

Ya. Kyryliuk,
Student,
O. Zymovets,
Senior Lecturer,
Zhytomyr Ivan Franko State University

E-PORTFOLIO AS A TOOL FOR DEVELOPING AND ASSESSING FUTURE FOREIGN LANGUAGE TEACHERS' DIGITAL SKILLS

Digital competence is one of the basic competences of a person in the Information Society. That is why it is very important for modern teachers to possess digital skills, which are a part of their digital competence. The formation of future foreign language teachers' digital skills is carried out at institutions of higher education in the process of their professional training during studying such disciplines as "Methodology of Teaching English", "New Information Technologies", "Innovative Technologies of Teaching English", etc. While studying these disciplines the students acquire theoretical knowledge and form practical skills of integrating ICT into the process of teaching foreign languages at school. The students learn not only how to use ready-made electronic educational resources available in the Internet but also how to design their own didactic materials for teaching English using various digital tools and software. One of the effective methods of systematizing these materials is designing an electronic portfolio (E-Portfolio) with a collection of tasks for pupils in a digital form. At the same time, an e-portfolio is a tool for assessing students' digital skills as it represents the result of the students' creative work.

The purpose of the article is to determine the notion of "E-Portfolio", to show its role in developing and assessing future teachers' digital skills, to reveal the structure of a future foreign language teacher's digital skills, and to present the sample of a student's E-portfolio with didactic materials for teaching English to primary school pupils.

In a broad sense, a *portfolio* is a collection of documents, drawing, etc. that represent a person's work [1]. A *portfolio of a teacher* can be defined as a collection of materials that represents the system of activities and achievements of an educator in addressing current tasks related to teaching, upbringing, and the development of students. A portfolio is a kind of "achievement dossier", a "specialist's folder", a self-presentation of a creative individual, the purpose of which is to display the professional in practice [2, p. 19].

A portfolio can exist both in paper form and in electronic format. An *electronic portfolio (E-portfolio)* is a web-based information management system that uses electronic media and services. An electronic portfolio can be stored locally (accessible only to a specific group of people) or globally (accessible to the entire world – to internet users). A globally accessible portfolio is also known as a web portfolio. A portfolio is also a tool for authentic assessment of professional activity. It is an individual, personally selected collection of materials that, on the one hand, demonstrates the results of work, and on the other hand, contains information that characterizes the methods of analyzing and planning one's own activities [3].

A foreign language teacher should possess a set of *digital skills* connected with the use of Information and Communication Technologies (ICT) in his/her professional activity. These skills include:

1) *cognitive skills* (the ability to analyze the didactic potential of ICT for teaching foreign languages; the ability to evaluate didactic electronic materials for teaching students; the ability to analyze lessons and educational activities in foreign languages using digital tools; the ability to conduct research using ICT);

2) *project skills* (the ability to set strategic objectives for the use of ICT in the educational process and to plan educational activities using digital tools);

3) *constructive skills* (the ability to plan pedagogical activities in foreign languages, to select information and develop educational materials for teaching foreign languages to pupils using ICT);

4) *organizational skills* (the ability to organize educational information for teaching foreign languages, one's own activity and pupils' activities using digital tools during the lessons and extracurricular time);

5) *communicative skills* (the ability to communicate with pupils and their parents during foreign language lessons and extracurricular activities using digital tools; the ability to communicate with colleagues for educational and methodological purposes by means of ICT, etc.) [4, p. 193-194].

One of the disciplines that contributes to the development of the skills mentioned above is "Theory and Practice of Teaching a Foreign Language by Means of Information and Communication Technologies", which is included into the curriculum for training students of the Educational and Scientific Institute of Pedagogy of Zhytomyr Ivan Franko State University. This integrated course is aimed at preparing future teachers of English in primary school to their professional activity in the Information Society. While studying the course, the students work with the educational software, conduct lessons using ICT and create E-portfolios with the materials that they design themselves. The instructor carries out assessment during each practical session through the evaluation of completed assignments, microteaching, analyzing students' fragments of the lesson with the use of digital educational tools.

An E-portfolio designed by the students should contain the following materials:

- ✚ 3 didactic materials created in the program Microsoft Word (they should contain tables, SmartArt graphic elements, images, shapes and forms);
- ✚ 3 didactic materials created in the program Microsoft Excel (an electronic test, a timeline, and a chart);
- ✚ 2 educational multimedia presentations created in the program PowerPoint (an interactive task with hyperlinks and an animated cartoon);
- ✚ 3 didactic materials of various types created using the program "Hot Potatoes";
- ✚ 3-4 didactic materials created using the online resource "Tools for Educators" (a word search, a crossword, a table game, bingo cards, dice, etc.);
- ✚ 1-2 didactic materials created using the online resource "Wordwall";
- ✚ 1-2 didactic materials created using the online resource "Learning Apps";
- ✚ 1 video for students, created using the online resource "Voki";
- ✚ 1 quiz for students, created using the online resource "Kahoot!";

- 1 didactic material for students, created using Google digital tools (a website, a blog, or a form);
 - a video created in the program Movie Maker or another video editor;
 - an analysis of some educational websites for learning English.
- The structure and the contents of an E-portfolio is presented in Figure 1.

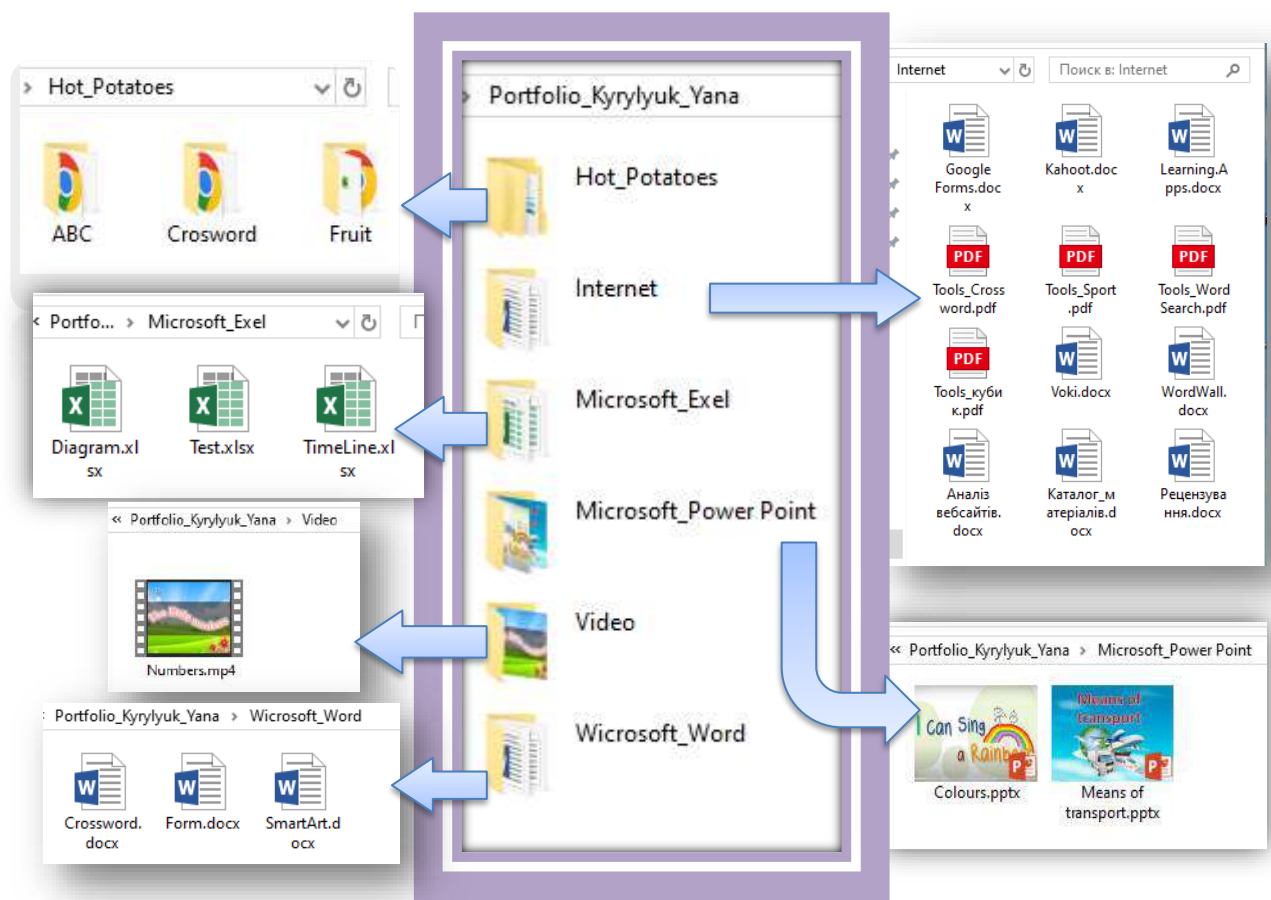


Fig. 1. The structure and the contents of the student's E-portfolio for studying the discipline "Theory and Practice of Teaching a Foreign Language by Means of Information and Communication Technologies"

The samples of didactic materials of the completed E-portfolio are demonstrated in Fig. 2-5.

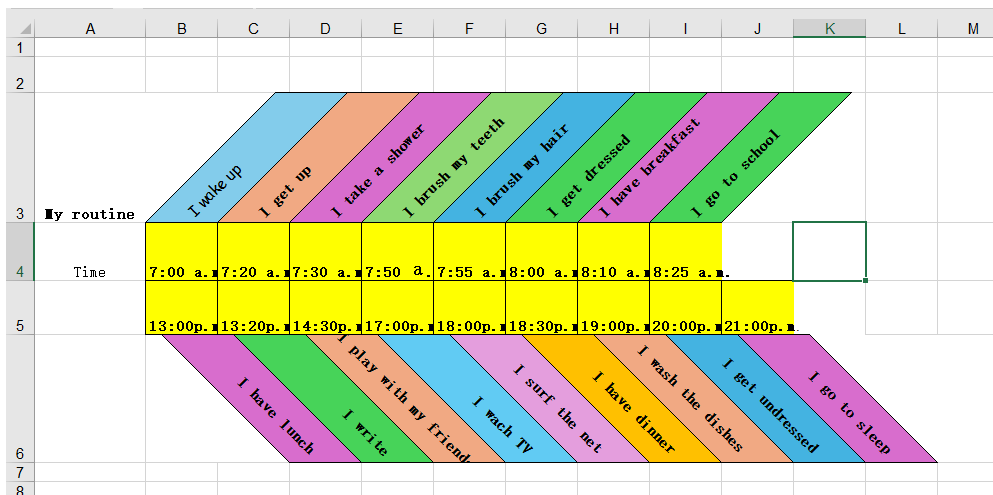


Fig. 2. Screenshot of the timeline created using the program Microsoft Excel.



Fig. 3. Screenshot of a crossword puzzle created using the online resource LearningApps [5]



Fig. 4. Screenshot of a task created using the online resource Wordwall [6]

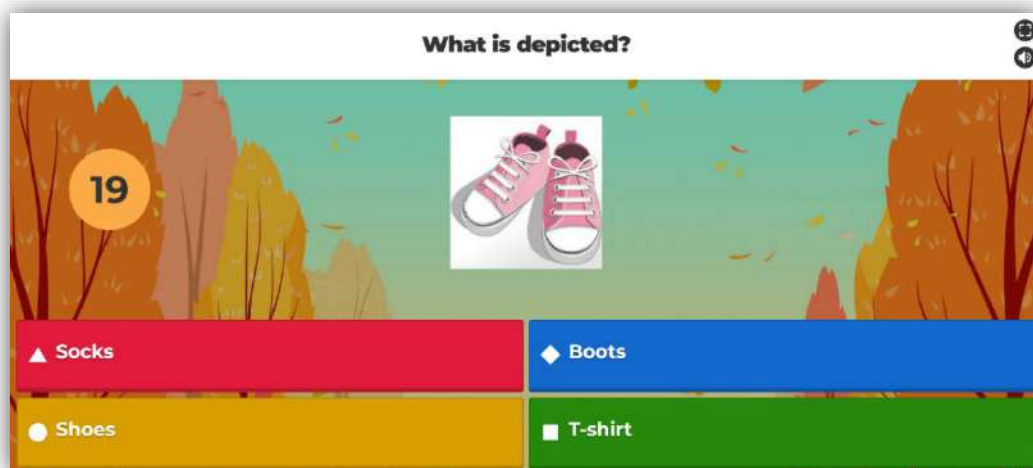


Fig. 5. Screenshot of a quiz created using the online resource Kahoot! [7]

At the end of the course the students present their E-portfolio to the class. The assessment of an E-portfolio is carried out according to the following criteria:

1) the compliance of the materials presented in the portfolio with linguistic requirements (language accuracy);

2) the compliance of the materials presented in the portfolio with pedagogical requirements (focus of the tasks on developing pupils' general skills and abilities);

3) the compliance of the materials presented in the portfolio with methodological requirements (focus of the tasks on developing foreign language phonetic, grammatical, and lexical skills, as well as listening, reading, and writing abilities);

4) the compliance of the materials presented in the portfolio with informational requirements (appropriateness and effectiveness of ICT used in the tasks).

Conclusions. E-portfolio is one of the effective tools of developing and assessing future foreign language teachers' digital skills. Designing an electronic portfolio is a creative process that motivates students, teaches them to organize information, accumulates their knowledge in a foreign language, ICT and methodology of teaching FL, as well as gives them an opportunity to make a collection of didactic materials for teaching pupils that they will be able to use in their future professional activity.

REFERENCES

1. Cambridge Dictionary [Електронний ресурс] – Режим доступу: <https://dictionary.cambridge.org/dictionary/english/portfolio>

2. Шевчук С. С. Технологія портфоліо у педагогічній діяльності: електронний навчальний курс, Біла Церква, 2024 [Електронний ресурс] – Режим доступу: https://binpo.com.ua/wp-content/uploads/2024/04/5_%D0%95%D0%9D%D0%9A-%D0%A2%D0%B5%D1%85%D0%BD%D0%BE%D0%BB%D0%BE%D0%B3%D1%96%D1%8F-%D0%BF%D1%80%D1%82%D1%84%D0%BE%D0%BB%D1%96%D0%BE-%D0%A8%D0%B5%D0%B2%D1%87%D1%83%D0%BA-1.pdf

3. Технологія створення електронного портфоліо [Електронний ресурс] – Режим доступу: <http://kafinf.tnpu.edu.ua/wp-content/uploads/2017/06/%D0%B5%D0%BB%D0%B5%D0%BA%D1%82%D1%80%D0%BE%D0%BD%D0%BD%D0%B5-%D0%BF%D0%BE%D1%80%D1%82%D1%84%D0%BE%D0%BB%D1%96%D0%BE.pdf>

4. Безперервний професійний розвиток вчителів іноземних мов в Україні та за кордоном : монографія / Вознюк О. В., Гуманкова О. С., Деньгаєва С. В., Зимовець О. А., Кравець О. Є., Кулак В. І., Михайлова О. С. Житомир : Вид-во ЖДУ ім. Івана Франка, 2023. 364 с. [Електронний ресурс] – Режим доступу: <http://eprints.zu.edu.ua/36809/>

5. Learning Apps [Електронний ресурс] – Режим доступу до ресурсу: <https://learningapps.org/>

6. Wordwall [Електронний ресурс] – Режим доступу до ресурсу: <https://wordwall.net/>

7. Kahoot! [Електронний ресурс] – Режим доступу до ресурсу: <https://kahoot.com/schools-u/>