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## **PORTFOLIO USE IN FOREIGN LANGUAGE LEARNING**

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Language learning is a very complicated process that is influenced by many factors. Besides the intelligent factor, the non-intelligent factors motivation, attitude, interests, age, methods, will and character are the direct and the most important factors to English learning. Because the behaviour of English learners is dominated by cognition, in other words, the learners have a desire in which is a drive to persist in English learning.

Professionally oriented foreign language education is well known to enhance student's professional competence and be a factor of successful development in professional sphere if there is a system of foreign language education taking into account certain society's social and economic needs for a specialist using a foreign language successfully in his/her professional activities [3].

According to O.H. Miroshnikova, «there is a need to search such universal technique of foreign language education, which will fit Bolonskyi context greatly and guarantee language and universal professional education integration, encouragement of student's activities on this basis, and the development of their professional-languages and personal-professional competencies» [4]. To have better results we must motivate students in foreign language learning.

There is a new technological technique, which used with other technologies, helps us to fulfil this task: a foreign language portfolio. The word «portfolio» is derived from French «porter» - carry and «feuille» - sheet. A portfolio is a compilation of works and revisions collected by a foreign language learner over a given period of time. It is a

document in which those who are learning or have learned a language can record and reflect on their language learning and cultural experiences. A portfolio enhances development of learner's productive activities as well as his/her personal development as a participant of an educational process. The main interest is focused on reliability, validity, process, evaluation and time. The concern applies equally to other assessment instruments. Portfolio is an assessment instrument that conforms every teacher's purpose perfectly, is entirely valid and reliable, takes little time to prepare, administer, or grade, and meets each student's learning abilities. There are some benefits of portfolio assessment seen in contrast to traditional forms of assessment. Portfolio measures student's ability over time, involves student in self-assessment, covers many facets of language learning process, assessment is carried out by teacher and student, put in instruction; student learns how to take responsibility. The language portfolio technique helps students to maintain optimum level of motivation in mastering foreign language. All the authors working with language portfolio emphasize the advancement of motivation level and success in foreign language education as a result of its implementation [5].

There are many advantages for teachers and learners.

- They enhance learners' motivation by providing something personal and tangible which they can build up and develop over the course.
- They help learners to reflect on their own learning and achievement by asking them to make choices, review, compare and organize their own work.
- They enable learners to look for new cultural experiences by opening their eyes to the possibilities available to them. Part of portfolio work involves 'show and tell' sessions where learners talk about their experiences and look at other portfolios.
- From a teacher's point of view, portfolios lead to greater learner autonomy since they involve self-assessment, learner responsibility and parent involvement.
- Learners can work in their own time on different sections of the portfolio.

Portfolio assessment methodology has generated a good deal of interest in recent years, with academics taking the lead in exploring ways to use them. The function of

assessment exists to offer information about how students are learning and teachers are teaching, in order to facilitate learning and teaching results. Traditional testing, such as standardised measurements or norm-referenced instruments, is quite product-based so that it fails to provide process-based evidence of learning and teaching.

We clearly recognize that the portfolio is a useful teaching, learning and motivating technological technique in the foreign language classroom and it can give students the opportunity to demonstrate their knowledge in a supportive way that takes into account their individual needs and empowers future specialists to live in the 21st century.

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## **ПРО ДЕЯКІ МЕТОДИ НАВЧАННЯ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ**

**Саєнко Н.В. (Харків)**

Зміст підготовки майбутніх фахівців має бути представлений ціннісно-змістовними, емоційно насиченими, професійно-спрямованими елементами, включеними у контекст життєвих, професійно-спрямованих комунікативних