

DEVELOPING LANGUAGE PROFICIENCY (LANGUAGE PORTFOLIO)

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Abstract

This article discusses the issue of using a language portfolio in English lessons as a technology for self-assessment and assessment of students' language experience. The author reveals the essence of the concept of "language portfolio", describes the purpose, structure, functions of the language portfolio, and considers the types of language portfolios. The author shares her experience of using a language portfolio in English lessons.

Keywords: language portfolio, teaching technology, motivation, self-assessment, reflection, creativity, feedback.

Introduction: In the conditions of Uzbekistan integrating into the world educational space the ongoing changes require updating the educational system. The means of such renewal is the innovative focus on teachers' activities, which includes the creation, development and use of the latest pedagogical technologies. Along with such advanced technologies as developing critical thinking, project technology, problem-based learning technology, gaming technologies and others we would state the relevance and necessity of using language portfolio in foreign language classes. The model of a language portfolio is described as a means of developing communication skills and increasing the effectiveness of learning. It has a number of features, design requirements and includes several parts (passport, language biography, dossier). The possibilities of using a language portfolio in foreign language classes as a means of developing students' self-control have been theoretically substantiated and developed.

The main goal of a modern teacher is to choose methods and forms of organizing students' educational activities that fully correspond to the goal of personal development. The task of the teacher is to create conditions for practical language acquisition for all students, to choose teaching methods that would allow each student to show their creativity and activity. The teacher' task is to activate the cognitive activity of the student in the process of teaching foreign languages.

A student-oriented educational experience aims at enabling students to be resourceful, confident, active participants in society, who develop an ability to learn throughout their lives. Our teaching and the students' learning synergy is expected to make them progress in the language learning. Our activity is aimed at motivating the students and developing their abilities and skills to reflect on their learning. All this together should bring to great interest in language learning.

The main part: The language portfolio is a technology for students to record the process and progress of their language learning experiences. They may use their language portfolio to describe their language learning goals, to record what they observe about the language and to reflect on the progress and on the cultures of the target language countries and communities. They might also describe the steps they must take to make further progress as a language learner and a language user.

There are many approaches to defining the concept of "language portfolio". According to the definition of the Council of Europe, the direct developer of this technology, a language portfolio is "a personal

document that allows a person to demonstrate the linguistic competence in various languages and contacts with other cultures, and also guides him in the direction of learning other languages". A language portfolio is expected to develop the skills of self-control, self-esteem and self-awareness of students when studying foreign languages, both in class and outside of class. This technology makes it possible for the student to understand how objective he is in assessing his own knowledge and skills, and for the teacher to understand how much critical thinking, reflection and self-esteem are developed in schoolchildren, aimed at tracking the results of the student's educational and cognitive activity in both quantitative and qualitative terms. The structure of the language portfolio includes three main sections:

1. Language passport, which contains documents confirming a certain level of foreign language proficiency at the time of submission of the portfolio.
2. Language biography, which reflects the student's ability to self-assess and plan for learning a foreign language. In it, the portfolio owner presents his story of language learning, analyzing his own achievements and supporting the analysis with examples and facts;
3. The "Dossier" section makes it possible to select the most interesting and informative material and place it in the portfolio as an illustration of those achievements in the field of language learning that were presented in the sections "Language Passport" and "Language Biography"

A lot of various types of language portfolios have the following target orientation in modern practice of teaching foreign languages:

- Self-assessment portfolio as a tool for self-assessment of students' achievements in the process of mastering a foreign language;
- Administrative Language Portfolio as a tool for demonstrating an educational product;
- Feedback language Portfolio as a tool for feedback on a foreign language ;
- Comprehensive Language Portfolio multi-purpose language portfolio, reflecting a set of goals in the field of learning a foreign language;
- Language Learning Portfolio for various types of speech activity: Reading, Listening, Speaking, Writing Portfolio;

The language portfolio is designed to perform such functions as :

- ✓ goal setting – helps maintain educational goals;
- ✓ motivational – encourages the joint achievements of the student, teacher, parents when learning English;
- ✓ diagnostic – records qualitative changes in the personal growth of a student in the process of mastering an academic subject over a certain period of time;
- ✓ developmental – ensures continuity of the learning process.

Our students admit that a language portfolio technology helps them call forth their strength and energy to acquire new information, willingness for self-improvement; ability to organize one's own educational and cognitive activities;

the ability to conduct self-assessment, self-analysis, self-correction of one's own actions and to pursuit progress in learning English .

My students begin maintaining a language portfolio from the start of learning English. What's there in a student's portfolio?

1. The learning goal
2. All kinds of written texts prepared by the student, such as stories, essays, articles, reports, tests, interviews, e-mails, starting a blog, etc.

3. Assessment for their work by the teacher
4. Audio-visual materials
5. The learner's assessment of his/her own work
6. The learner's reflections

The students indicate the reasons for studying English, a student's self-assessment sheet on the level of language proficiency. They put down all their blunders, errors and misses in learning the language and ways to solve them, analyze their successes and attach their achievements in all forms. The students include a lot of creative works like projects, case studies, problem-solving management, etc.

While the teacher encourages the students' creativity. Everyone can be creative, where they realize it or not. A lot of people tend to think creativity is binary: Either you have it, or you don't. But in reality, we do have it. It's just a matter of how we interpret it. Here are some examples of self-assessment:

- discussing expectations with your teacher
- co-creating success criteria with your teacher - setting goals and targets that are linked to the learning outcomes of the specification
- evaluations of a piece of work you have done.

The students could start creating their language portfolio in the first year so as to see some important parts of their learning which may support them in learning the language. By the end of the graduation year they may reflect on their learning the language, on their personal achievements and experience they've got in the language and continue setting goals and targets to work towards.

Conclusion: Language portfolios support students in developing as an independent creative language learner. When the students start language portfolios we make them set their language learning goals for improvement; collect materials as well as to use them on the lessons and in the future at school. The use of the language portfolio technology in English lessons shows that it contributes to solving the educational, developmental, educational tasks of the lesson, and also stimulates the activity, independence, creativity and cognitive interest of students. The selection of materials is carried out during the academic year. At the end of the academic year, the portfolio may be presented and defended by the students. The students may exchange their experience of creating a language portfolio.

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