ЗАРУБІЖНИЙ ДОСВІД ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ

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ORCID 0000-0003-2199-1977**LANGUAGE PORTFOLIO IN TEACHING
INTERNATIONAL STUDENTS THE UKRAINIAN LANGUAGE**

The purpose of this study is to disclose the essence of the portfolio, to show the expediency of its use in teaching international students the Ukrainian language. The experience of using a portfolio in higher education institutions in the USA and Europe in the context of its purpose and scope of application is described. Characteristic features of using the portfolio in the Ukrainian pedagogical discourse are analyzed and the possibility is indicated of its use in the study of any academic discipline. It is appropriate to use the language portfolio in working with international students as a method and means of teaching the Ukrainian language.

The structure of the student's language portfolio is proposed, which combines the main areas of language education of foreigners (communicative, general scientific and adaptive), and also takes into account their communicative needs in various spheres of communication: scientific, socio-political and socio-cultural, everyday life. Working with the portfolio, the student activates all aspects of language use: listening, speaking, reading, and writing. It is noted that the language portfolio is, first of all, a form of independent work of an international student, helping him to systematically work up educational material. The role of the teacher in the student's work with the language portfolio is outlined. Further research will be aimed at developing and implementing recommendations on the specific features of using the language portfolio by international students, depending on the level of learning the Ukrainian language.

Key words: language training of students, portfolio, student's language portfolio, structure of the language portfolio

Introduction. The orientation of education and science of Ukraine towards integration into the world's education area, students' academic mobility between Ukrainian and overseas universities have led to an increase in the number of people wishing to learn the Ukrainian language. The quality of language training of foreign citizens determines the success of and ability to their further education in higher education institutions of Ukraine. The State Standard of Ukraine of the Ukrainian language as a Foreign Language [5] in accordance with the EU Council Recommendations on Language Education and Common European Framework of Reference for Languages: Learning, Teaching and Assessment unifies the system of requirements for proficiency in the Ukrainian language, provides a clear list of communication skills at each level (from A1 to C2) for all language activities (listening, reading, writing, and speaking). However, the choice of a system of teaching methods and techniques, the selection of the most effective ones and adaptation to each specific learning audience remain the prerogative of the teacher of Ukrainian as a foreign language. In this context, it seems appropriate to use the portfolio as a method and means of teaching the Ukrainian language to international students (students from foreign countries), which is

a significant issue of modern linguodidactics and is of great interest to domestic and foreign researchers.

Review of recent sources of research and publications. The portfolio is the subject of research by many scientists and educators. Current research defines its essence, describes the characteristic features, purpose and scope of application. For example, in all US higher education institutions, "the presentation and documentation of a teacher's academic successes and achievements that demonstrate his or her pedagogical competence are traditionally reflected in the form of a teacher's portfolio" [3, p. 47]. N. Dolinska notes that "the very concept of portfolio in the academic context of the United States was first defined as a factual description of the achievements and accomplishments of the teacher" [3, p. 48]. The teaching portfolio (or dossier) is also widespread in European practice. In particular, M. D. Sorcinelli and F. Mues interpret it as "a coherent set of material that represents teaching practice as related to student learning" [17], that is, a dossier that demonstrates/represents the teacher's personal scientific and educational-methodological achievements.

In the practice of teaching/learning languages, the *European Portfolio for Student Teachers of Languages (EPOSTL)* is used, which is interpreted as "a document intended for students undergoing their initial teacher education which encourages them to reflect on the didactic knowledge and skills necessary to teach languages, helps them to assess their own didactic competences and enables them to monitor their progress and to record their experiences of teaching during the course of their teacher education" [15]. The *European Language Portfolio* is also actively used, this was developed by the Language Policy Division of the Council of Europe, piloted from 1998 to 2000, and launched in 2001, the European Year of Languages. It is a personal document in which learners of all ages can record their language learning and cultural experiences both within and outside formal education. It also provides a framework for learners to assess their own language competences [14]. One example of such a portfolio is *Workshop: Autonomous learning*, which offers to organize work based on groups of five people and take into account the following aspects of work:

- Focus on learning together.
- Get your learners to create their own teaching materials.
- An activity that helps to prepare your learners
- for an exam and shows them that they are responsible for their own learning.
- Evaluation of learning by the whole class.
- Peer correction of essays.
- Use the ELP biography for regular self-assessment.
- Self-assessment, peer assessment and project work.
- Helping your learners to relate levels and descriptors to the course book.
- Raising your learners' self-esteem [13].

In the Ukrainian pedagogical discourse, according to N. Dolinska, "the portfolio method is usually considered in the context of assessing the professional achievements of secondary and primary school teachers in the process of their accreditation" [3]. However, in recent years, a number of studies have emerged in which portfolios are adapted to different educational needs. For example, I. Magazynshchykova and M. Adamovsky advocate the creation and expediency of using the student's ecological portfolio, noting that "the portfolio as a means of accumulation and systematization of materials certifying the level of building the student's ecological competence adequately performs the diagnostic function together with the student's independent work, its stimulation, self-organization, self-presentation of learning outcomes and their self-evaluation" [1, p. 139]. Scientists recommend using the portfolio both as a method of building the ecological competence of a graduate of a higher professional school, and as a means of monitoring and evaluating the effectiveness of this process [1].

T. Turcott believes that the portfolio can be used by students in the study of any discipline. This is a "folder in which the student in a systematic manner accumulates materials that are the

result of his independent activities in a particular academic discipline" [11, p. 246]. L. Ruskulis invites future teachers to use the portfolio as a collection of educational learning material: "the collected and processed materials are designed through the introduction of the "Portfolio" method, aimed at systematizing the results of independent work, generalization, deepening and expanding the knowledge gained within the classroom setting" [9, p. 296]. In general, the portfolio can include: synopses of additional sources of information; abstracts of reports at seminars, essays and other creative works; copies of regulatory documents, legislative acts related to professional activities; the results of individual work with a teacher, supervisor: plans, programs, projects of scientific articles, etc.; questionnaires, survey results, interviews with practicing professionals in the student's specialty, as well as diplomas, certificates, diplomas for participation in skills competitions, scientific and applied-research conferences and seminars [9, p. 297].

N. Morgunova considered the language portfolio as a tool for self-assessment of students' achievements in the process of teaching them Ukrainian as a foreign language. The researcher notes that the language portfolio makes it possible to specify the goals of teaching a foreign language, to better organize the educational process, to form an individual curriculum for mastering the language, to understand and design strategies and techniques of one's own educational activities, and contributes to the development of speech abilities and self-esteem of the student [7].

It is common knowledge that mastering the language at a high level is possible, in addition to classes with a teacher, only on condition of hard independent work, forming in foreigners the ability of independent learning by means of the Ukrainian language. We believe that this process can be made more effective by using the language portfolio, which has "huge potential for intensifying the process of teaching Ukrainian as a foreign language, its individualization and focus on real communication" [7].

Setting an objective. The objective of the article is to disclose the portfolio as a method and means of raising the level of language training of international students studying the Ukrainian language.

Presentation of basic material. Taking into account such variability of practical application, we believe that the portfolio can become an effective method and tool in teaching international students the Ukrainian language. As a method of teaching, the language portfolio provides the transfer, perception, assimilation and consolidation of knowledge, the development of appropriate skills and abilities [2, pp. 97-98]. It is also a method aimed at mastering language skills, the development of speaking and writing skills and abilities [6, pp. 163-183]. As a teaching tool, the portfolio can help to properly organize the teaching-and-learning process in general, visualize and individualize it, as well as become an effective tool for the teacher's monitoring of independent work of the student. We are impressed by the opinion of M. Oxy to use the "portfolio-process", that is, a set of learning and teaching processes that are built in connection with the portfolio [8]. That is why, already at the beginning of the training, the students receive a folder in which they must compile all educational and support materials and with which they work during the entire period of studying the Ukrainian language.

The goal of the language training of foreign citizens is to build communicative competence, to ensure that their needs are met in various areas of communication: scientific (to obtain competitive training in the chosen specialty), socio-political and socio-cultural (for proper adaptation and full orientation behaviour in a new socio-cultural environment, personal cultural growth), everyday routine (to meet the needs of everyday life), as well as to educate a harmonious personality, capable of intercultural dialogue [4, p. 170]. The process of language education of international students is implemented in the unity of three areas: communicative (the goal is communicative competence), general scientific (the goal is general scientific / professional competence), adaptation (the goal is acculturation to the realities and tasks of life in a foreign language environment) [12]. With this in mind, in the process of preparing a language portfolio we take into account the need to acquaint students with the structure and system of the Ukrainian language, the development of their active vocabulary and communication skills both in predictable

everyday situations and in situations of professional communication. In other words, the portfolio should take into account all types of student language activities: listening, speaking, reading, and writing. The use of the portfolio should maximally raise the level of language training of an international student. The portfolio should also contain materials related to students' linguistic and cultural knowledge. In particular, when selecting cultural texts for foreigners, it is necessary to take into account: 1) ideological and educational value (texts should shape moral and ethical views); 2) cognitive and scientific value (texts should be created on the basis of factual material about the country whose language the student is studying, as well as include information from various fields of human knowledge – popular science texts); 3) compliance of the text content with the age characteristics and interests of students [10, p. 197].

The structure of the student's language portfolio:

- brief information about yourself (something like a small autobiography or a story about the family, education, personal achievements);
- a set of standard phrases and possible answers in typical situations of everyday and professional communication (depending on the stage, level and profile of training);
- a list and brief description of the types of speech activities of the student ("content of the mandatory minimum of communicative (language and speech) skills and abilities that correspond to each of the levels" [5] of learning Ukrainian as a foreign language);
- topical units for the study of the Ukrainian language, teaching-learning materials and handouts for each of them. The topical units are formed in accordance with the catalogs of the State Standard of Ukraine for the Ukrainian language as a foreign language (Catalog A: List of communicative intentions; Catalog B: Thematic catalog; Catalog C: Content of language competence);
- all current written work (with corrections and comments of the teacher);
- performed control assignments, tests;
- paperworks on professional topics;
- basic dictionary of the Ukrainian language (in the form of a thematic dictionary, a foreigner compiles it with the help of a teacher)
- dictionary of acquired professional vocabulary (the student creates and replenishes it independently);
- information and reference materials on the Ukrainian language.

At one of the first lessons, the student receives guidelines for the compilation, design and filling the portfolio. Since we work with international students, the teacher must not only explain in detail which files the portfolio should consist of, but also systematically monitor what materials the student fills it with (to explain, correct mistakes, encourage introspection). In the process of studying the discipline, the teacher provides only advice on the accumulation of materials and their use to perform tasks of the course, analyzes the students' independent work, monitors the deepening of their language training, and evaluates what has been done during one of the types of control.

In general, the materials in the portfolio should be organized in a logical manner, taking into account the sequence in which the teacher recommends that students place their own files. On the one hand, it will help the student to find the necessary information easier, to understand and refine their own gaps in knowledge, to develop the skills of self-analysis, to extend the skills of systematic work on the language. The portfolio can also be used as factual material for student learning and as a way of reporting on individual learning activities. On the other hand, the portfolio presents the student, informs the teacher about the directions, content and advance in his educational activities - thus, the teacher can evaluate the student's work during a certain time (content module, semester, academic year).

In general, the work with a portfolio helps the student to systematically explore educational material in the Ukrainian language, to study the language with great interest, promotes reflection and identifying gaps in knowledge, increases the effectiveness of self-education, and, consequently, contributes to self-improvement.

Conclusions and prospects for further research. The results of the study showed that the language portfolio can be used with great efficiency in teaching international students the Ukrainian language. Thus, the student's language portfolio is defined as a means of the teacher's monitoring of the development of language and communicative knowledge, skills and abilities of the student, as a means of accumulation and systematization of educational material, as a tool for diagnosing the acquired knowledge. In general, we believe that the use of the language portfolio as a method of improving the level of language knowledge of students and a means of monitoring and assessing the learning outcomes optimizes the learning process, improves students' independent work, enables their partnership with teachers, and thus helps the student to become an active subject of the educational process. We see the prospect of further research in the development and implementation of practical recommendations on the use of the language portfolio depending on the level (from A1 to C2) of the study of the Ukrainian language by international students.

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МОВНЕ ПОРТФОЛІО У НАВЧАННІ ІНОЗЕМНИХ СТУДЕНТІВ УКРАЇНСЬКОЇ МОВИ

Анотація. Метою статті є розкрити сутність портфоліо, показати доцільність його використання у навчанні іноземних студентів української мови. Описано досвід застосування портфоліо у закладах вищої освіти США та Європи у контексті його призначення та сфери застосування. Проаналізовано специфіку використання портфоліо в українському педагогічному дискурсі, вказано на можливість його використання при вивченні будь-якої навчальної дисципліни. Мовне портфоліо у роботі з іноземними студентами доречно застосовувати і як метод і засіб навчання української мови.

Запропоновано структуру мовного портфоліо студента, у якому поєднано основні напрями мовної освіти іноземців (комунікативний, загальнонауковий та адаптаційний), а також враховано їхні комунікативні потреби у різних сферах спілкування: науковій, суспільно-політичній і соціально-культурній, побутовій. Працюючи з портфоліо, студент активізує усі види мовленнєвої діяльності: аудіювання, мовлення, читання та письмо. Наголошено на тому, що мовне портфоліо – це насамперед форма самостійної роботи іноземного студента, що допомагає йому системно опрацьовувати навчальний матеріал. Окреслено роль викладача у роботі студента з мовним портфоліо. Подальше дослідження буде спрямоване на розробку та впровадження рекомендацій щодо особливостей використання іноземними студентами мовного портфоліо залежно від рівня вивчення української мови.

Ключові слова: мовна підготовка студента, портфоліо, мовне портфоліо студента, структура мовного портфоліо.

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