolio an English lesson?

The language portfolio for the EMC "English in Focus" ("Spotlight") for grades 8-9 includes thematic project work, during which schoolchildren apply the subject skills and knowledge formed in the main English lessons, use well-known material, which ensures continuity and continuity educational process. The language portfolio acts as a implies of instructing the English language and culture, guarantees the actuation of the inventive potential of the identity of essential school students, and contributes to the improvement of beneficial instructive and extend activities.

**RESULTS AND DISCUSSION**

We are considering a program of additional education. Such programs make extensive use of project-based learning methods. At the same time, the project method within the framework of the additional education program is used as a component of the portfolio technology. This is a very important aspect of the educational activities of students, as it is directly related to the disclosure of their creative abilities. The portfolio of students is formed in accordance with their interests and hobbies. Within the framework of project activities, this is reflected in the formation of creative abilities and the development of critical thinking. It is
important that students gain problem-solving and decision-making skills. This, in turn, contributes to personal and creative self-realization. It is important to create a situation in which students strive to achieve their own goals. When achieving this goal, they need to plan the steps to move towards the goal and get the result. In such a situation, students learn to act both independently and in cooperation with classmates. There is a teamwork effect. This is very important for middle school students. This fact is taken into account in the language training program. Middle school students are characterized by a constant desire for independence, self-affirmation and self-determination. Thus, it is this group of students that is most receptive to emotional and value development and spiritual and moral education.

Let us note some aspects that are related to the relevance of the proposed training program. One of the main aspects is that the relevance of the program is due to the compliance of its content with the requirements of the Federal State Educational Standard (FSES) of primary education. The same applies to the exemplary basic educational program of an educational institution (elementary school). In our case, the language portfolio is the basis of this program. It is its presence that ensures the development of students' abilities and readiness for independent and continuous study of the English language. It is safe to say that the language portfolio stimulates students to further self-education. This is important for their further development, in particular, with the help of language portfolio technology, they are moving towards options for using English in other areas of knowledge. We note the possibility of using the language portfolio both during school hours and after school hours. This feature allows continuous improvement of language knowledge and skills at any time. Accordingly, based on this thesis, we can assume that the proposed technology makes the program of additional education universal.

The content and principles of construction of this program are essential. Based on the requirements for different levels of education, the technology allows solving the following general educational and upbringing tasks that are of general importance regardless of the level of training (secondary or primary school). We formulate these tasks as follows:

- the need to realize the relationship and continuity of general and additional education within the subject "English";
- the requirement to improve the general level of English language proficiency;
- the opportunity to develop the individual abilities and self-esteem of each child;
- ensuring cultural and social continuity of generations.
Forms of conducting classes when working with a language portfolio

- Independent work.
- Group classes under the guidance of a teacher (training in cooperation).
- Work in pairs.
- Collective discussions and discussions.

Figure 2. Forms of conducting classes when working with a language portfolio in English lesson.

From the point of view of the effectiveness of self-assessment and reflection of students, the programs and the planned learning outcomes for the program "Language Portfolio for Teaching Materials" English in Focus "demonstrate quite good results. They are effective means of self-assessment and reflection of primary school students, as they are based on system-activity, student-oriented and differentiated approaches to teaching English. In fact, these are the main principles that are embedded in the programs and they are directly consistent with the main ideas and provisions of the Federal State Educational Standard of Primary Education.

We note the importance of differentiation of training in this program. Differentiation lies in the fact that the teacher and students have the opportunity to choose project work from the many works that are offered in the language portfolio. The implementation of the selected design work is carried out taking into account the individual characteristics of the students and the appointed time period, that is, taking into account the number of hours and the selected tasks. It is important for the teacher to be able to independently develop tasks. It can form personal requirements for the design of students' language portfolios. Also, the teacher determines the deadlines for working on assignments and determines the points in time when the results should be presented in the portfolio. However, it should be noted that the language portfolio is the property of each student. Based on this, the student is absolutely free in choosing the method and structure of his portfolio, as well as in its design.
The use of a language portfolio as a means of reflective teaching of the English language is due to the general trend language education on independent learning activities of students. Thus, the technology of using the language implements an innovative approach to the educational process and is an important factor in the development of students' abilities for independent work:

- expands the possibilities of self-learning, self-organization, self-development for adolescent schoolchildren;
- serves as a means of informal assessment of students' achievements in the subject "English";
- permits students to see the middle of the road comes about of their endeavors (which isn't continuously conceivable with the conventional appraisal framework);
- gives students the opportunity to control the learning handle, set particular objectives and accomplish them;
- develops individual language abilities of students;
- actualizes by and by noteworthy inspiration for intercultural communication (learning based on individual encounter);
- improves the circumstance of victory in instructive exercises, which contributes to positive self-assertion of the person, impacts the arrangement of esteem states of mind;
- creates the want of understudies to illustrate their capacities, aptitudes, accomplishments, triumphs;
- enacts the student as a subject of free imaginative activity.

The portfolio of students includes: the results of test papers, tests, algorithms; projects; written creative works; diplomas, certificates and other evidence of certain achievements of students.

In the process of creating a portfolio, students develop general academic skills (systematization, generalization, comparison, classification, etc.), design skills (selection and formulation of goals, determination of performance results, planning), organizational skills (ability to keep business records, find necessary data, etc.). Special attention is required by the portfolio evaluation mechanism, which it is implemented as follows:

- only the process and nature of work on the portfolio is evaluated;
only mandatory portfolio headings are evaluated according to the specified criteria;

- all categories are evaluated, the overall score is output as an arithmetic mean;
- the final version of the portfolio is evaluated according to pre-defined criteria;
- not only the portfolio itself is evaluated, but also the quality of its presentation;
- the portfolio is not evaluated, and the student selects individual parts for presentation at the final lesson [7-14].

The English in Focus programs, as an effective tool for self-assessment and reflection of younger students, are built in accordance with the basic methodological standards for teaching English at school. These norms, as a rule, include the following: awareness and movement; sustainable discursive interaction; a combination of regenerative and productive types of speech movement, including perceptibility, consistency, reachability, quality, consistency and accessibility. Traditional classes according to the program are considered to be held in the English language classroom. As a rule, this office is a specialized room prepared for foreign language classes. The classroom is equipped with the necessary technical means for conducting audio and video classes. There are voice recorders or other sound recording equipment, a computer with Internet access [15-16]. In the classroom, a multimedia projector, screen, speakers are used. Scissors, sheets of paper, sticks, felt-tip pens, picture postcards, photographs, advertising brochures and glossy magazines will be needed when planning and organizing training sessions and independent work of students. For the possibility of printing, scanning and duplicating printed material, a copier, scanner, printer is used.

CONCLUSION

So, in conclusion, let us briefly formulate the main conclusions that follow from the consideration in the article of English language training programs based on project activities in the framework of the formation of a language portfolio by students. It can be concluded that the language portfolio develops not only the mental abilities of the student, but also reveals his personal qualities, which is important at the present stage of development of society.

Moreover, the language portfolio helps to increase the student's motivation in the learning process. Students are responsible for the results of the educational process. This, in turn, contributes to the formation of a conscious attitude of schoolchildren to the learning
process and to the results that are planned to be obtained within the framework of this training. Without a doubt, it can be argued that the language portfolio contributes to the personal growth of students.

On the other hand, if we talk about teachers who use this technology, we note that the language portfolio significantly helps the teacher. First of all, the portfolio allows you to effectively analyze the process of learning a foreign language.

If we talk about the learning process itself, we note the following. Through the use of a language portfolio, the goals of teaching foreign languages are specified in the learning process. Therefore, this allows you to better organize the learning process. Improves student-teacher interaction. The learning process in this case is analyzed together with the students. This is done based on the student's self-assessment, his needs and motives. In the course of training, it is possible to adjust the content of the course of study, which means that it is possible to find an individual approach to students and form an individual learning path for each student.

Thus, the language portfolio allows in the learning process to form the goals of teaching additional foreign languages, adjust these goals in order to better organize educational work. Within the framework of this technology, the process of analyzing training preparation together with students is encouraged. This joint process is based on self-esteem, needs and inspiration of the student, which in many ways can change the essence of training in the direction of maximizing the abilities of students and the formation of an individual approach to students.

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