

## LANGUAGE PORTFOLIO FOR PROFESSIONAL PURPOSES: INTERDISCIPLINARY EFFECT ON PROFESSIONAL COMPETENCE FOR PROSPECTIVE SPECIALIST IN UKRAINIAN AND CHINESE UNIVERSITIES

<sup>a</sup>TETIANA A. KOKNOVA, <sup>b</sup>SVITLANA

O. SHEKHAVTSOVA, <sup>c</sup>OKSANA YE. MILOVA,

<sup>d</sup>VIKTORIA S. VOLODAVCHYK, <sup>e</sup>OLENA V. IABUROVA,

<sup>f</sup>LI LI

<sup>a,b</sup>*Romance and Germanic Philology Department, Luhansk Taras Shevchenko National University, Poltava, Ukraine*

<sup>c</sup>*Linguistics and Translation Department, Institute of Philology of Borys Grinchenko Kyiv University, Kyiv, Ukraine*

<sup>d</sup>*Commodity Research, Commercial Business and Goods Expertise Department, Educational and Scientific Institute of Trade, Service Technologies and Tourism, Poltava, Ukraine*

<sup>e</sup>*Primary Education and Practice Department, SHEI "Donbas State Pedagogical University", Slavyansk, Ukraine*

<sup>f</sup>*College of Foreign Languages and Literature, Northwest Normal University, Lanzhou, China*

email: <sup>a</sup>koknovatanya@gmail.com, <sup>b</sup>shekhavtsova1@gmail.com, <sup>c</sup>milovateacher@gmail.com, <sup>d</sup>volodavchykviktoria@gmail.com, <sup>e</sup>primetime3311@gmail.com, <sup>f</sup>13893163566@163.com

**Abstract:** The given paper discusses the effectiveness of "Language Portfolio for Professional Purposes" technology in setting up interdisciplinary links while learning English for professional purposes, and in producing a positive effect on developing professional competence in the professional field of study. The research goal is to analyze and prove the efficiency of the mentioned technology in the course of professional competence development for prospective specialists studying at the Faculties of Foreign Languages; Institute of Philology (Linguistics and Translation Department); Primary Education Theory and Practice Department; Educational and Scientific Institute of Trade, Service Technologies and Tourism in Luhansk Taras Shevchenko National University, Borys Grinchenko Kyiv University, SHEI "Donbas State Pedagogical University" in Ukraine and Northwest Normal University (Lanzhou, China). The proposed technology promotes Ukraine's and China's integration into the global information space, making prospective professionals mobile and adaptive to the dynamic requirements of the labour market, which allows achieving professional self-realization taking into account educational goals and individual characteristics. To test the effectiveness of the proposed technology and the level of professional competence development, the method of pedagogical experiment has been used in the experimental and control groups of prospective specialists studying at the listed departments, faculties, institutes and universities in Ukraine and China.

**Keywords:** Interdisciplinary effect, language portfolio for professional purposes, prospective specialists, professional competence, Ukrainian Universities.

### 1 Introduction

The world tendency to total globalization forces Ukrainian Universities to follow international courses, which intensively requires rethinking the ways to form the professional competence of prospective specialists in various fields in the process of their professional training. According to such internationalist trends, the Ministry of Education and Science of Ukraine, under the support of the British Council in Ukraine, has justified the priority and relevance of establishing interdisciplinary links with an emphasis on improving English language teaching within the project for Bachelor students "English for the universities". The results of the project prove that at the Bachelor's level there have been provided the following brand new changes in the context of their professional training: following the scale of Pan-European Recommendations on Language Education, new standards have been developed and incorporated into every aspect of foreign language teaching; teaching curricula have been improved (thematic materials, assessment, etc.) to stimulate professionally oriented and competence-oriented activities; the total hours for teaching English for professional purposes have been increased; English teachers have been trained to work at the university with students of various specialties; interdisciplinary links with specialized departments to select authentic material for the classes have been established, etc.

Following the above-mentioned recommendations, Luhansk Taras Shevchenko National University; Borys Grinchenko Kyiv University; SHEI "Donbas State Pedagogical University" (Ukraine) and Northwest Normal University (Lanzhou, China)

have taken up fruitful interdisciplinary activity to train prospective specialists at the Master's level, which has led to a completely new relationship between English for professional purposes teachers and teachers of professional disciplines. In the process of collaboration and following the influential globalization triggers and global educational trends, taking into account specific national traditions and experience of working with students; incorporating project recommendations provided for Bachelor students, the authors' vision of technological support for prospective specialists is suggested. The technology adapted and presented in the research provides an opportunity to establish interdisciplinary links while learning English for professional purposes and developing professional competence in the field of study. The proposed technology (language portfolio for professional purposes), additionally promotes Ukrainian and Chinese integration into the global information space, making prospective professionals mobile and adaptive to the dynamic requirements of the labour market, which allows achieving professional self-realization taking into account the educational goals and individual characteristics.

Consequently, in the context of this paper, we shall illustrate the results of the research conducted at the university within two completely different specific departments. It should be emphasized that although the results of the study show efficient dynamics in these specialties, the ideas underlying the study can be adapted by any specialty that is focused on training prospective specialists.

Ukrainian and Chinese accession to the Bologna Process has obliged the education system to adopt the European experience have already led to significant steps to improve approaches to professional competence development in general, and to foreign language teaching in particular. With the support of the state and international organizations, university teachers direct prospective professionals toward active involvement in the global educational environment, expand the academic mobility of the participants of the educational process, initiate the exchange of scientific information through internationalization strategies, and introduce modern techniques of foreign language teaching. Nevertheless, the problem of training prospective specialists in various fields of knowledge remains urgent, since the aim of such training is to provide the modern labour market with such professionals who can self-realize and meet the demands of the labour market, i. e. they should have a highly developed level of their professional competence.

Analysis of scientific works on the professional competence development in prospective professionals within the competence-based approach has proved that the system of professional training of prospective specialists in various fields of knowledge encourages to combine traditional forms and methods of teaching with personality-oriented technologies, as well as with practically oriented, humanistic content with a focus on the goal, and apply efficient and creative-technological forms and methods. This approach is considered especially vital for prospective specialists, who have a strong motivation to learn, are aware of their individual characteristics and educational goals, have life and professional experience that contributes to professional development and self-realization. They constantly broaden their professional horizons regarding professional competence; promote professional awareness and generate professional and creative initiatives. They are stimulated to personal and professional mobility and activation the mechanisms of self-development, self-education and self-realization. They also identify themselves as prospective specialists with developed professional competence; assess various professional phenomena to solve certain professional tasks (Hamidova & Ganiyeva, 2020; Epstein et al., 2004; Chivers, 2007).

These characteristics of prospective specialists studying in different specialties made us reconsider the process of professional training so that it echoes the idea that Ukrainian high school has the opportunity to show "international orientation as a response to globalization" (Stromquist, 2007; de Witt, 2002).

According to the Ministry of Education and Science of Ukraine in cooperation with the British Council in Ukraine, the national strategy for Ukraine's internationalization above all involves the study of English for professional purposes. According to the idea, prospective specialists will be able to interact professionally in a fruitful globalized collaboration with their colleagues abroad at various levels (Bolitho & West, 2017).

Thus, we have come up with the idea to create a simulated learning environment, which uses the potential of relevant social institutions to coordinate their facilities to make an adapted content focused on the development of professional competence of prospective specialists in the course of their professional training using English for professional purposes (Bruno & Dell'Aversana, 2018; Miftachul et al., 2018; Mohr, 2017). Consequently, prospective specialists will be able to increase their level of professional competence while working with: government agencies that promote the professional development of prospective specialists; international institutions that are involved in improving the professional competence of prospective professionals in various fields; Internet sites for distance self-education, focused on prospective specialists training in various branches; international programs and grant opportunities; libraries of different levels; regional and international cultural organizations, etc.

Due to the limited period of professional training (1.5 years), we focused on such technology, which allows us to technologically develop professional competence in the course of professional training of prospective specialists. Considering the powerful interdisciplinary capabilities (Jacob, 2015; Bronstein, 2003) we have come up with the idea that interdisciplinary links should be set up within the individual activities of students, giving them the right to self-expression and self-realization. Thus, as a hypothesis, we assume that established interdisciplinary links will increase the level of professional competence of prospective professionals from various specialties.

## 2 Literature review

Searching for an effective technology for this idea, which shall provide an opportunity to plan individual work of prospective specialists on the background of individualization, variability, self-education, self-improvement, and self-realization in the context of professional competence development in prospective professionals, we have turned to the portfolio method (Farrell, 2021; Weldeana et al., 2017) which we have slightly adapted taking into account our specifics and goals.

Professional portfolio, as a tool to develop professional competence, has long been considered a highly effective way to improve the process of professional training (Sidhu, 2015). The professional portfolio is "a combination of processes and product. Portfolio development involves the complex processes of self and collaborative evaluation, which include a bit cyclical processes of goal setting, reflecting upon growth, and recognizing achievement, followed by further goal setting to advance professional development. This process also involves decision-making and analysis as well as the development of presentation skills to improve communicative skills in the course of professional development. On the one hand, the professional portfolio should "verify the professional development. A teacher, while applying this method, should collect all the materials related to teaching (from different sources) creatively and inclusively" (Rodriguez-Farrar, 2006, p. 8). On the other hand, it should also organize the professional's evidence, i.e. "the organization of evidence allows combining numerous documents under one topic" (Rodriguez-Farrar, 2006, p. 10). Anyway, a

professional portfolio allows gathering everything that has been achieved and reflecting on self-professional development.

In terms of learning English for professional purposes, "Language portfolios" are mostly applied as they allow influencing the level of language and speech skills development. Otherwise "Professional portfolios" are applied. They concern only professional interests and professional self-development of individual specialists in their fields. We put forward the idea to combine some of the already acknowledged scientific ideas about "Language portfolios" and "Professional portfolios" into the so-called "Language portfolio for professional purposes" which we represent in the given research in the authors' innovative way. Regarding prospective specialists as mature, motivated, and self-sufficient individuals, we aim to establish such interdisciplinary links which would allow us to use English for professional purposes and thus to gather and represent some individual author's achievements considering any prospective specialists studying in any field.

## 3 Methods

To achieve our goal, we simulated an educational environment where prospective professionals had the opportunity to participate and get professional experience from various professionally-oriented activities using the English language and create their Language portfolio for professional purposes that should combine the following three purposes: to be professionally oriented, to promote the study of English for professional purposes, and to take into account the educational goals and individual characteristics of prospective professionals from various fields. Consequently, the task of suggesting a Language portfolio for professional purposes takes into account individual directions for professional competence development. It is also aimed at competence-oriented activities of the prospective specialist in the process of individual work in the whole course of professional training. It helps to master English for professional purposes and notice the prospects of its use for various professional purposes. Working with the portfolio triggers self-expression as well as professional and creative progress in prospective professionals. A language portfolio for professional purposes is a set of achievements that have been accumulated in the process of professional competence development in prospective professionals in the course of their training. In our opinion, the Language portfolio for professional purposes has become a synthesis of cooperative, group, and individual work and mentoring.

The research methods we have used to achieve the goal of the study relate to theoretical and practical methods of pedagogical research and cover analysis and synthesis, comparison, generalization, induction and deduction, abstraction, and concretization, which help to theoretically elaborate scientific facts on the problem of the given research. To test the effectiveness of the proposed technology, we used the method of the pedagogical experiment conducted in Ukrainian universities, which provides professional training for prospective specialists majoring in different specialties.

We believe that the stimuli to find individual ways to professional self-development and self-education while working with the Language portfolio for professional purposes encourage prospective professionals to use English for professional purposes in a more motivated and conscious way. At the same time, the increased level of English proficiency in the professional field on the background of interdisciplinary links will allow taking into account the educational goals and individual characteristics in the process of professional training of prospective professionals in various fields.

### 3.1 Participants

The study is based on the results obtained from work with 124 prospective specialists studying at the Faculties of Foreign Languages; Institute of Philology (Linguistics and Translation Department); Educational and Scientific Institute of Trade,

Service Technologies and Tourism; Primary Education Theory and Practice Department in Ukrainian and Chinese universities ("Luhansk Taras Shevchenko National University"; Borys Grinchenko Kyiv University; SHEI "Donbas State Pedagogical University" and Northwest Normal University). It is a generalized experience of such innovation in the Ukrainian scientific area. The approach to the organization of individual work with prospective specialists presented in the given study allows using English for professional purposes for self-development and self-realization in a professional environment via interdisciplinary links.

The experiment is conducted in the experimental and control groups of prospective specialists under supervision of 27 university teachers to test their level of professional competence development.

### 3.2 Instruments

The effectiveness of the pedagogical experiment has been checked on the background of certain criteria verified before and after the experimental training. Thus, the following criteria are singled out: motivational criterion (diagnoses the degree of awareness of the need for self-development using interdisciplinary links as well as the need for self-development during future professional activity, involves personal internal motivation for professional activity and self-realization; value orientations, the need of the prospective specialist to achieve success); professional activity criterion – diagnoses the level of development of professional knowledge of the prospective specialists in the field of specialization and its application (using English) in solving professional problems; reflective and creative criterion – checks the ability to professional reflection and self-analysis of the results of their professional development; ability to professional creative activity while solving professional tasks).

On the background of the defined criteria, we have defined the following levels that allow to assess the level of professional competence development: elementary (demonstrates a low level of professional competence development; professional activity is repetitive and monotonous; prospective specialists solve professional tasks reluctantly and at a low professional level, low culture of communication), reproductive (prospective professionals have standard knowledge, skills and abilities, stereotypically solve professional tasks, need to be controlled and encouraged, show neutral attitude to professional self-development, low level of social activity), reconstructive (prospective specialists can freely and in various ways demonstrate their professional competence on the background of creative approach; they have an analytical and systematic way of thinking; apply previous experience with extra non-standard professional solutions to solve professional tasks; have a sufficient level of social activity); creative (prospective specialists are highly efficient in their professional activities; professionally mobile in the process of solving professional tasks; able to generate creative ideas and make non-standard creative decisions; strongly motivated for self-realization and self-development in every area of professional activity).

### 3.3 Procedures

To conduct the given research, we have selected 124 prospective specialists majoring in different specialties, and 27 university teachers (including 15 teachers who provided mentoring and consulting support in specialized disciplines in the given project; 8 teachers of English for professional purposes and 4 teachers who lead the given project) as the subjects of this study. We have divided students into four control (62 students) and four experimental groups (62 students).

Before the experimental study, the groups showed approximately the same level of professional competence. At the end of the experimental study we tested control and experimental groups applying well-known tests and techniques used to test the competence of specialists in different fields, such as test for

motivation to succeed, the method of diagnostics of authentic structure of the individual's value orientation; the diagnostic method to discern reflexivity; adapted methods to assess the need to achieve success; the test "Creativity and creative potential of the prospective specialist" (adapted from the materials on the educational project "Vseosvita", Ukraine); various tests to self-assess professional knowledge of prospective specialists. To statistically assess the effectiveness of the experimental study in the experimental and control groups, we have used Pearson's criterion ( $\chi^2$ ).

We have assessed the level of professional competence development at the end of the pedagogical experiment in control and experimental groups after three semesters of their professional training. A traditional, mostly focused on the "knowledge" component, approach to the organization of individual work of students has been applied to control groups. The students were suggested traditional forms of individual work: they prepared projects, made reports, performed various tasks, did creative exercises. The students from the experimental groups within their work with "Language portfolio for professional purposes" had the opportunity to measure and demonstrate individual progress in the development of their professional competence and gather factual data as the material for self-presentation to prospective employers.

The main aim of creating a portfolio is to analyze and represent the most significant results of professional and personal development of prospective specialists, to monitor the educational and professional progress of students. Working on the Language portfolio for professional purposes is a creative process that allows taking into account the results achieved by the prospective specialists in various activities during the entire period of their study at the university. Students can summarize their achievements not only after graduation, but also at the end of the semester or the end of the academic year, see the results of their work compared to their group mates, and, which is most important, with their previous results.

The key functions of the professional portfolio are the following: diagnostic (recording and account of changes, first of all, in the professional growth of a prospective specialists over some time); goal setting (supports educational goals); motivational (supports the student's aspiration to master a high level of linguistic-and-methodological competence); content-related (includes the full range of work performed by a prospective specialist); reflexive (when prospective specialists analyze their educational activities).

Prospective specialists collect information and the teacher of English for professional purposes along with the teachers of major subjects control them. Comprehensive methodological support for the students creating their portfolios can be given via consultation with a teacher of a major subject. The teachers of major subjects help to plan the following: deadlines for the students' individual works and the total number of headings for a professional portfolio.

The Language portfolio for professional purposes portfolio is a cumulative database (folder, or e-portfolio), in which the student gathers the selected material. Bulk blocks of material as a part of the portfolio are called sections, within the sections, some headings that help to organize the material and form the structure of the section (Orna, 2021).

When arranging order the final version of the portfolio, it is recommended to include the following sections: Cover letter of the portfolio owner with a description of the aim, purpose, and a brief structure of this document; Content of the portfolio; Information resources; Working material; Achievements; Self-analysis and prospects of work (forecast or plan) for the future.

Headings that can be freely selected allow individualizing the content, structure, volume of the portfolio personally per each prospective specialist, taking into account their characteristics of educational goals. The structure of the portfolio is not strict; it

can be changed as the prospective specialists gain knowledge of how to arrange the portfolio.

The list of admissible reporting documents that can be presented in freely selected headings: diaries or reports; printed works (publications: articles/proceedings), abstracts, essays; participation in scientific conferences, seminars (signifying the level of the event or report); membership in scientific/professionally-oriented society to present topics, materials, research results conducted in the framework of public activity; involvement in: the work of research laboratories; the research work of the department; development of methodical and didactic materials; participation in competitions/contests signifying the level and result; audio- and video materials; schemes, figures, tables, diagrams; preparation and participation in activities, festivals, competitions, exhibitions with an indication of the results; development of scripts for social and leisure activities; creative works/projects made by the author, etc. (providing texts, photos, and videos from the events); certified documents confirming individual achievements (diplomas, grants, certificates confirming additional education; copies of certificates of participation in conferences; information on awards, diplomas, appreciation letters; copies of documents (certificates) confirming participation in various competitions, contests, public activities; documentary evidence of publications about prospective specialists in magazines, newspapers and other editions; other documents at author's discretion); feedback (feedback from teachers, managers of different levels, colleagues, reviews of student's development, letters of recommendation, self-analysis of educational and professional activities; reviews; characteristics).

A language portfolio for professional purposes is created throughout students' study at the university. It is completed when the prospective specialists' graduates. In the future, the portfolio can serve as a source for compiling a resume when searching for a job, or continuing education, etc. Such a portfolio allows the student to professionally assess professional competence development, to build a personal and creative path to success, which will be an important component of prospective specialist ranking in the labor market.

The work on the portfolio includes the following three stages: organizational-adaptive, professional transformation, constructive-creative.

Table 1: Distribution of the levels of professional competence development before and after the experimental training.

Level	Elementary		Reproductive		Reconstructive		Creative	
	CG (%)	EG (%)	CG (%)	EG (%)	CG (%)	EG (%)	CG (%)	EG (%)
<b>Motivational criterion</b>								
At the beginning	38 (61.1 %)	38 (61.2 %)	19 (30.5 %)	18 (29.0 %)	3 (4.8 %)	4 (6.5 %)	2 (3.6 %)	2 (3.3 %)
At the end	28 (45.2 %)	21 (33.8 %)	25 (40.3 %)	20 (32.2 %)	5 (8.0 %)	11 (17.8 %)	4 (6.5 %)	10 (16.2 %)
<b>Professional activity criterion</b>								
At the beginning	37 (59.5 %)	37 (59.5 %)	20 (32.1 %)	20 (32.1 %)	3 (4.8 %)	3 (4.8 %)	2 (3.6 %)	2 (3.6 %)
At the end	26 (41.9 %)	18 (29.0 %)	26 (41.9 %)	23 (37.0 %)	5 (8.1 %)	12 (19.4 %)	5 (8.1 %)	9 (14.6 %)
<b>Reflective and creative criterion</b>								
At the beginning	34 (54.8 %)	33 (53.2 %)	25 (40.3 %)	26 (41.9 %)	2 (3.6 %)	2 (3.6 %)	1 (1.3 %)	1 (1.3 %)
At the end	22 (35.4 %)	20 (32.2 %)	31 (50.0 %)	23 (37.0 %)	5 (8.0 %)	10 (16.2 %)	4 (6.6 %)	9 (14.4 %)

Analysis of data at the end of the experiment confirmed the effective impact of establishing effective interdisciplinary links in the course of working on Language portfolios for professional purposes on the process of professional competence development. Visually the distribution is presented in Table 1.

To compare the distributions of control and experimental groups according to the levels of the selected criteria development, we used the nonparametric Pearson's  $\chi^2$  criterion. One of the limitations of this criterion is the condition that the intracellular frequencies must exceed 5.

To perform calculations according to Pearson's  $\chi^2$  criterion, we have transformed the scale for measuring the levels of development, specifically, we have combined the positions of the elementary level and reproductive one; reconstructive and creative levels. The initial data for the calculations are

The adaptive stage involves the work on the development of a multifaceted image of the prospective specialist in a certain field with developed professional competence. The mode of work is specified by interdisciplinary optional information-and-methodological seminars, individual consultations with the teachers of major subjects on professional self-realization, implementation of student's projects, plans, etc.; interactive interdisciplinary workshops on the organization of various scientific-practical, educational-scientific, educational, and cultural-educational activities that expand the horizons of prospective professionals for self-realization in their future professional activities.

During the stage of professional transformation, the work is aimed at the development of individual behavioral mechanisms based on existing professional experience, which determine the professional and personal attitude to the development of professional competence of prospective professionals. Work on the "Professional Portfolio" proceeds to the stage of personality-oriented professional activity in those activities that are most significant for the specifics of professional development of prospective specialists: conferences, pieces of trainings, thematic meetings, competitions, contests, postgraduate courses, webinars, participation in the work of major subjects departments, creative associations and clubs according to professional interests, etc.

Optimization of the process of professional competence development in prospective specialists in the process of their professional training at the third stage (creative) became possible due to the development of their style of professional behavior in the process of professional activity, which created conditions to demonstrate professional competence.

#### 4 Results

The obtained quantitative and qualitative indicators show that at the beginning of the experiment the distribution for every criterion in the control and experimental groups was statistically the same, which gave reason to consider the experiment as started correctly to test our assumptions in the training process.

summarized in Table 2, and the results of the calculations are shown in Table 3.

We have also calculated the effect size (V Cramer's statistics). The results of the calculations are presented in table 4 and figure 1.

#### 5 Discussion and results

Analysis of the calculation results (Table 3) shows a statistically insignificant discrepancy at the level of 0.05 between the control and experimental groups at the beginning of the experiment by all criteria, including generalized (empirical value of Pearson's  $\chi^2_{\text{emp}}$  is respectively 0.100; 0.000; 0.000; 0.013, which does not exceed the critical value of 3.842 per one degree of freedom and level of significance of 0.05).

Table 2: Distributions of experimental and control groups according to the levels of professional development criteria at the beginning and the end of the experiment.

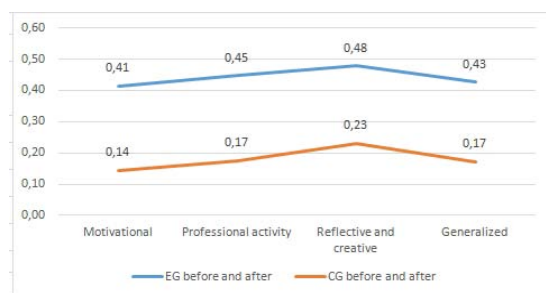
Criteria	Levels	At the beginning		At the end	
		CG	EG	CG	EG
Motivational	Elementary + Reproductive	57	56	53	41
	Reconstructive + Creative	5	6	9	21
Reflective and creative	Elementary + Reproductive	57	57	52	41
	Reconstructive + Creative	5	5	10	21
Professional activity	Elementary + Reproductive	59	59	53	43
	Reconstructive + Creative	3	3	9	19
Generalized	Elementary + Reproductive	58	57	53	42
	Reconstructive + Creative	4	5	9	20

Table 3. Comparison of distributions in experimental and control groups by  $\chi^2$  criterion before and after the experiment.

Criteria	Empirical value of $\chi^2$ criterion when comparing CG and EG before the experiment	Empirical value of $\chi^2$ criterion when comparing CG and EG after the experiment
Motivational	0.100	6.332
Professional activity	0.000	5.204
Reflective and creative	0.000	4.613
Generalized	0.013	5.361

Table 4: The effect size when comparing distribution in control and experimental groups by Pearson's criterion

Criteria	EG at the stages of verification and development		CG at the stages of verification and development	
	Pearson's $\chi^2$	V Cramer's	Pearson's $\chi^2$	V Cramer's
Motivational	10.653	0.41	1.288	0.14
Professional activity	12.458	0.45	1.896	0.17
Reflective and creative	14.146	0.48	3.321	0.23
Generalized	11.273	0.43	1.83	0.17

Figure 1: The effect size (V Cramer's) when comparing the distribution in the experimental and control groups by Pearson's  $\chi^2$  criterion.

On the contrary, when comparing the distribution of the control and experimental groups after the experiment, we have obtained significant differences in all criteria, including generalized, at the level of 0.05 (empirical value of Pearson's  $\chi^2_{\text{emp}}$  is respectively 6.332; 5.204; 4.613; 5.361, which exceeds the critical value of 3.842 per one degree of freedom and level of significance of 0.05).

The analysis of Table 4 shows that by Pearson's  $\chi^2$  criterion the distribution in the control group at the stages of verification and development according to the levels of the selected criteria development do not differ significantly. Instead, there are significant divergences in the distributions in the experimental group before and after the experiment.

It should be noticed that the figures of Cramer's statistics (Table 4, Figure 1) in the experimental group significantly exceed the corresponding figures of statistics in the control group and indicate the effect size in the experimental group at the level, which is almost high (from 0.5 for Cramer's statistics). Thus, we can conclude that there are significant changes in the experimental group after the experiment, which indicates the efficiency of the proposed technique.

In the course of our research, the Language portfolio for professional purposes was created by prospective specialists majoring in different specialties in the following forms: a collection of research papers (creative essays, professional essays, pedagogical sketches, professionally-oriented glossaries, diagrams, tables, diagrams, etc.); reports on attending

professional theoretical projects (thematic meetings, competitions, lectures, etc.); certified documents confirming individual achievements (diplomas, grants, certificates of learning outcomes on additional education; copies of certificates of participation in conferences; information on awards, diplomas, appreciation letters; copies of documents (certificates) on participation in various competitions, contests, documentary confirmation of students' publications in scientific journals, etc.); feedback from teachers, managers of various levels, colleagues, reviews of prospective specialists' theses, letters of recommendation; author's developments; certificates of participation in competitions, conferences, training seminars, professional workshops, etc. The student's Language portfolio for professional purposes was presented at the last lesson in English for professional purposes with the involvement of the teachers of major subjects and junior students. It was arranged as a conference, where prospective professionals had the opportunity to present their work showing a year and a half of their professional development.

## 6 Conclusion

The given study proves that considering the specificity of the suggested technology, the work on Language portfolio for professional purposes should involve three stages: organizational-adaptive, professional transformation, and constructive-creative. As a result, at the first stage, work with students of different specialties became effective due to the optimization of the process of the development of a multifaceted image of the prospective specialist in a certain field with

developed professional competence and considerable skills of using English for professional purposes. During the second (professional transformation) stage, the work was aimed at the development of individual behavioural mechanisms based on existing professional experience, which determine the professional and personal attitude to the development of professional competence of prospective professionals. During the constructive-creative stage, prospective specialists had the opportunity to develop their style of professional behaviour in the process of performing professional activities.

The development of professional competence in the course of individual work at the lessons of English for professional purposes for prospective specialists' majoring in various fields should involve interdisciplinary links encouraging self-improvement that will help not only to develop professional competence but also to promote further professional self-realization. As a result, the teacher should create the most favourable educational environment for professional self-development, using English and providing opportunities for its professional use while working on the Language portfolio for professional purposes. As it has been observed, the work on the Language portfolio for professional purposes develops in prospective specialists the skills to accumulate and analyze the results of their work, monitor their professional success, public activity, see the advance of their general and professional competencies while using English for professional purposes. It also gives an opportunity to collaborate with teachers of English for professional purposes as well as with the teachers of major subjects.

The given experience of using the method of Language portfolio for professional purposes in the course of the professional competence development in prospective specialists may be widely applied in training prospective specialists' in different fields and countries. In perspective, it is advisable to explore the possibilities of using Language Portfolio for Professional Purposes within the Bachelors' education or in the context of further professional development of specialists in higher educational institutions. The research allows drawing some theoretical assumptions of using Language portfolios for professional purposes in the course of the professional competence development in prospective specialists from different spheres. This could be of interest to the professionals involved in training prospective specialists in other countries.

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**Primary Paper Section: A**

**Secondary Paper Section: AM, AI**