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USAGE OF PORTFOLIO-TECHNOLOGY IN THE PROCESS OF FOREIGN LANGUAGES LEARNING BY EUROPEAN HIGHER SCHOOL STUDENTS

Abstract. *It has been shown that portfolio-technology is actively exploited in educational systems of developed European countries, where it is classified to the category of authentically individualized assessment tools which are aimed at new forms of students' evaluation and self-evaluation. The authors give classification of portfolios depending on their goals, tasks and ways of realization. It has also been proved that at the present stage of the European higher education development, the portfolio-technology is considered one of the most effective and advanced innovative methods of learning foreign languages.*

Key-words: *portfolio-technology, education, assessment methods, learning foreign languages, European Universities, evaluation, self-evaluation.*

ВИКОРИСТАННЯ ТЕХНОЛОГІЇ ПОРТФОЛІО В ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНИХ МОВ СТУДЕНТАМИ ЄВРОПЕЙСЬКИХ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

Анотація. *В статті показано, що технологія портфоліо наразі активно використовується в освітніх системах розвинутих європейських країн, де вона віднесена до категорії автентичних індивідуалізованих засобів оцінювання, що спрямовані на нові форми оцінки та самооцінки студентів. Авторами дається класифікація портфоліо в залежності від цілей, завдань і способів реалізації. Також доведено, що на сучасному етапі розвитку європейської вищої освіти технологія портфоліо вважається одним з найбільш ефективних й інноваційних методів вивчення іноземних мов.*

Ключові слова: *технологія портфоліо, освіта, методи оцінювання, вивчення іноземних мов, європейські університети, оцінка, самооцінка.*

ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИИ ПОРТФОЛИО В ПРОЦЕССЕ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ СТУДЕНТАМИ ЕВРОПЕЙСКИХ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

Аннотация. *В статье показано, что технология портфоліо сейчас активно используется в образовательных системах развитых европейских*

стран, где она отнесена к категории аутентичных индивидуализированных средств оценивания, направленных на новые формы оценки и самооценки студентов. Авторами приводится классификация портфолио в зависимости от их целей, задач и путей реализации. Также доказано, что на современном этапе развития европейского высшего образования технология портфолио считается одним из наиболее эффективных и инновационных методов изучения иностранных языков.

Ключевые слова: *технология портфолио, образование, методы оценивания, изучение иностранных языков, оценка, самооценка.*

Being under the influence of the circumstances of «the knowledge economy», globalization and integration of the world educational society demands reformation of national educational systems, transfer to two-tier education system, educational programs modernization, application of innovative technologies as well as unification of requirements for the formation of higher school graduates professional competencies. At the beginning of the 21st century one of the most effective tools for assessing student's competencies can be a portfolio (a case of individual achievements) of a student, especially its electronic version. In the developed European countries portfolio is a technology of authentic assessment of students' educational and professional activities. The European Language Portfolio (ELP) has been recently recognized as a method of teaching foreign languages. Work on portfolios elaboration encourages students to self-assessment; motivates their communication in foreign languages; encourages their participation in international scientific conferences, seminars, practices, academic exchanges, joint projects; fosters investigation and practical application of printed and electronic foreign resources [6, p.25].

Portfolio is a personally selected set of diverse materials, which both represent a trainee's educational achievements and contain information about his/her individual educational trajectory, i.e. the learning process, in which the trainee can effectively analyze and plan his/her educational activities. In higher school, portfolio technology as an evaluation tool is a system for the teacher's assessing the student's learning success, showing the difficulties the student faces, proffering methods and ways to overcome these difficulties. In this case, a special role is given to self-assessment of the student. So, it may be stated that portfolio is also an instrument of self-cognition, self-organization, self-evaluation, self-development, self-esteem and self-presentation of the student. In the broad sense, portfolio may be regarded as a method of recording, accumulating and evaluating the student's individual achievements during the period of his education.

The portfolio method is actively exploited in educational systems of developed European countries, where it is classified to the category of authentically individualized assessment tools which are aimed at new forms of evaluation and self-evaluation. Here portfolio is supplemented by traditional monitoring and evaluation instruments, which are oriented, as a rule, at verifying the reproductive level of assimilation of information, factual knowledge and algorithmic skills. So, it's aimed at assessing the competencies of the student, i.e. on the evaluation of his/her

comprehensive training for professional activities. Thus, in the most general sense, the portfolio is the form and process of organization (collection, analysis and evaluation) of samples and the results of the trainee's educational and cognitive activity as well as corresponding informative materials taken from various external sources (group-mates, pedagogues, scientific societies, testing centers etc.). These data are intended for subsequent analysis, comprehensive quantitative and qualitative assessment of the trainee's competence level with the possibility of further correction of the learning process [4, p.72].

While singling out the portfolio's principle semantic indicators one can say that it enables accounting and evaluating a student's results which are achieved in various types of learning activities: educational, creative, social, communicative. In European higher school system student's portfolio is determined as a collection of a trainee's works and results demonstrating his/her efforts, progress and achievements in different fields of study and is regarded as an important element of his/her practice-oriented and competence-based approach to professional education. One of the most important objectives of the portfolio-technology is to accomplish monitoring, i.e. to trace the learning process, individual student's progress in the broad educational context, and then see the general dynamics of all the meaningful educational results, demonstrating his/her competence, in other words, the willingness and ability to practical applying the acquired knowledge and skills. Evaluation of certain achievements and separate results included in the portfolio, as well as the whole portfolio can be both qualitative and quantitative. It isn't only an effective modern evaluation form but also helps in solving important pedagogical tasks, videlicet:

- support of the students' high educational motivation;
- raise of the students' activity and independence;
- expansion of the students' learning and self-learning possibilities;
- development of the students' reflexive activity skills;
- tracing of a certain trainee's individual progress in the educational process out of comparison with the achievements of other students. [3, p.19].

For educational institutions, introduction of the portfolio-technology can enhance both the students' educational activity and the level of their awareness of principle goals and opportunities. Among strategic goals of the portfolio-technology one can single out the following:

- to show maximally the students' abilities, demonstrate their strongest aspects, and reveal their human, professional and creative potential;
- to instill in the students the practical skills of analyzing their own activities, self-organization, self-control, self-esteem, as well as a positive and constructive attitude towards external criticism;
- to form the students' skills of self-awareness, adequate self-evaluation of their results and achievements as well as understanding of their dynamics.

The pedagogical philosophy of the portfolio-technology is especially close to the modern European universities teaching staff. When it's applied, the assessment accent shifts from what the students don't know and can't do to what they know and can do best. And moreover, this method fosters the integration of quantitative and

qualitative assessment, simultaneously transferring the load from the evaluation to self-evaluation, self-analysis of the students' learning outcomes [2, p.20].

Depending on goals and tasks there are several classifications of the portfolio. According to one of them the portfolio may be of the following profiles: working, evaluative, communicative, representative, educational, scientific, methodical, thematic and, finally, integrated, i.e. combining all of the mentioned above types.

According to another classification the portfolios can have the following realizations:

- achievements folder – aimed at increasing the students' worth and reflecting their academic progress, research and creative success. This type of portfolio may be both the result of a certain work (for instance, particular course) and as a final report for all years of study (for instance, as a qualifying result of creative and scientific development);
- reflexive portfolio – revealing the dynamics of the students' personal development, helping to trace the effectiveness of their activities in both quantitative and qualitative terms. All scientific, educational and creative outcomes are collected: publications, essays, abstracts, credits and term papers for a certain period. This type of portfolio allows strengthening the depth of scientific-research constituent part of final qualifying papers:
- problem-investigative portfolio – aimed at carrying out students' research and development work, writing investigative articles, preparing for speech at scientific conferences, seminars and forums;
- thematic portfolio – created within the study of a certain significant section, topic, training course etc.

By the time of creation, portfolios can also be classified into the following profiles: weekly, semester, coursework and for the entire period of study [5, p.77].

By the methods of data processing and presentation, portfolios can be divided into two main types: hard copy and electronic variants. The latter type is becoming more popular, as it closely meets the spirit of modernity, the needs of «the knowledge economy», the goals and objectives of modern education. Electronic portfolios are posted in the electronic learning environment of the University and consist of the following parts: information about the students; students' works; evaluation of the students' activities; introspections, reflections. Nevertheless, at all stages of the students' training or their activity within the framework of scientific research, the portfolios need systematic update and refinement. In general, the electronic portfolios enable:

- development and strengthening practical direction as well as instrumental orientation of education;
- achievement the optimal combination of fundamental and practical knowledge;
- setting the direction of educational process not only for mastering existing knowledge, but also for creating new knowledge;
- development of thinking abilities, critical reflection and practical skills;
- expansion the use of interactive, informational and communicative forms of work;

- bringing educational and research materials closer to the tasks of teaching and scientific activity;
- increasing the need of creative realization and development of independent work skills;
- intensifying differentiation and individualization of educational process;
- identifying talented students possessing the scientific vision of the world, who can later become full-fledged workers in the scientific field of activity;
- determination the need for further acquisition of education (master's and post-graduate courses) and setting the individual process of training for them;
- development skills of self-reflection, self-analysis and responsible attitude to the assumed obligations and duties.

Portfolio-technology is also in tune with one more modern relevant educational idea – the idea of lifelong learning. Within the scope of this conception portfolio helps in planning, tracing and correcting both the trainees' and young specialists' educational and career trajectories [1, p.151]. The most important recommendation to the process of creating and evaluating a portfolio, it's necessary to note, that while collecting materials for organizing a portfolio one should exploit the «voluntariness» principle (primarily from the viewpoint of its owner). Only the student who collects materials for his portfolio is personally responsible for decision which documents and materials he would place in the folder of his personal achievements – it must be the guiding principle of work with the portfolio. It's strictly forbidden to include materials into the portfolio without its owner's consent, especially at the final stage, when the student presents his portfolio at the destination (for instance, upon admission to the undergraduate courses or presentation to the personnel department of an enterprise where the student applies for a job).

Thus, at the present stage of the European higher education development, the student's portfolio is considered to be one of the most effective and advanced innovative technologies which best allows combination the needs of the educational process with scientific activity simultaneously forming craving for creative and scientific self-realization and comprehensive development of personality in the learning process.

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