

## THE ROLE OF PORTFOLIOS IN STUDYING FOREIGN LANGUAGES

Вінницький національний технічний університет;

### *Анотація*

*Стаття присвячена дослідженню практики використання портфоліо для вивчення іноземних мов у вищих навчальних закладах та набуття більшої можливості для вчителів та студентів для підвищення якості вивчення іноземної мови.*

**Ключові слова:** портфоліо, оцінка, вивчення та викладання іноземних мов, прогрес у навчанні.

### *Abstract*

*The article deals with researching the practice of using of portfolios for studying foreign languages in higher educational establishments and finding more opportunities for teachers and students to improve the quality of learning a foreign language.*

**Keywords:** portfolio, assessment, learning and teaching foreign languages, learning progress.

### **Вступ**

Reforming higher education in Ukraine requires changes also in teaching and learning foreign languages. There is focus on different information technologies, new methods, techniques, in teaching foreign languages. One of them is using portfolio for studying foreign languages.

### **Результати дослідження**

The use of portfolios has been researched by different universities, educational establishments and practical educators from different points of view.

Though the researchers found advantages and disadvantages of using this practice in teaching and studying different courses, they stress that it may be helpful for a variety of audiences and for different purposes.

The role of portfolios is understood differently, and they are used for different purposes. The most of researchers arrived at the same conclusion in favour of using portfolios, especially as it concerns assessment and improving the progress of students in studying different courses.

The aim of our research was to study the use of portfolios for studying foreign languages in higher educational establishments and to find more opportunities for teachers and students to improve the quality of learning a foreign language.

Portfolio is usually considered as a systematic collection of representative student work throughout a studying course, studying year or semester. [1].

Portfolio usually shows what the student have learnt, how he communicates to others, it shows how the student advances in his studies, it also shows his efforts, the quality of his work and his attitude to it.

The work of the student should be evaluated by the teacher, and it is natural that the most of students usually prefer to present their best works in portfolios.

In general it is possible to declare that the function of all types of portfolios (no matter whether they are educational or non-educational) is to “sell” themselves”, though the purposes and goals of this “selling“ may be different, that’s why the students try to do their best what requires great efforts of students, and, as a result, it leads to increasing self-motivation of students to work hard at the material which is being learnt.

The next question that arises is connected with what should be included into the portfolio by the student. First of all, it depends on the type of works performed: his individual and group projects, presentations, compositions, possibly video or audio files, pictures-that is, everything that may help him to “sell” himself and to show his progress.

It is necessary to stress that though it is the student who defines and sets goals for himself, he selects the material for studying, the pace and depth of studying, etc., but the first initiative push is done by the teachers. It is the teachers and who determine the requirements to studying material, who work out assessment criteria, develop different tasks, and, at last, there are definite deadlines according to the curricular.

It is important to draw attention to the role of teachers in studying process of students. On the one hand, they are free to choose their own methods of teaching, selecting material etc., they may be quite autonomous in their teaching. At the same time, there is a university curricular, also definite university and state standards (the students should be mobile) so neither teachers nor students in their self-studying can be fully autonomous.

Taking into consideration the above mentioned facts, it becomes obvious why the first obligatory requirement to teachers when they use assessment portfolios of students for educational purposes is to work out evaluation criteria, to set goals and to develop tasks which are presented to students. Working out the definite forms for these purposes by the teachers who use this teaching practice looks the most acceptable for it.

A lot of teachers considers developing such things too time consuming and discouraging, as a result, they don't have the desire to introduce using portfolios into teaching practice, keeping in mind also great involvement of teachers into evaluation of works performed by the student and keeping records of their progress.

The essential peculiarity of using portfolios is self-evaluating the results of his work by the student himself. It is possible for the student to present not only the best works for these purposes to prove his progress. It may be also the requirement of the teacher to submit all performed works. In this connection we should mention the types of portfolios.

Portfolios may be process or product portfolios, though other types are possible (a kind of mixture of these two depending on the purposes). It is possible to consider the product portfolios as a result portfolio, proving the results, advancement, achievements, the progress of the student, while the former shows the stages of the progress, the process of advancing of the student in learning.

#### **Висновки**

To sum it up, assessment portfolios, which is a kind of real-world experience for students measuring student's skills or knowledge in a subject area on the basis of predetermined scoring criteria, may be extremely helpful and useful for teaching foreign languages and life learning foreign languages by the student. This changes the relations between teachers and students, the process of learning in general, as a result, it improves the quality of education according to the requirements of the 21st century.

#### **REFERENCES**

1. Portfolio Assessment/ Southwestern Christian University. [Електронний ресурс]. – Режим доступу: <http://swcu.edu/portfolio-assessment>

**Nasonova Natalia A.** — Senior Lecturer of the Department of Foreign Languages, Vinnytsia National Technical University, Vinnytsia

**Насонова Наталія Анатоліївна** — старший викладач кафедри іноземних мов, Вінницький національний технічний університет, Вінниця.