

# PROSPECTS INNOVATIVE TECHNOLOGY "LANGUAGE PORTFOLIO" IN HIGH SCHOOL.

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The article proves the necessity to use the innovative pedagogical technology “Language portfolio” in teaching English in academic activities of modern non-linguistic education institutions in order to accomplish them. The article analyses the concepts “pedagogical technology” and “Language portfolio”. The origin of the innovative pedagogical technology “Language portfolio” which was developed to support the development of learner autonomy, plurilingualism, intercultural awareness and competence; and to allow students to record their language learning achievements and their experience of learning and using languages is researched in the given work. It describes the main aim of the development of the innovative pedagogical technology “Language portfolio”, its principles and functions. It also describes the “Language Portfolio” as a personal document that has three parts: a language passport, a language biography and a dossier. In the part “the language passport” the language learner can summarise his/her linguistic and cultural identity, language qualifications, experience of using different languages and contacts with different cultures. The biography helps the learner to set learning targets, to record and reflect on language learning and on intercultural experiences and regularly assess progress. In the dossier the student

can keep samples of his/her work in the language(s) he/she has learnt or is learning.