

ТЕХНОЛОГИЯ «ЯЗЫКОВОГО ПОРТФЕЛЯ» КАК СРЕДСТВО ПОВЫШЕНИЯ КАЧЕСТВА ЯЗЫКОВОЙ ПОДГОТОВКИ В УСЛОВИЯХ НЕЯЗЫКОВОГО ВУЗА

С. М. Саиджалалова,

доктор философии по педагогическим наукам (PhD),
доцент кафедры “Современный русский язык” УЗГУМЯ

LANGUAGE PORTFOLIO TECHNOLOGY AS A MEANS OF IMPROVING THE QUALITY OF LANGUAGE TRAINING IN A NON-LINGUISTIC UNIVERSITY

S. M. Saidzhalalova,

Doctor of Philosophy in Educational Sciences (PhD),
Associate Professor of the Department of Modern Russian Language at UZSUMYA

Annotation

In the modern world, personality development occurs in new socioeconomic and political conditions, changing approaches to teaching and learning. In recent years, the education system has undergone changes that have led to a re-evaluation of traditional teaching methods and a search for new technologies to optimize the educational process. The primary objective is to create conditions for students to develop personal autonomy, as well as adequate self-monitoring and self-assessment during foreign language learning.

Key words : personality, professional identity of a person, linguistic portfolio, electronic portfolio, non-electronic portfolio.

A language portfolio is an effective way to develop the necessary skills for reflection and assessing cognitive achievements. It is used to identify student progress in foreign language learning. Unlike other methods of monitoring and assessment, the effectiveness of a language portfolio is characterized by a logically justified assessment and self-assessment, which is ensured by the academic achievements and creative results reflected in the language portfolio, as well as by evaluation criteria and the integration of the student's personal experience into the foreign language learning process. As a means of self-assessment, a language portfolio serves as a vector for increasing student motivation to learn a foreign language. In this article, we present a language portfolio not as an educational technology, but as a means of student self-assessment during the process of learning a foreign language.

In the modern world, personality development occurs in new socioeconomic and political conditions, amidst a different moral and ethical climate, changing approaches to teaching and upbringing. Recent changes in the education system have led to a reassessment of traditional

methods and technologies for teaching foreign languages. The priority of education system reform is the use of active teaching methods that foster students' personal autonomy, developing their ability to analyze, reason, plan, combine, and create new products. This also includes developing knowledge of cultural norms and social constraints in communication, customs, traditions, and etiquette, as well as a stronger focus on communication tools characteristic of national and class mentalities. Following Galskova, we define communicative competence as the ability and willingness to engage in interpersonal and intercultural communication with native speakers, which implies the development of linguistic, verbal, sociocultural, compensatory-educational, cognitive, and communicative competence. In the context of the formation of communicative competence, these scientists identified three main characteristics of personal qualities necessary for adequate communication:

- practical mastery of a separate resource of verbal and non-verbal means to actualize the informational, expressive and pragmatic functions of communication;
- ability to diversify means of communication in the communication process;
- speech construction in accordance with standards (linguistic and speech).

The language portfolio technology (from the French porter – to carry + feuille – sheet) is a comprehensive set of diverse work materials reflecting the educational results accumulated during the learning and mastering of a foreign language. This set of materials offers a wide range of opportunities for both the student and the teacher. The language portfolio includes assignments, projects, reports, and written work demonstrating the successful acquisition of communicative skills. Based on the results, the teacher analyzes and evaluates such indicators as the volume of completed academic work and the diversity of achievements in foreign language learning, as well as practical educational experience in this field. We believe that the language portfolio is one of the most effective foreign language teaching technologies, promoting the formation and development of communicative competence in foreign language lessons and simultaneously serving as a means for students to self-monitor and self-assess their educational achievements.

The goals and forms of working with a language portfolio in foreign language lessons can vary, as a language portfolio is a very flexible teaching tool that can be adapted to virtually any learning situation. These situations can vary in both goals and methods, means and conditions of learning, as well as in the age and individual characteristics of students and their level of foreign language proficiency. A language portfolio is created in accordance with the student's age and educational program. In it, the student regularly records their results, achievements, and experience in mastering a foreign language. A language portfolio for students is developed in accordance with the European concept of a language portfolio. Both the cognitive and emotional development of each age group of students are taken into account. Various technological resources are used in the process of teaching a foreign language so that

the student has the opportunity to: assess their level of foreign language proficiency; consciously and responsibly approach the process and results of language acquisition, respond to the study of a foreign language; Together with the teacher, find the most rational ways to improve your knowledge and skills, and also be able to independently organize work on learning a foreign language.

Thus, communicative competence is a key competency, the development of which is an integrated goal at all stages of foreign language learning. Communicative competence is the ability and readiness to communicate with native speakers, which implies the development of linguistic, speech, sociocultural, as well as compensatory and educational-cognitive communicative competence. The "language portfolio" technique facilitates the effective development of communicative competence. A language portfolio is a tool for documenting and assessing students' language skills, allowing for the improvement of the educational process. Our research has demonstrated that using a language portfolio as a tool for developing communicative competence in foreign language learning is an important methodological aspect of achieving personal, meta-subject, and subject-specific results in foreign language education.

A language portfolio plays a significant role for students whose careers will involve language practice. It helps shape students' professional development. The main idea behind a language portfolio is to provide students with a broad range of language skills. A portfolio gives students the opportunity to demonstrate their knowledge and experience related to language activities. A portfolio can include a full range of language data, reflecting a wide range of skills and may include tests, word processing, written assignments, essays, feedback, and reflection. Norton and Widburg describe a portfolio as a systematic and selective collection of student work that demonstrates students' motivation, academic growth, and level of achievement. The main idea behind a portfolio is to showcase and reflect students' language experience and their language abilities. Portfolio development is facilitated by the work of teachers and students, who contribute various types of work to the portfolio.

Students can decide for themselves which works to include in their portfolio. This process of selecting and presenting their work, as well as the process of assessing and self-evaluating their own performance, is a key aspect of any portfolio. Electronic portfolios are also discussed in the article. It should be noted that students' language portfolios (both electronic and non-electronic) are an important element in facilitating professional self-determination, as they can easily assess what they already know, what they still need to work on, and what they need to learn. A language portfolio includes current language understanding relevant to assessment, can be used by a variety of users, and covers a wide range of language skills. The process of creating a portfolio is also viewed as a learning process, requiring the attention of both the

student and the teacher. It helps develop self-esteem, promotes self-reflection, decision-making, and motivation.

A language portfolio can be created electronically. An e-portfolio is a digital version of a portfolio and is a prime example of information and communication technology (ICT). Electronic portfolios consist of processed documents, blogs, wikis, diagrams, and other specialized tools that can include a wide range of digital resources, such as video and audio recordings, classroom discussions, forum contributions, and other electronic works. The language portfolio can be diverse and demonstrate a variety of language skills.

Students can use an electronic portfolio to evaluate themselves with both instructors and peers. After completing a task, this service provides feedback and recommendations for further improvement. Researchers believe that self-assessment in an electronic portfolio is an important element for self-reflection and overall self-determination. An electronic portfolio is easily adapted to the student's needs and is more portable and mobile than a paper portfolio. An electronic portfolio can utilize tools tailored to the specific audience, as required by instructors, employers, and others.

A language portfolio is a tangible, personalized educational product that a student creates while studying a foreign language and the culture of the native speaker's country. In the area of practical acquisition of a foreign language and culture, using a language portfolio in a student's independent work allows them to address not only current educational objectives related to practical acquisition of a foreign language but also broader language education goals. What is a student's language portfolio? A language portfolio is defined as a set of working materials that reflect a particular experience or result of a student's learning activities in mastering a foreign language.

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