



# **METHODOLOGICAL ASPECTS OF USING THE TECHNOLOGY OF THE "LANGUAGE PORTFOLIO" IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE**

C. M. Saidjalalova,

первый проректор по работе с молодежью, духовности и просветительству

Совместного Белорусско-Узбекского межотраслевого института

прикладных технических квалификаций в городе Ташкенте

e-mail: saidjalalovasayyora008@gmail.com

## **Abstract**

The article explores theoretical, methodological and practical aspects of implementing the "language portfolio" technology in teaching Russian as a foreign language. Special attention is paid to the analysis of academic sources, research methods used, and practical applications in both classroom and online instruction. The article outlines challenges and provides practical recommendations for the effective integration of the portfolio into the educational process.

**Keywords:** Russian as a foreign language, language portfolio, teaching methods, communicative competence, learner autonomy, digital pedagogy.

## **Introduction**

Modern teaching of Russian as a foreign language (RFL) is developing in the context of digitalization of education and a focus on the competency-based approach. This requires the introduction of new educational technologies that contribute not only to the formation of linguistic knowledge, but also to the development of educational autonomy, critical thinking and metacognitive skills. One of these technologies is the language portfolio [1], recommended by the Council of Europe as a means of supporting and assessing the individual achievements of students.

## **INVESTIGATIONS**

The following methods were used in the study:

analysis and synthesis of scientific literature on the problem of the language portfolio, educational technologies and methods of Russian as a foreign language; content analysis of digital and paper forms of language portfolios used in leading universities;

observation and analysis of educational products of students studying Russian at levels A2–B2;

questionnaires of teachers and foreign students participating in pilot courses using the portfolio.

The problems of the language portfolio are actively discussed in domestic and foreign pedagogy. Modern researchers (Council of Europe [1], Dmitrieva [2], Nefedova [4]) emphasize the potential of the portfolio in the development of educational autonomy, reflection and the formation of an individual educational trajectory. In Russian works, the emphasis is placed on the adaptation of the European model to the conditions of teaching Russian as a foreign language, in particular, on the need to include an intercultural component and take into account the specifics of the language environment.

Zimnyaya I.A. [3] interprets the portfolio as a tool for self-assessment and development of key competencies, emphasizing its importance in the context of the competence approach. Nevertheless, the issues of practical implementation and digital transformation of the portfolio in the context of distance learning remain insufficiently studied.

Structure and functions of the language portfolio

The language portfolio includes three key sections:

Language biography – a reflection of personal language experience;

Dossier is a collection of works performed by a student;

Language passport – self-assessment of competencies according to the CEFR scale.

The functions of the portfolio in teaching Russian as a foreign language are diverse: diagnostic, developmental, motivational, evaluative and reflective. It also serves as a means of integrating educational and extracurricular activities [2].

Practical application

As part of the experimental course for international students (level B1), the portfolio was used in a hybrid form:

on paper — students stored texts, essays, reviews, diagrams; in digital format (Google Drive, Moodle) — audio/video files, self-assessment tables, teacher feedback [4].

Reflective sessions were held regularly to discuss successes, difficulties, and goals. Students filled out a progress assessment sheet and received written comments.

Examples of tasks:

Writing an autobiography with elements of intercultural analysis;

Audio recording of an oral story about the Russian holiday;

Comparison of native and Russian grammatical structure;

Self-assessment by competencies: speaking, listening, writing, reading [5].

The results showed that students with high engagement in portfolio work performed better on the criteria of activity, reflection and autonomy.

Difficulties and ways to overcome them

The main difficulties include:

formal approach of students to filling out the portfolio;

lack of time for teachers to check materials;

lack of motivation among some students.

Solutions:

integration of the portfolio into the assessment system;

automation of part of the processes (use of templates, feedback forms);

development of digital competence of teachers [2].

## Conclusion

The language portfolio is an effective tool for modernizing the teaching of Russian as a foreign language. It contributes to the development of educational autonomy, the formation of communicative and intercultural competence, and the active inclusion of students in the educational process. Methodological study and flexible integration of the portfolio into the educational process make it possible to improve the quality of teaching Russian as a foreign language in the context of the digital transformation of education.

## References

1. Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. — Strasbourg: Council of Europe Publishing, 2001.
2. Dmitrieva N.A. Yazykovoy portfolio' kak sredstvo formirovaniya uchebnogo avtonomii studentov [Language portfolio as a means of forming the educational autonomy of students]. — 2020. — № 2. — S. 117–128.
3. Zimnyaya I.A. Key Competencies as a Result-Target Basis of the Competence Approach in Education. — 2003. — № 5. — S. 34–42.
4. Nefedova I.Y. Ispol'zovanie elektronnogo yazykovogo portfolioa v obuchenii RFL [The use of an electronic language portfolio in teaching Russian as a foreign language]. — 2021. — № 4. — S. 78–84.