Digital Portfolio As A Tool For Developing Self-Presentation And Communicative Skills

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ABSTRACT

The article examines the role of the digital portfolio as a modern pedagogical tool that contributes to the development of students' self-presentation, communication, and metacognitive skills. The author emphasizes that the integration of the electronic portfolio into the educational process enables a shift from traditional forms of assessment to a reflective and developmental approach aimed at forming the professional identity of future specialists. The digital portfolio is viewed not only as a tool for recording academic achievements but also as a space for self-development, critical analysis, and communication among participants in the educational process. Particular attention is given to the impact of digital technologies on enhancing motivation, fostering self-reflection skills, and developing a culture of written and visual communication among students.

Modern education is focused not only on the acquisition of knowledge but also on the development of key 21st-century competencies among students - such as communication, self-presentation, self-organization, and reflection. One of the most effective tools for integrating these skills into the educational process is the digital portfolio. The educational process is inherently linked to the assessment of learning outcomes. The digital transformation of the educational environment and the introduction of new learning formats require a reassessment of existing methods for evaluating students' academic achievements [2].

In recent years, higher education has increasingly favored assessment tools that have a formative character and contribute to the development of critical and creative thinking, the enhancement of motivation, and the formation of self-assessment, self-regulation, and reflection skills. Teaching practice serves as a natural context for future teachers to assess their professional knowledge, abilities, and skills. It facilitates professional self-determination and provides a unique opportunity for the purposeful development of reflection, as well as the analysis of one's own actions, thoughts, and emotions in the course of pedagogical activity [3,4].

In the work of Doctor of Historical Sciences, Professor Zh. S. Syzdykova, the significance of the electronic portfolio in higher education is examined. The author analyzes how the use of a digital portfolio contributes to the development of students' metacognition, critical thinking, self-assessment, communicative skills, and readiness for professional activity.

An electronic portfolio is a tool for lifelong learning. It helps students develop the habit of analyzing their own experiences, tracking their professional growth, and improving the quality of their self-education. Research shows that working with a digital portfolio increases intrinsic motivation, creativity, self-confidence, and satisfaction with learning outcomes. The creation of an electronic portfolio contributes to

the development of metacognitive and communicative skills.

It helps students learn to describe their achievements, use visual and multimedia tools for self-presentation, and establish constructive interactions with instructors and potential employers. The effectiveness of a digital portfolio depends on several factors: the convenience of the interface, the technical reliability of the platform, the level of support provided by instructors, and a clear understanding of the goals and objectives of this tool.

Syzdykova emphasizes that an electronic portfolio is not merely a reporting format but a powerful instrument for shaping professional identity and communicative competencies. It facilitates the transition from formal assessment to meaningful self-development and contributes to the formation of students' digital culture. Creating a digital portfolio enables students to develop their own criteria and indicators for evaluating the effectiveness of their activities, assess the level of their didactic and analytical abilities, communicative and speech culture, as well as their overall professional competence.

A digital portfolio is a personal electronic space in which a learner collects, systematizes, and presents the results of their academic, scientific, and creative work. It can be implemented using various platforms - such as Google Sites, Notion, Canva, Padlet, ePortfolio, and others - and serves not only as a means of recording achievements but also as a tool for communication. The advantages of using an electronic portfolio as an assessment tool lie in its educational potential: it promotes lifelong learning and helps to collect, analyze, and systematize students' learning experiences. The digital portfolio enables both teachers and students to enhance metacognitive skills, exchange knowledge and experience, and utilize multimedia formats (video, audio, visual artifacts), which make the learning process more engaging and flexible [1].

Working on a digital portfolio contributes to the development of students' self-presentation skills - the ability to consciously and convincingly present their own achievements, professional interests, and competencies. The process of structuring and visually designing the portfolio involves several key components.

The development of *communicative skills* is manifested in several aspects:

Written communication - the formation of competent written language through the preparation of annotations, résumés, project descriptions, and reflective comments;

Visual communication - the use of infographics, videos, presentations, and other visual tools for the persuasive delivery of information.

Development of Written and Visual Communication in the Process of Creating a Digital Portfolio

Written communication within the structure of a digital portfolio serves as a key component in the formation of a student's professional and academic culture. In the process of creating it, learners master various genres of written expression - from brief annotations and reflective comments to comprehensive analytical reports, essays, and project descriptions. Such activity fosters the ability to express thoughts logically and persuasively, employ an academic style of writing, establish cause-and-effect relationships, and formulate well-reasoned conclusions.

In addition, designing the sections of a portfolio requires proficiency in text editing, structuring, and standardization, which enhances overall language literacy and the culture of written expression. Special importance is given to the development of reflective writing aimed at comprehending personal experiences, challenges, and achievements, which contributes to the formation of self-assessment, self-presentation, and critical analysis skills.

Thus, written communication within the framework of a digital portfolio contributes not only to the formation of professional language competence but also to the development of cognitive abilities, analytical thinking, and the capacity for conscious self-development.

Visual communication plays an equally important role in the process of creating a digital portfolio, as it ensures clarity, expressiveness, and emotional appeal of the

presented materials. The visual component helps students master the basics of infographics, design, and multimedia storytelling, allowing them to translate complex information into an accessible visual form.

The use of graphic elements, tables, diagrams, photographs, as well as video and audio fragments, enhances the impact of the presented content, making it more persuasive and contemporary. Students learn to select visual tools in accordance with the goals of communication and the characteristics of the target audience, which contributes to the development of media literacy and digital culture.

Through visual communication, a digital portfolio becomes not merely a repository of documents but an interactive space for self-presentation, where individual style, creativity, and visual thinking - essential qualities of a modern professional - are expressed.

A digital portfolio is an innovative pedagogical tool that combines the functions of learning, assessment, and self-presentation. Its use contributes to the development of professionally significant competencies among students - analytical thinking, communicative and digital skills, creativity, and the ability for self-development.

The creation and maintenance of a portfolio stimulate a conscious attitude toward the educational process, foster reflection, and develop readiness for independent work, as well as the ability to present one's achievements in a digital environment. Written and visual communication within the framework of the portfolio contribute to the formation of an integrated culture of self-expression and professional image.

The implementation of digital portfolios in educational practice facilitates the transition from traditional assessment methods to learner-centered and developmental forms of education, based on the principles of individualization, continuity, and autonomy. This makes the digital portfolio an effective tool for shaping the professional identity and communicative competence of future specialists in the context of the digital transformation of education.

For the teacher, a digital portfolio serves not only as a form of monitoring and assessing students' achievements but also as a tool for the individualization of learning.

Thus, the digital portfolio functions as an integrative pedagogical tool that unites educational, communicative, and personal objectives. It contributes to the formation of professional identity in future specialists, the development of effective self-presentation and communication skills - qualities that are particularly important in the context of the digital economy and a competitive labor market.

References

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