

## **PRESENTATIONS, ELECTRONIC PORTFOLIOS AND BLOGFOLIOS IN FOREIGN LANGUAGE LEARNING**

Nowadays students are Millennials. They were born and have grown in a technology-environment which has led to a shift in pupils' expectations of how teachers should teach and present learning content [2, 3]. One of the trends in modern education is the increasing integration of innovative educational technologies in the learning process.

Presentations are a great way to explain new foreign language material to students, and electronic portfolios are a great way to assess students' knowledge and skills. So, a portfolio is a collection of students' works, selected by the students themselves or with the teacher's assistance, to demonstrate their progress in learning. The portfolios are often used in foreign language education. Electronic portfolios are essentially the same collection of works by the students themselves, but they also include audio and video materials on a single electronic platform. The creation of electronic portfolios must comply with certain rules and requires the following tasks:

1. Define the purpose for which an e-portfolio is created. This goal must address the most important educational needs of the students.

2. Determine how the information contained in the students' e-portfolio will be used.

3. Choose a type of e-portfolio:

- portfolio collection, which may consist of all of the learner's work with commentary and observation by the teacher;

- presentation portfolio, which includes only the best works by the student;

- an assessment portfolio, which would consist of systematically selected works of the learner with the teacher's comments and observations.

4. Correlate the entries in the portfolio with the activities in the lesson. This means thinking about how familiar activities for students can be used to maintain their portfolios.

5. Make portfolio management a compulsory activity for students, gradually adding to the portfolio during a semester or an academic year and making the tasks more difficult.

6. Using the checklists, detailed rubrics, and teacher comments will allow for the most accurate characterization of students' progress.

7. Involve students in the process of working on the design and their own portfolios according to certain criteria and recommendations.

A blogfolio is an interactive online blog created by students for a specific educational purpose. Blogs are often used in foreign language teaching to improve foreign language reading and writing, to increase engagement in the educational process, and to provide opportunities for students to express themselves and develop creativity. Similar to more traditional electronic portfolios, blogfolios have certain criteria that, if met, will make their use an effective tool for foreign language learning:

1. The choice of the topic that students will discuss in their blogfolios.

2. Students should be provided with resources that they can use and analyze to improve and expand their knowledge of their chosen blogfolio topic.

3. The next step is to gradually fill the blogfolio with material that students have chosen based on the information provided to them. At this stage it is important to encourage searching for additional information and presenting it on the blog.

4. Students should not only finish filling out their blog, but also create a presentation and record a video about it showing the chosen theme of the blog portfolio.

Thus, the use of innovative technologies in education, in particular in teaching foreign languages, allows us to significantly expand and diversify the types of student s' activities, which, in turn, positively affects the results of the educational process. However, it should be noted that this positive effect can be achieved only with careful planning of the goals, results and current activities, all of which should be aimed at meeting the educational needs and requirements of the learners.

References:

1. Miller, M.D. (2014). *Minds online : Teaching effectively with technology*. Cambridge, Massachusetts : Harvard University Press.
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3. Stewart, K. (2009). Lessons from teaching millennials. *College Teaching*, 57(2), 111–117.

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