

одного з найбільш ефективних методів навчання студентів.

**Semenchenko T.O.**

**PORTFOLIO AS MEANS OF LANGUAGE COMPETENCE  
MAINTANANCE AND DEVELOPMENT OF PRE-SERVICE SPECIALISTS  
FOR FINANCIAL INSTITUTIONS (AUSTRALIAN EXPERIENCE)**

In the course of gradual integration into a world scientific medium Ukraine is becoming more and more open to a dialog with educators from other countries. It is obvious that Australia provides high quality education for not only domestic students but international ones as well. What is remarkable about Australia is the speed with which this country managed to turn from a hardly surviving, factually enslaved colony into a prosperous self-perpetuating country, where a call for qualitative education is pronounced. All students are assessed in terms of their capability to exhibit professional competence, including critical thinking, creativity, interdisciplinary and intercultural mobility, flexibility, moral values. In this respect a portfolio purports to be an indispensable means, since it provides much room for self-assessment: it prevents complacency, allows to track what and to what extend skills and knowledge have changed, why not, what is evidence thereof, what exactly is being done for advancement. In Australian universities, portfolios act not in advisory capacity, but are one of compulsory tasks for summative assessment.

Extrapolating on the samples of portfolio assessment tasks elaborated by the state authorized organization ACARA (Australian Curriculum, Assessment and Reporting Authority) for schools and various university faculties, we offer the Language Portfolio sample for pre-service financial institution specialists.

This Language Portfolio is to be written in a foreign language. It will cover two focus areas: professional knowledge and skills (banking, economy, accounting and audit etc.) and foreign language command. Students are advised to write the Portfolio every semester.

## **TABLE OF CONTENTS**

**INTRODUCTION** [up to one page statement on “Why I am here – in this field / at this Uni? What do I aspire?”]

### **MAINTENANCE AND DEVELOPMENT OF MY TARGET LANGUAGE (TL)**

#### **1. LISTENING**

A) EVIDENTIAL SUPPORT OF MAINTANCE (what actually are you doing: watching films, reading books in the TL, written & oral communication with foreign third parties, participation in workshops, conferences held in the TL). ALL THE RELEVANT DATA IS WELCOME TO BE ATTACHED.

B) EVIDENTIAL SUPPORT OF DEVELOPMENT (you passed a test (PET, CAE, CPE, IELTS, TOEFL etc.) with grade/score; your listening comprehension skills have improved as you find yourself to ..... better/easier/faster when .....

C) SAMPLE OF AN ACTIVITY I WOULD ADVISE OTHERS TO USE TO DEVELOP THIS SKILL

#### **2. READING / 3. WRITING / 4. SPEAKING (AS ABOVE)**

### **IMPACT OF MAINTENANCE AND DEVELOPMENT OF MY TL ON MY PROFESSIONAL COMPETENCE**

A) LISTENING (Why is it essential for my career?)

B) READING (AS ABOVE)

C) WRITING (AS ABOVE)

D) SPEAKING (AS ABOVE)

**CONCLUSION** [Provide a distinct example of an activity of an individual or an association in the professional field you are proud of and would like to follow, state how your foreign language competence will assist it]

References:

Curriculum. Australian Curriculum, assessment and Reporting Authority.  
Availableonline at: <http://www.acara.edu.au/curriculum/curriculum.html>