

## IMPORTANCE AND RELEVANCE OF THE PORTFOLIO IN TEACHING RUSSIAN LANGUAGE

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### ABSTRACT

The article emphasizes the importance of the portfolio in improving the student's linguistic knowledge, in particular, the dynamics of its achievements and its possibilities in the process of learning the Russian language course, which allows to review information about achievements and shortcomings and correct mistakes.

**Keywords:** portfolio, dynamics, knowledge, mastering, style, environment, foreign language.

### INTRODUCTION

Indeed, the portfolio is an effective tool for solving a number of important pedagogical tasks, allowing a student to maintain the motivation of higher education, encourage their activism and independence, gain knowledge and expand his or her ability to learn himself. The portfolio also develops the skills of students' thinking and evaluation activities. The portfolio also serves to develop the ability to set goals, plan and organize their educational activities.

Depending on the purpose of creating the portfolio, there are the following types:

- "Folder of achievements" - helps to increase the student's self-esteem and reflects his success;

- A "reflective portfolio" that reveals the dynamics of personal development of students, sports achievements, commendation tabs and parental appreciation cards for their achievements in various intellectual competitions, and helps to track the effectiveness of a student's activities. This folder contains all the compositions, conclusions, essays, drawings, handicrafts, medical and psychological examination results - tests and creative work.

The portfolio method is a method of assessing and self-evaluation of knowledge and includes providing and documenting their knowledge and achievements in the subject being studied, which allows students to take into account their ability to solve minor problems and develop skills to work in the team.

The development of self-government skills in academic activities, including targeted self-planning, self-organization, control and self-government, adjusting the trend of studying the field of science, as well as ensuring high motivation of students.

The portfolio allows you to objectively evaluate the level of skills acquisition, positive motivation for learning and interest in science, encourage students' self-discipline and demonstrate the dynamics of self-development. Nowadays, Russian plays the role of interdisciplinary science and technology, and its methods are integrated into general professional and specialized disciplines in the training of prospective professionals. But on the other hand, teaching Russian has its own characteristics, although the methodology of teaching and the method of organizing the teaching material seem to be traditional: conducting theoretical information, practical workshops and control measures. Thus, in the study of Russian, it is necessary to create conditions for a student to become the subject of the

learning process, a person who seeks self-awareness and self-government of his or her educational activities, and the teacher becomes the organizer of independent work. active cognitive activity of students. The main organizational form of the formation of the basis of subject-object relations in higher education is a lecture. The lecture is a leading, core element of the didactic learning cycle, "the goal of which is to form an indicative basis for subsequent learning of learning material by students." The university lecture is an organizational form of the learning process within the classroom, which is a very economical way to get the basics of scientific knowledge and is a powerful tool for activating students' mental activities. But in addition to active training and cognitive activities, lecture training requires large-scale independent work: the necessary preparation for lecture sessions; focus during the lecture and master methods of actively understanding the material; develop your own system of rational lecture texts; preparation and addition of notes after the lecture; mastering lecture material; self-control and perform creative independent work based on lecture material. That is, the most important prerequisite for mastering the listening lecture material is extracurricular independent teaching activities, including several interdependences for students to understand and memorize it in depth. The first step in this activity is to read lecture texts and revise them in content. In addition, after technically preparing the notes, it is necessary to re-read the lecture material to better understand and master the material. The next stage of work on the lecture material will include the study of scientific and educational literature on lecture topics, which will help to expand and deepen knowledge and acquire the ability to work independently in the subject being studied. If in the first two phases, the teacher monitors students' academic activities by periodically checking the lecture texts, conducting colloquiums and analyzing intermediate reports, the teaching experience shows that the supervision of the last phase is not currently adequately developed, even if it is adequate. The process of working with creative development scientific publications is forming a Russian speech by scientific thinking, future programmers, operators, and television workers. This stage seems important to us from the point of view of developing students' self-government skills in the academic hierarchy. Therefore, the study of Russian-language textbooks is proposed to be filled with creative independent work, which will help to master knowledge in the field of science being studied and develop language skills: analysis, comparison, systematicization, classification, generalization and practice of knowledge. But practice shows that in traditional organizing of the learning process, it is difficult to systematically monitor the performance of independent creative work on lecture material studied by the teacher, so students need to be involved in the self-evaluation process. knowledge and skills gained in the process of learning Russian. It allows you to use a portfolio to teach students to analyze their knowledge and academic performance. Analysis of scientific and pedagogical literature shows that portfolios are used mainly in university practice - in the training departments of specialists. Although, in our opinion, this method can be used for high school teachers to teach and instill in students their educational activities self-government skills, including lecture-based teaching.

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