



**A MODEL OF RUSSIAN LANGUAGE TEACHING WITH AN APPEAL TO THE DEVELOPMENT OF SPEECH COMPETENCIES THROUGH THE TECHNOLOGY OF «LANGUAGE PORTFOLIOS» IN THE PROCESS OF LANGUAGE LEARNING TO USE IT IN FUTURE ACTIVITIES**

*S.M. Saidjalalova*

*Joint Belarusian-Uzbek Intersectoral Institute of Applied Technical Qualifications in Tashkent*

*First Vice-Rector for Youth Affairs, Spirituality, and Enlightenment*

*Doctor of philosophy in pedagogical sciences, (PhD), associate professor*

*Tashkent, Uzbekistan*

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**ABOUT ARTICLE**

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**Key words:** learning model, Russian language, language portfolios, speech competences, professional sphere, individual approach, project activity.

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**Abstract:** This study is devoted to the development and implementation of an innovative model of Russian language teaching aimed at the effective development of students' speech competences with regard to their future professional activities. The model is based on the application of the technology of «language portfolios», which allows creating an individual learning trajectory for each student. To develop and test the model of Russian language teaching, which will contribute to the formation of students' all necessary speech skills for successful communication in the professional environment. Modern realities require from university graduates not only deep theoretical knowledge, but also developed communicative skills. The use of «language portfolios» technology allows making the process of Russian language teaching more individual, focused on the practical needs of students and contributing to their successful socialization in the professional environment.

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**KELGUSIDAGI FAOLIYATDA FOYDALANISH UCHUN TIL O'RGANISH JARAYONIDA «TIL PORTFELI» TEXNOLOGIYASI ORQALI NUTQ KOMPETENSIYALARINI RIVOJLANTIRISHGA YO'NALTIRILGAN RUS TILI O'QITISH MODELI**

*S.M. Saidjalalova*

*Toshkent shahridagi Belarus–O'zbekiston Qo'shma tarmoqlararo amaliy texnik kvalifikatsiyalar instituti*

*Yoshlar bilan ishlash, ma'naviyat va ma'rifat ishlari bo'yicha birinchi prorektor  
Pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent  
Toshkent, O'zbekiston*

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### MAQOLA HAQIDA

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**Kalit so'zlar:** o'qitish modeli, rus tili, til portfeli, nutq kompetensiyalari, kasbiy soha, individual yondashuv, loyiha faoliyati.

**Annotatsiya:** Ushbu tadqiqot talabalarning kelajakdagi kasbiy faoliyatlarini hisobga olgan holda ularning nutq kompetensiyalarini samarali rivojlantirishga qaratilgan rus tili o'qitishning innovatsion modelini ishlab chiqish va joriy etishga bag'ishlangan. Model «til portfeli» texnologiyasiga asoslanadi, bu esa har bir talaba uchun individual o'qish trayektoriyasini yaratish imkonini beradi. Rus tili o'qitish modelini ishlab chiqish va sinovdan o'tkazish maqsadi — talabalarda kasbiy muhitda muvaffaqiyatli muloqot uchun zarur bo'lgan barcha nutq ko'nikmalarini shakllantirishdir. Zamonaviy sharoitlar universitet bitiruvchilaridan nafaqat chuqur nazariy bilimlarni, balki rivojlangan kommunikativ ko'nikmalarni ham talab qiladi. «Til portfeli» texnologiyasidan foydalanish rus tili o'qitish jarayonini yanada individual, talabalar amaliy ehtiyojlariga yo'naltirilgan va ularning kasbiy muhitda muvaffaqiyatli ijtimoiylashuviga yordam beruvchi qiladi.

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### МОДЕЛЬ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА, НАПРАВЛЕННАЯ НА РАЗВИТИЕ РЕЧЕВЫХ КОМПЕТЕНЦИЙ ПОСРЕДСТВОМ ТЕХНОЛОГИИ «ЯЗЫКОВЫХ ПОРТФЕЛЕЙ» В ПРОЦЕССЕ ИЗУЧЕНИЯ ЯЗЫКА ДЛЯ ИХ ИСПОЛЬЗОВАНИЯ В БУДУЩЕЙ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

*С.М. Саиджлалова*

*Совместный Белорусско-Узбекский межотраслевой институт прикладных технических квалификаций в городе Ташкенте,  
первый проректор по работе с молодежью, духовности и просветительству  
доктор философии по педагогическим наукам, (PhD), доцент  
Ташкент, Узбекистан*

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### О СТАТЬЕ

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**Ключевые слова:** модель обучения, русский язык, языковые портфели, речевые компетенции, профессиональная сфера, индивидуальный подход, проектная деятельность.

**Аннотация:** Данное исследование посвящено разработке и внедрению инновационной модели преподавания русского языка, направленной на эффективное развитие речевых компетенций студентов с учётом их будущей профессиональной деятельности. Модель основана на применении технологии «языковых портфелей»,

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которая позволяет создавать индивидуальную траекторию обучения для каждого студента. Цель разработки и апробации модели преподавания русского языка — содействовать формированию у студентов всех необходимых речевых навыков для успешного общения в профессиональной среде. Современные реалии требуют от выпускников вузов не только глубоких теоретических знаний, но и развитых коммуникативных умений. Использование технологии «языковых портфелей» делает процесс преподавания русского языка более индивидуализированным, ориентированным на практические потребности студентов и способствующим их успешной социализации в профессиональной сфере.

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**Introduction.** According to the national educational initiative "Our New School", the most important personal qualities are initiative, the ability to think creatively and find unconventional solutions, the ability to choose a professional path, and the willingness to learn throughout life. The main tasks of a modern school are to reveal the abilities of each student, to educate a decent and patriotic person, a person ready for life in a high-tech, competitive world. School education should be structured so that graduates can independently set and achieve serious goals, and skillfully respond to different life situations.

The result of education is not only knowledge in specific disciplines, but also the ability to apply them in everyday life, and use them in further education. A student should have a holistic socially oriented view of the world in its unity and diversity of nature, peoples, cultures, and religions. This is possible only as a result of the combined efforts of teachers of different subjects. With regard to foreign languages, the Council of Europe materials consider two types of competence in the field of foreign language, namely general competences and communicative language. The introduction of a communicatively oriented approach into the practice of teaching foreign languages was undertaken with the aim of preserving and increasing the rich linguistic and cultural heritage of different peoples for the intensive exchange of technical and scientific information, achievements in the field of culture, ideas, and for increasing the mobility of people [Azimov, E., 2018, 45-46].

The key principle of this approach was the focus on mastering the language as a means of communication in real-life situations relevant to students. With this approach to teaching foreign languages, a correspondence is established between the actual level of development of senior

pupils' linguistic, speech and socio-cultural competence in English and the requirements of the English language curriculum in schools with in-depth study of foreign languages [Barrett, H. C., 2020, 87].

**Purpose and Objective.** The role of the teacher in helping schoolchildren navigate the pan-European levels of foreign language proficiency and international certification requirements imposed on them when passing international exams is increasing, as well as preparing schoolchildren for self-monitoring of the development of all aspects of foreign language communicative competence. So, we see that modern education has a new structure and content, which implies the use of modern technologies. In connection with changes in the teacher's activities, we work in the experimental platform mode, and we have developed a program of experimental work on the topic: language portfolio as a technology for implementing pan-European values in education.

**Methods and research techniques.** Language portfolios play an important role in modern education, especially in language assessment. Here are some key points regarding their role:

- **Integration of digital technologies:** language portfolios serve as a bridge between traditional assessment methods and modern digital technologies. They allow the inclusion of various digital tools, making the assessment process more relevant and interesting for students
- **Comprehensive assessment:** unlike formal language exams, which often focus on narrow aspects of language proficiency, language portfolios allow teachers to assess a wider range of communication skills. This holistic approach helps to assess not only language proficiency but also the ability to use it effectively in real-life situations
- **Encouraging self-reflection:** language portfolios encourage students to engage in self-improvement and reflection on their learning journey. By collecting evidence of their language skills, students can better understand their strengths and areas for improvement, fostering a growth mindset.
- **Diverse evidence of competence:** portfolios allow students to include different types of evidence such as videos, audio recordings, mind-maps and online tests. This diversity not only demonstrates their communicative competence, but also provides a more complete picture of their language abilities
- **Facilitating teacher feedback:** the use of language portfolios can improve the feedback process. Instructors can provide more focused and constructive feedback based on the variety of materials included in the portfolios, which can lead to improved learning outcomes for students
- **Adaptability and accessibility:** ePortfolios, in particular, can be easily distributed and customized to meet the needs of different students. This flexibility makes them a valuable tool in

a variety of educational settings, allowing personalization of the learning experience [Barootchi, N., & Keshavarz, M.H. 2002, 109-110].

Among the innovative technologies of teaching foreign languages, it stands out in that it is characterized by methodologists as an alternative form of control, allowing to obtain a dynamic picture of the educational and linguistic development of students. The focus is on what they can reproduce or remember, as is usually the case with formal control (testing or passing an exam). The language portfolio technology does not exclude the possibility of using various self-control techniques. Their choice will be determined by the context in which the educational process is carried out (goals, the established culture of learning and teaching, etc.), and the possibility of integrating them into tasks and activities familiar to students. A language portfolio is a collection of student's work, carried out over a certain period of time. It shows the stages in the process of learning a language and the growth of its owner. If a secondary school student's portfolio demonstrates to a greater extent the "product of educational activity" and in many ways resembles a portfolio of achievements of a professional artist or architect, then, over time, it increasingly acquires a working character. Senior school students are already more consciously and purposefully selecting samples of their work for inclusion in the portfolio. Moreover, its key elements are the reflection of the language learner and self-monitoring [Nasiba, P. 2022, 793-797].

The development of students' writing competence in English as a foreign language is one of the key aspects of preparing them as future professionals in pedagogical higher education. This study is devoted to analyzing the theoretical and practical foundations for improving the writing competence of future English language specialists in the context of globalization and the modern functions of writing. Until now, writing in foreign language education has often been treated merely as a means to reinforce learners' speaking, listening, and reading skills, which has significantly influenced the overall process of foreign language instruction. However, the integration of modern innovative technologies and tools into nearly all areas of human life has encouraged the enhancement of not only oral but also written communication across the world.

The participants of this research were first-year students (36 in total) majoring in Foreign Language and Literature (English) at Uzbekistan State World Languages University, divided into experimental and control groups within the framework of writing courses. The study employed a mixed-methods design, including self-assessment checklists (1), course evaluation questionnaires (2), writing proficiency tests (3), and interviews (4). The first three instruments (1, 2, and 3) were administered via Google Forms and Telegram Messenger, while the fourth (4) involved face-to-face interviews recorded in audio format on smartphones. The results revealed that writing, as a learning objective, possesses its own topics and linguistic materials that must be studied and mastered in practice. Moreover, it was observed that the qualitative and content-related aspects of

writing instruction, the principles of teaching writing, and the typology of writing exercises are closely interrelated in the professional training of future specialists.

Based on the final findings, it is recommended that the improvement of students' writing skills in pedagogical higher education be supported by integrating both offline and online learning platforms, for instance through blended learning in foreign language education. In particular, treating writing not merely as a means of instruction but as an independent educational goal can effectively optimize and reform the process of writing in a foreign language.

**RESULT.** The significance of the latter is seen by its developers, firstly, in increasing and maintaining motivation for learning a foreign language (or languages) and giving it a continuous nature; secondly, in providing employers and administrators of educational institutions with clear and convincing information about students' achievements in mastering the language within the framework of uniform pan-European requirements; thirdly, in ensuring continuity and consistency in international, national and regional educational systems and in the interrelations of their sectors. At the same time, the developers express concern that the language portfolio may turn into another burden. To avoid this, foreign language learners need to understand that its purpose is to help them focus on their own achievements, plan further work and become a more active participant in the learning process [Levitan, K., 2013, 89-91].

The above characteristics are manifested in the following. First, the potential of a language portfolio to determine the depth and state of a student's abilities can be realized through data collection and analysis. Second, its use in the educational process is preceded by a planning stage, including goal setting, content (components) definition, data collection schedule preparation, and evaluation criteria development. Third, the information entered into the language portfolio should be meaningful for all stakeholders (students, teachers, school administration, employers). Fourth, the language portfolio is created taking into account the goals and objectives of learning and the needs of individual self-monitoring. Fifth, the language portfolio provides information obtained, on the one hand, through natural self-monitoring in the process of solving real educational problems, and on the other hand, in the form of products of creative educational activities – creative works selected by the students themselves.

**Conclusion.** The main benefit of self-monitoring through a language portfolio is that it encourages students to develop the reflection that is present in all of the above. For this to become part of the language portfolio process, students must understand what their needs, goals, weaknesses and strengths are in learning a language [Brown, D. 2001, 56]. The presence of a reflective element in the language portfolio makes the process of its maintenance personally significant. Reflection allows students to bring their meaningful understanding of their own learning to the process of monitoring and assessment. This strengthens their sense of ownership of

their work and increases the opportunities for establishing a dialogue between students and teachers regarding the goals of the course and academic performance.

The language portfolio, therefore, is a kind of "mirror" of the process of learning a foreign language. It reflects the main components of this process through the reflective self-assessment of students, which helps to create conditions for the development of their academic competence and autonomy. This is explained, firstly, by the lack of time for its implementation; secondly, by the lack of necessary knowledge of the language, its use and study; thirdly, by the inability of students to honestly assess themselves. This state of the problem of self-monitoring in teaching English dictates the need, firstly, to make it an integral part of the educational process, including through integration with assignments completed in class; secondly, to prepare students for the systematic implementation of self-control and to link it with other types of control; thirdly, to help students concentrate on their own activities and personal performance.

So, we see that the conference we held among 10th grade students last year on the topic "Language Matters" was very productive, and most of our older students understand what a language portfolio is and its purpose. Unfortunately, we see a slightly different picture among 6th grade students, which is due to the fact that the children have not yet encountered the concept of a language portfolio.

Higher results in answering questions 2, 3, 4 in the 6th grade are explained by the high interest of students in learning English and in various new forms of work. 11th grade students, although they believe that they will be able to implement the idea of creation, are not very willing to participate in the work on creating a language portfolio, since they are focused on entering universities, in connection with which, each student has selected subjects of primary importance, which, in my opinion, is quite justified and shows that work on creating a language portfolio should be started in primary school. The European Language Portfolio supports any foreign language program that is aimed at developing students' communicative skills. Moreover, the pedagogical function of the Portfolio also places emphasis on developing learning ability and critical thinking, which is included in many state and regional programs. It is impossible to overestimate the bank of educational materials that is created by students themselves in printed, electronic and video form.

Thus, the concept of the Language Portfolio makes it possible to expand the scope of the educational process by including it in the system of assessing students' achievements in authentic intercultural direct and indirect learning. It increases students' motivation, their responsibility for the results of the educational process, and promotes the development of a conscious attitude of schoolchildren to the learning process and its results. The Language Portfolio allows specifying the goals of teaching foreign languages and, therefore, better organizing the educational process,

teaches how to analyze the educational process together with students, based on the students' self-assessment, their needs and motivations, adjust the content of training, and find an individual approach to students. The prospects of this document are quite obvious.

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