

THE IMPORTANCE OF THE PORTFOLIO FOR INDIVIDUALIZED LEARNING

*B. Rafieva*¹

Abstract:

Portfolios emerge as powerful tools for advancing individualized learning in language education. By promoting self-reflection, goal setting, and self-regulation, portfolios empower students to take ownership of their learning journey, while also offering valuable insights for educators to support and guide their students effectively.

Key words: portfolio, autonomy, language learning, student-centered learning, individualization skills.

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Introduction. A portfolio is one of the most common forms for building individualization skills. A portfolio is a conventional place for storing samples of various works of students, such as essays, instructions, manuals, notes, drawings, articles, projects, presentations, audio or video messages, which reflect various aspects of the development, achievements, and interests of students.

Portfolios have a number of advantages: they promote the development of responsibility, enable students to monitor their progress, reflect needs, strengths and weaknesses, help set a personal goal, and see the dynamics of progress. Some researchers claim that portfolios encourage students to reflect on their work, analyze their progress and set a target for improvement.

That is why it is a tool for measuring linguistic formation competences and self-control, a language portfolio was chosen, in which students independently determine the acquired skills and knowledge. Portfolios can create an environment for an interactive, dynamic process that encourages reflective self-directed learning.

The most famous portfolio in language learning is the European language portfolio. It is a universal development tool and format for documenting user progress in a language. With the help of the portfolio, students can clearly understand the descriptors of the Common European Guidelines for language proficiency levels, because they can clearly see what they should be able to do when using a foreign language in communication.

The European Language Portfolio was created to convey European values to students and teachers and is based on the following principles:

- students' responsibility for learning;
- focus on the opportunities and abilities of students;
- awareness of the importance of the perspective of continuous learning foreign language.

The identified principles generalize the goal and offer a student-centered approach to foreign language learning, based on clear and transparent criteria. The results of numerous

¹ *Rafieva Bunafsha Rustamovna, Samarkand Branch of Tashkent State University of Economics*

empirical studies on the effectiveness of language portfolios show that students perceive these principles positively and are willing to take responsibility for planning the goal, appropriate learning activities and evaluating progress and personal competence under the conditions of teachers' perception of their opinion and the results of self-assessment. The portfolio has three sections: language passport, language biography and dossier. The passport consists of an overview of the student's language level knowledge, as well as important communicative and intercultural experience. This the section is used for self-assessment, assessment by teachers or experts in educational institutions and examination boards. A language biography captures students' active participation in the learning process, such as planning, reflecting and evaluating their progress. Dossier is given to students the ability to track achievements or experiences recorded in the other two sections and demonstrates language learning outcomes for students.

The portfolio structure activates students' self-assessment by means of a checklist of communicative competences expressed in statements such as "I know how to do". Such assessment is usually confirmed or refuted by an assessment by examination boards.

Thus, the portfolio combines both a pedagogical function for adjusting learning strategies and supporting the student in the language learning process, and a reporting function for recording the level of language proficiency. The pedagogical function is manifested through the principle of "learning to learn" and promotes reflection [Kohonen, 2000]. Kohonen notes that with the help of a portfolio, teachers can teach students reflection, the most important element of individualization of learning, with specific tasks, meaningful questions and peer comments. Having clearly defined criteria statements simplifies the self-assessment process and helps students understand, evaluate, and adjust their performance accordingly in real time.

For the effective application of the mentioned tool, students should be involved in the discussion of the criteria by which their educational effectiveness should be evaluated and provide ample opportunities for constructive self-evaluation. This is confirmed by one of the key tasks underlying modern projects of the Council of Europe: "to make the language learning process more democratic way of providing conceptual tools for planning, constructing, and delivering courses that are closely oriented to the needs, motivations, and characteristics of the learner, enabling him or her to exert maximum control over personal progress" [Trim, 1978, p. 11].

Research related to self-efficacy suggests that self-efficacy influences student behaviors such as task selection, persistence, effort, and achievement. The portfolio will help to address the first two of the four factors perceived as determinants of self-efficacy: students' view of prior performance and quality of learning. Using the portfolio, students have the opportunity to view the results of their previous work in more detail in a positive light and determine ways to reproduce the positive aspects of this experience. This process can eventually lead to increased levels of self-efficacy and increased motivation and self-regulation.

Conclusion. The importance of the portfolio for individualized learning, we have highlighted its advantages for students and teachers:

1. Advantages for students:

- contributes to the development of self-reflection as an important element individual self-study;

- shifts the focus of students from learning results to the process teaching;

- helps to set a realistic goal, develop plans and monitor learning progress;

- to develop skills important for life and professional life self-realization

2. Advantages for teachers:

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- provides evidence of students' success;
- demonstrates specific work samples for further work advising students on their progress;
- contributes to the constant monitoring of the teaching / learning process, thanks to which training can be adjusted in time;
- enables teachers to compare students' language levels;
- increases professional development.

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