

MODEL OF TEACHING RUSSIAN, WHICH IS ATTACHED TO THE DEVELOPMENT OF SPEECH COMPETENCIES THROUGH THE TECHNOLOGY "LANGUAGE PORTFOLIOS"

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Abstract

This study is devoted to the development and implementation of an innovative model of Russian language teaching aimed at the effective development of students' speech competences with regard to their future professional activities. The model is based on the application of the technology of «language portfolios», which allows creating an individual learning trajectory for each student. To develop and test the model of Russian language teaching, which will contribute to the formation of students' all necessary speech skills for successful communication in the professional environment. Modern realities require from university graduates not only deep theoretical knowledge, but also developed communicative skills. The use of «language portfolios» technology allows making the process of Russian language teaching more individual, focused on the practical needs of students and contributing to their successful socialization in the professional environment.

Keywords: learning model, Russian language, language portfolios, speech competences, professional sphere, individual approach, project activity.

"TIL PORTFELLARI" TEXNOLOGIYASI ORQALI NUTQ KOMPETENTSIYALARINI RIVOJLANTIRISHGA ILOVA QILINGAN RUS TILINI O'QITISH MODELI

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Annotatsiya

Ushbu tadqiqot talabalarning kelajakdagi kasbiy faoliyatini hisobga olgan holda nutq kompetentsiyalarini samarali rivojlantirishga qaratilgan rus tilini o'qitishning innovatsion modelini ishlab chiqish va joriy etishga bag'ishlangan. Model har bir talabaning individual ta'lim traektoriyasini yaratishga imkon beradigan "til portfelli" texnologiyasidan foydalanishga asoslangan. Kasbiy muhitda muvaffaqiyatli muloqot qilish uchun talabalarda

barcha zarur nutq ko'nikmalarini shakllantirishga yordam beradigan rus tilini o'qitish modelini ishlab chiqish va sinovdan o'tkazish. Zamonaviy voqelik universitet bitiruvchilaridan nafaqat chuqur nazariy bilimlarni, balki rivojlangan aloqa ko'nikmalarini ham talab qiladi. "Til portfellari" texnologiyasidan foydalanish rus tilini o'qitish jarayonini yanada individual, talabalarning amaliy ehtiyojlariga yo'naltirilgan va ularning professional muhitda muvaffaqiyatli ijtimoiylashuviga yordam beradi.

Kalit so'zlar O'qitish modeli, rus tili, til portfellari, nutq kompetentsiyalari, kasbiy soha, individual yondashuv, loyiha faoliyati.

МОДЕЛЬ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ С АППЕЛЯЦИЕЙ НА РАЗВИТИЕ РЕЧЕВЫХ КОМПЕТЕНЦИЙ ПОСРЕДСТВОМ ТЕХНОЛОГИИ «ЯЗЫКОВЫХ ПОРТФЕЛЕЙ»

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Аннотация

Данное исследование посвящено разработке и внедрению инновационной модели обучения русскому языку, направленной на эффективное развитие речевых компетенций учащихся с учетом их будущей профессиональной деятельности. В основе модели лежит применение технологии «языковых портфелей», которая позволяет создать индивидуальную траекторию обучения каждого студента. Разработать и апробировать модель обучения русскому языку, которая будет способствовать формированию у студентов всех необходимых речевых навыков для успешной коммуникации в профессиональной среде. Современные реалии требуют от выпускников вузов не только глубоких теоретических знаний, но и развитых коммуникативных навыков. Использование технологии «языковых портфелей» позволяет сделать процесс обучения русскому языку более индивидуальным, ориентированным на практические потребности студентов и способствующим их успешной социализации в профессиональной среде.

Ключевые слова Модель обучения, русский язык, языковые портфели, речевые компетенции, профессиональная сфера, индивидуальный подход, проектная деятельность.

Introduction:

Considering the shift from teacher-centered approaches to learner-centered approaches and instruction, it can be said that process-oriented approaches should be adopted in curriculum designs. The basic hypothesis in process-oriented approaches is that certain skills and strategies used to understand or produce speech exist on the basis of each language behavior. The learning environment is important because students realize their abilities and potential in the learning environment.

One method of process-oriented assessment is certainly the portfolio. Constructivist approach is presented based on portfolio research. Because the student needs a construct in his/her mind for each research and activity that will be placed in the portfolio [Azimov, E., 2018, 45-46]. He/she reflects his/her learning in his/her studies. From this point of view, it can be said that the application of portfolios contributes to constructivist learning theory. Multilingualism is now being promoted and the importance given to language learning is increasing to ensure that modern nations can keep up with rapidly growing knowledge. New approaches in education direct both teachers and students to actively participate in education. Therefore, traditional methods had to be replaced by new ones. The system that was totally teacher-centered with only a limited place for students whose role was to participate as a passive recipient has lost its relevance. Language teaching can only be accomplished as a task that focuses mainly on process rather than product, aims to teach communication skills, and provides a realistic environment for language use. Of course, all this brings to the forefront how much the learner learns in the assessment process [Barrett, H. C., 2020, 87].

Purpose and Objective: As a result of these trends, portfolios emerged as an alternative assessment method, but ideas about the functionality of their results remained limited. Although several studies have been conducted abroad, the number of studies on this topic in our country is limited. Language portfolios play an important role in education by integrating digital technologies, monitoring and assessing language skills and encouraging autonomous learning and reflective thinking. The use of digital technology in language portfolios enables a wider range of communicative skills to be assessed and encourages self-improvement and student reflection on their own learning. Language portfolios help to monitor and evaluate the quality of foreign language learning, allowing learners to assess their capabilities and increasing their motivation to learn the language. They have a positive impact on children's speaking skills in both the target foreign language and their family language.

Methods and research techniques: Language portfolios play an important role in modern education, especially in language assessment. Here are some key points regarding their role:

Integration of digital technologies: language portfolios serve as a bridge between traditional assessment methods and modern digital technologies. They allow the inclusion of various digital tools, making the assessment process more relevant and interesting for students

Comprehensive assessment: unlike formal language exams, which often focus on narrow aspects of language proficiency, language portfolios allow teachers to assess a wider range of communication skills. This holistic approach helps to assess not only language proficiency but also the ability to use it effectively in real-life situations

Encouraging self-reflection: language portfolios encourage students to engage in self-improvement and reflection on their learning journey. By collecting evidence of their language skills, students can better understand their strengths and areas for improvement, fostering a growth mindset.

Diverse evidence of competence: portfolios allow students to include different types of evidence such as videos, audio recordings, mind-maps and online tests. This diversity not only demonstrates their communicative competence, but also provides a more complete picture of their language abilities

Facilitating teacher feedback: the use of language portfolios can improve the feedback process. Instructors can provide more focused and constructive feedback based on the variety of materials included in the portfolios, which can lead to improved learning outcomes for students

Adaptability and accessibility: ePortfolios, in particular, can be easily distributed and customized to meet the needs of different students. This flexibility makes them a valuable tool in a variety of educational settings, allowing personalization of the learning experience [Barootchi, N., & Keshavarz, M.H. 2002, 109-110].

The modern world requires specialists to master not only their native language, but also foreign languages, including Russian. Russian language teaching should be aimed not only at the formation of grammatical skills, but also at the development of communicative competence, allowing to use the language effectively in professional activities. The technology of «language portfolios» provides a unique opportunity to personalize learning and develop all types of speech activity.

The purpose of this model is to create an effective system of teaching Russian language, which will contribute to the development of all speech competences (speaking, listening, reading, writing) in students, oriented to the use of language in future professional activities. Each learner has his/her own pace and learning style, so the model provides for the creation of individual language portfolios reflecting the unique needs and goals of each learner. The use of authentic materials (articles, videos, audio recordings) from the professional sphere allows

learners to master vocabulary and grammar in the context of real communicative situations [Nasiba, P. 2022, 793-797].

Result:

The use of language portfolios in Russian language teaching provides a personalized and reflective approach to learning. This method promotes motivation, engagement and holistic assessment of language skills. By setting goals, collecting evidence, and receiving feedback, students can track their progress, identify areas for improvement, and celebrate their accomplishments. Language portfolios serve as valuable tools for communication and motivation, helping learners develop their language skills and achieve their learning goals. Language portfolios offer a personalized and reflective approach to learning Russian. They encourage learners to take responsibility for their language journey, set their own goals and monitor their progress. This approach promotes motivation, engagement and holistic assessment of language skills. By collecting evidence of their learning, reflecting on their experiences and receiving feedback, learners can identify areas for improvement, celebrate their achievements and develop their language skills in a meaningful way.

Language portfolios also serve as valuable tools for communication and motivation, helping learners gain confidence and achieve their language learning goals [Levitan, K., 2013, 89-91]. Language portfolios offer a personalized and reflective approach to language learning. They encourage learners to take responsibility for their language journey, set their own goals and monitor their progress. This approach promotes motivation, engagement and holistic assessment of language skills. By collecting evidence of their learning, reflecting on their experiences and receiving feedback, students can identify areas for improvement, celebrate their achievements and develop their language skills in a meaningful way. Language portfolios also serve as valuable tools for communication and motivation, helping students gain confidence and achieve their language learning goals.

Conclusion:

The control is organized in such a way as to give an opportunity to judge the level of formation of communicative skills, as well as the mastery of both linguistic and country studies material. To check the level of communicative skills such as reading, speaking, listening, test works are carried out. The technology of language portfolio (from French porter – to carry + Feuille – sheet) is a complex set of various working materials reflecting the educational results accumulated in the process of learning and mastering a foreign language [Brown, D. 2001, 56]. This set of materials provides a wide range of opportunities for both the student and the teacher. The language portfolio includes assignments, projects, reports, written works that show

progress in mastering communicative skills. Based on the results, the teacher analyzes and evaluates such attributes as the amount of academic work done and the variety of achievements in the field of foreign language learning, as well as practical educational experience in this area.

The language portfolio is created according to the student's age characteristics and educational program. In it the student regularly records his/her results, achievements and experience of foreign language learning. The language portfolio for students is developed in accordance with the European language portfolio concept. It takes into account both cognitive and emotional development of each age group of students; various technological resources are used in the process of foreign language learning so that the student has the opportunity to: assess his/her 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 to find the most rational ways to improve their knowledge and skills, as well as to be able to independently organize the work of the teacher and the student's ability to learn a foreign language.

Thus, communicative competence is one of the key competences, the formation of which is an integrative goal at all stages of foreign language learning. Communicative competence is the ability and readiness to communicate with native speakers, which implies the formation of linguistic, speech, socio-cultural, as well as compensatory and educational-cognitive communicative competence. The technology of «language portfolio» contributes to the effective formation of communicative competence. Language portfolio is a tool for documenting and evaluating the language skills of students, which allows to improve the organization of the educational process. In the course of the study we proved that the use of language portfolio as a tool for the formation of communicative competence in the process of teaching a foreign language is an important methodological aspect of achieving personal, meta-subject and subject results of foreign language education.

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