Complex Portfolio as one of the Means of the Future Primary School Teachers Training of the New Ukrainian School

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Abstract: The article deals with the problem of improving of the future primary school teachers training by means of a complex subject portfolio in a particular course of study in the context of education system reforming in Ukraine. The aim of this study is to track and prove the value of the subject portfolio in the “Methods of Teaching Subjects of Language and Literary Education” course. The article substantiates and validates the hypothesis that a complex portfolio with the proposed structure and developed assignments is an effective tool for the future primary school teachers training. Analyzing the results of the questionnaires, observing the process of students' fulfilling of problem-solving and creative assignments (mind maps, reflective essays, pedagogical diaries, their own media products and audio books for schoolchildren, lesson plans and visual aids design) confirmed that a complex portfolio is an relevant means for development of critical thinking, intrinsic motivation, ensures the autonomy and self-sufficiency of each student, forms confidence in their abilities and readiness to work in New Ukrainian School. The study involved 180 students of the first (bachelor's) degree in specialty 013 Primary Education on the Faculty of Primary Education and Philology in Khmelnytskyi Humanitarian- Pedagogical Academy (2017–2019 academic years). The quality dynamics of the students' knowledge and skills before and after the implementation of the complex portfolio in “Methods of Teaching Subjects of Language and Literary Education” course allows to acknowledge the expediency of its implementing.

Keywords: *complex portfolio; future primary school teachers training; professional growth.*

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1. Introduction

The reform of the training of educational recipients is caused by changes in the international space, social-political processes in Ukraine, the challenges of today regarding the conformity of education with the requirements of the 21st century, the complexity and versatility of this unique unity of different structural elements of the system of education, upbringing and personal development.

It should be emphasized that the Concept of the New Ukrainian School states: “Experts estimate that the most successful in the labour market in the short term will be professionals who can learn through life, think critically, set goals and achieve them, work in a team, communicate in a multicultural environment and have other modern skills” (New Ukrainian School: Conceptual Fundamentals of Reforming of Secondary School, 2016, p.11). The New Ukrainian School (NUS) aims to provide a completely different approach to the content and forms of Ukrainian schooling, which should be implemented and provided by the modern competitive teacher. Therefore, the training of students of pedagogical specialties today deserves special attention.

Appropriate competences necessary for the development and successful professional activity of students have been formed in Khmelnytskyi Humanitarian-Pedagogical Academy (KHPA). This predetermines the use of the effective educational and methodological set of tools. Hypothetically, it can be asserted that in the training of a primary school teacher while doing a course “Methods of Teaching Subjects of Language and Literary Education” (MTSLLE) among a great variety of textbooks and manuals, methodological and didactic materials, multimedia and interactive online resources a crucial place belongs to the complex subject portfolio.

2. Problem Statement

Analysis of researches and publications on the issue. Berezhna and Andriushhenko (2015), Oliinyk (2004), Romanenko (2012) paid attention to the problem of using the portfolio as a means of improving the learning process, as an innovative method of forming the professional competence of the future teacher. Most foreign researches prefer electronic portfolio as a means of development and effective tool for evaluating the educational recipients on the range of disciplines at all educational levels (Bryant & Chittum (2013); Jafari & Kaufman (2006); Struyven, Blicke & DeRoeck

(2014). The role of the teaching portfolio in higher education is examined in detail by Dublin University scholars Scully, O'Leary & Brown (2018); the importance of the portfolio in teacher preparation is highlighted by Shulman (1992); the development of reflective thinking of the elementary preservice teacher through portfolios is researched by Pennington (2011); Cojocariu & Mareș (2019) studied pedagogical diary as a formative assessment tool in initial primary teacher training.

The review of the recent studies has shown that the principles and functions of the portfolio, the evaluation of results, the types and design of electronic portfolios, the development of reflective thinking have been examined; that portfolios have been kept throughout the all years of study in higher education institutions. Many publications confirm that the student's portfolio is a means of improving the learning process as a whole, but in the national scientific school a complex portfolio of the MTSLE course as a means of training the future teachers to work in the NUSc has not been studied yet.

So, it is worth verifying and justifying the assumption that a complex portfolio in "Methods of Teaching Subjects of Language and Literary Education" course with its well-defined structure and developed content is an effective means of training of prospective primary school teachers.

The validating of this hypothesis is significant because, firstly, a comprehensive and detailed description of the portfolio as a means of teaching students of the Faculty of Primary Education and Philology is a scientific novelty of our research and it will enrich the theoretical foundations of linguodidactics; secondly, the practical significance of our study is that the results obtained can be used in the practice of teaching of the MTSLE course and in expanding the empirical base of language and literature teaching in general; thirdly, a complex subject portfolio can be offered as a means of training future primary school teachers, which is practically oriented, provides self-dependence and autonomy for each student, and implements motivational, content, developmental, diagnostic, and rating functions.

Therefore, the aim of the study is to trace and confirm the role and feasibility of a complex subject portfolio for the training and development of future professionals in the process of mastering the MTSLE course.

According to the aim, the objectives of the scientific research have been set:

- to reveal the general background of creating a subject portfolio;
- to clearly define the structure of the subject portfolio in MTSLE course and develop the relevant content to each of its six

components/blocks, in particular the set of assignments for individual and group work;

- to validate the expediency of the proposed portfolio structure and the relevance of the selected assignments;
- to conclude on the importance of the portfolio as an effective means of future primary school teachers training of the NUSc after completion of MTSLE course.

3. Methods of the Research

The preparation and implementation of linguodidactic research have led to the use of a set of methods of theoretical and empirical cognition.

General theoretical methods (analysis, synthesis, generalization, systematization, comparison, analogy) were applied to study the legal framework of organization of educational process in primary schools of Ukraine, the experience of European countries, interpretation of psychological-pedagogical and linguodidactic literature, determination of prospects for further researches; using the modelling method we defined and described the specificity of components of the complex portfolio; direct pedagogical observation and self-observation were used to capture and study the components of the complex portfolio.

At the stage of planning we determined the purpose of the research, the tasks and the procedure of conducting; the groups of students receiving pedagogical education at different levels of higher education. Organization and conducting were carried out in accordance with the stated purpose and tasks. During the interpretation phase, the results of the research were summarized and systematized (for 2017–2018, 2018–2019 academic years), we summarized, outlined the benefits and identified the prospects for further researches.

Methodology of Research

Theoretical basis of the research

Education as a social phenomenon is affected by external and internal factors, which causes its modernization to meet the challenges of today. Ministry of Education and Science of Ukraine launched a large-scale program of changes and innovations in general secondary education – the New Ukrainian School. In turn, the success of this reform depends on the teachers, their training, professionalism, development of outlook, knowledge of the new methods and forms of organization of the educational process, the desire to learn new and be engaged in self-education throughout life.

NUSc: Conceptual Fundamentals of Reforming of Secondary School (2016) states that “the Ukrainian School will be successful if a successful teacher comes to work in it” (p.16).

That is why the training of students of pedagogical specialties for realization of the purpose and tasks of the Concept of the NUSc is especially relevant. The need for change in higher education is no longer a topic of discussion, because it is relevant and important to study the real state of formation of key competences of the future teachers.

The focus of our attention was the curriculum of MTSLE course, which aims to train students of the specialty 013 Primary Education for teaching the subjects of “Language and Literature” educational cycle, in particular Ukrainian language and Literary reading, in 1-4 grades of the NUSc; formation of the key and subject competences of the future teachers; development of speech and thinking, creativity; nurturing respect for the state language and its culture, the desire to learn for life, etc.

The content modules of the advanced and supplemented programs provide compulsory study of the following problem-thematic blocks: organizational, didactic and psychological principles of learning Ukrainian language in the NUSc, teaching first-grade pupils literacy at the NUSc, forming ideas about language and speech, sentence and text of primary schoolchildren, studying the elements of phonetics, lexicology, grammar, spelling in primary school under the new programs, pupils’ work on literary-artistic compositions, media products in the life of educational recipients, theatricalization, modern strategies and technologies of Ukrainian language learning in the NUSc, etc.

It should be mentioned that a common component of educational programs is a list of key competencies of students: knowledge of the state (in case of difference - native) language, ability to successfully implement communicative strategies, awareness of the legal framework of education, innovation, competence in the fields of pedagogy and psychology, skillfulness in work with the media, information-communication, self-education, civic and social skills, lifelong learning, creativity, competence. Therefore, in our opinion, the professional characterization of the future teachers who will effectively teach Ukrainian language learners at the primary level, are modelled on the following traits: educated, competent, well-read, competitive, open to learning new, with flexible and critical thinking, creative, active, purposeful, information competent, highly cultured, has patriotic feelings and beliefs, acting abilities.

Pedagogical observation and self-observation testify that the organization of the educational process with students at the present stage

take place with the account of the following principles: pedagogy of partnership, respect for the personality of each student, the development of critical and associative thinking, readiness for innovation, attention to linguistic phenomena.

Meetings with the trainers of the New Ukrainian School are organized in KHPA to attract students, motivate them, promote awareness of the importance of proper training in modern conditions; workshops and master-classes are held for primary school teachers; scientific-practical seminars “Experience and Prospects of Implementation of the Concept of the New Ukrainian school in the City of Khmelnytskyi”, “Problems of Primary Education: Scientific Search of Students”, “Improvement of the Process of Training of Pedagogical Staff for the New Ukrainian School in Terms of Reforming the Education System in Ukraine”, “Improving the Professional Competence of the Teacher in the Conditions of the NUSc”; student roundtables and conferences “Trends in Modern Primary School Development: Content and Procedural Aspects”, “Development of Critical Thinking of Primary Education Applicants”, “Experience and Prospects of Studying the Subjects of Language-Literature Education Sphere in the NUSc”; different types of pedagogical practice (“The First Days of the Child in School”, trial lessons, undergraduate pedagogical practice); elements of STEM education are introduced (development of synopsis of Stem lessons, creation and development of the own websites, educational and methodical materials with QR codes, online tests, didactic online games, etc.).

The next step was the modernization of the procedural-activity elements of the organization of training in order to motivate to successfully acquire the knowledge, skills and abilities after completing the MTSLE course.

At lectures and practical sessions in order to enhance cognitive activity and develop critical thinking teachers of the department of Ukrainian language and literature use the following strategies and techniques: KWL Chart (what I know, what I want to know, what I learned chart), Bloom’s taxonomy, brainstorming, study discussions, fish-bone, INSERT, Venn diagram, mental map (“associative bush”), RWCT technology (Reading and writing for the development of critical thinking), problem learning, cubing, case method, project technologies, etc. For example, for comparative analysis of Ukrainian language learning at the NUSc and Primary School before the reform of 2018, the Venn diagram is used, for the classification of methods and techniques of teaching the Ukrainian language – the mental map, for taxonomy of vocabulary exercises – educational discussions, for work on the scientific-methodical article - INSERT, for the study of the

topic “Teaching Literacy in the NUSc” - KWL Chart, to determine the features of studying subjects of the language-literary educational field – mental map, for processing the topic “Organization of Ukrainian Language Teaching in Grade 1 of the NUSc” – fish-bone, for “Self-Perfection – the Basis for Success!” – case method, etc.

Thus, the basic theoretical concepts of scientific intelligence are substantiating the importance and necessity of changes in the training of the future primary school teachers; disclosure of the content of advanced and supplemented educational programs in the MTSLE course; identification of the key competences of students and their professional characteristics; description of principles and new approaches in the motivation and training of competitive specialists (Figure 1).

Figure 1. Theoretical concepts of the research

4. Results of Research/Findings.

The subject complex (combined) portfolio of the future professionals performs the following functions: motivational, content, developmental, diagnostic, rating. Creating a complex portfolio not only promotes mastering of knowledge and formation of skills, but also increases activity, develops independence, the desire to consciously achieve the goal by their own efforts, critical thinking of students, motivates to self-education. On the basis of known information, students create new material based on their own judgments and conclusions.

Before offering students to prepare the subject portfolio as a means of teaching and evaluating results, a survey was conducted and it was found that students present the portfolio as the accumulation of any material relating to the future profession; difficulties were raised about the function, structure, differences between student and teacher, evaluation criteria, significance for further development (Table 1).

Table 1. Characteristics of the completeness and depth of the students' beliefs about the portfolio

Quantitative indicator of respondents	27%	35%	26%	12%
Qualitative indicators of respondents (Knowledge and Understanding)	High level Students revealed the essence, purpose, functions, types, value of the portfolio. The knowledge is deep, systematic and reflects the ability to think, analyze, compare and etc.	Sufficient level Students described the essential features, purpose, functions, values of the portfolio, demonstrated the ability to assess the particular structural components of the portfolio.	Average level Students reproduced information about the features, purpose and value of the portfolio.	Low level Students showed fragmentary ideas about portfolio and its value.

Among the respondents, the high level of understanding of the essence and peculiarities of compiling of complex subject portfolio at the beginning of the MTSLE course was found in 27%, sufficient 35%, average 26%, and initial 12% (Figure 2).

Figure 2. Levels of students' understanding of the essence and peculiarities of the complex subject portfolio compiling at the beginning of the MTSLE course

It is known that any activity will be successful if the participants are actively involved. The portfolio as a tool for the preparation of the future teachers is realized in the process of individual search, processing, interpretation and preservation of important and necessary information for each particular student. Independent search and creative work is aimed at working with students on specific topics and issues of teaching the Ukrainian language, and the role of the teacher is to offer different types of tasks, to clarify the basic criteria for quality performance, to motivate and encourage discussion, participate in discussions, control and help to determine reserves for development.

The developmental function promotes the unity of the cognitive process and the development of thinking, speaking, leadership abilities, ability to adequately evaluate the results of their activities and compare with the achievements of others, etc. With the help of the diagnostic function of the portfolio, the student will be able to determine real success or failure, and the rating function will help the student to determine the range of skills and place in the rating of students of the group.

Therefore, the formation of students' ability to create the portfolio as a "moneybox" of their own achievements is quite timely. Firstly, it is needed to be able to perceive, understand, compare, select and apply from the flow of information reliable and key statements. After all, the information society of the 21st century requires it from everyone, especially from the teacher.

Secondly, it is necessary to start learning for a lifetime right now. The desire to learn new and work for the sake of self-improvement should become a necessity, an automatic skill, and a good habit for every pedagogical worker. After all, the realization of the ability to learn for a lifetime will provide a move forward and competitiveness not only for graduates of higher education institutions, but also for experienced pedagogues. According to NUSc: Conceptual Fundamentals of Reforming of Secondary School (2016) the first and foremost, the creative and responsible teacher who is constantly working on him or herself will be given academic freedom. The teacher will be able to prepare own curriculum, choose methods, strategies.

Thirdly, the experience of foreign countries proves that the portfolio is considered not only as an alternative way of evaluation, but as a result of the learning and development process, which determines the competitiveness of the specialist.

Fourthly, the certification of teachers in accordance with the requirements of Ministry of Education and Science of Ukraine contains a compulsory component – an electronic portfolio, which summarizes teachers' educational and professional achievements (Certification of Teachers: how to create an e-portfolio, 2019, p.1). Therefore, students are required to learn how to create one.

Fifthly, the crisis of the school of knowledge, the competence approach in teaching, the implementation of technologies and strategies for developing critical thinking (Recommendations for the Teacher, 2017, pp. 77-84) and the implementation of ideas of the NUSc require changes in the training of the future teachers, including the creation of students' own portfolios. According to NUSc: Conceptual Fundamentals of Reforming of Secondary School (2016), the student and the teacher portfolios should be used. Accordingly, the materials are provided in which the purposes of using the portfolio, the goal and the structure are mentioned, its types are described, the approximate structuring by sections is recommend.

The following components have been identified in the portfolio structure in the MTSLE course:

1. Legal principles of teaching Ukrainian language in the NUSc.

2. General and linguodidactic recommendations for organizing the study of subjects of the language and literary education in primary school.
3. Methodical “moneybox”.
4. Learning when teaching – the first experience of organizing and conducting training sessions in Ukrainian language.
5. Self-improvement as the basis of success.
6. I: metacognitive data, developmental reserves, occupational chart, etc.

Considering the diversity and versatility of the structural elements of the portfolio, it can be argued that it is complex. The starting point in determining the meaningful content of each structural component of the portfolio is a system of assignments that students do to present their knowledge and achievements.

In our opinion, the effectiveness of this tool for preparing and evaluating the future teachers depends on the variety of tasks, so reproductive, problem-seeking, constructive and creative tasks are suggested: self-education through online courses; elements of STEM education; development of ideas for start-ups in the implementation of skills acquired during the study of the MTSLE course; observation and conducting lessons in state and private schools in Khmelnytskyi city; commenting, evaluating media products and creating the own ones (advertising a children’s book, a poster of a puppet theater, “Ukrainian Folk Tale” comic book, an audiobook for younger schoolchildren, recording interviews with NUSc teachers, etc.); comparative analysis of educational programs developed under the guidance of R. Shyian and O. Savchenko; creation of a mental map “Linguistic and Literary Educational Branch in the NUSc”; design of booklets or collages on the subject “Means of Studying the Subjects of the Linguistic-Literary Branch in the NUSc” (current textbooks, manuals, workbooks, etc.); keeping student diaries of impressions while studying courses; writing essays (“How is the Current Generation of Children Different from the Previous Ones?”, “Why is Teacher Certification Required?”); justification or refutation of the statement: “The student of the modern school is like a “stuffed fish” that does not swim” (The concept of NUSc, 2016, p. 4); writing a reflective essay “The First Success and Difficulties in Conducting Ukrainian Language Lessons”; compilation of the collection of exercises for the development of critical thinking, description of the method of conducting 4-5 exercises with illustrations of examples from textbooks for 2-4 graders; development of projects “Content Lines of the Language-Literary Education Sphere”, “Academic Freedom of the NUSc While Studying the Subjects of the Language and Literary Education

Sphere”; creation of a lap book (for generalization and systematization of theoretical knowledge); making didactic materials with QR codes; methodological assets, including the own lessons, first methodical articles, professional chart, etc. In electronic format, the students are encouraged to store this information on cloud servers.

Professional development of the future teachers is also facilitated by writing of various genre publications. This is another component of the portfolio that certifies the results of each student’s scientific growth. Abstracts, articles, materials and research results, methodological development of lessons are one of the generally recognized effective ways of promulgation of the results of own achievements and confirmation of professional competence. These skills will help the future teachers successfully pass the certification test.

We consider it advisable to offer students the following types of publications in student collections of scientific works: detailed notes and snippets of Ukrainian language lessons at the NUSc; detailed analysis of lessons observation; essay; abstracts at scientific seminars or conferences; articles dealing with the study of subjects of the linguistic-literary sphere in the modern school; materials and results of the course and diploma studies; the description of the own experience of studying the subjects of the language-literary education and the introduction of active teaching methods during the practice at school; response to one of the means of teaching Ukrainian in the NUSc; compilation of the collection “My Scientific-Methodological and Creative Achievements in the Process of Studying the MTSLE course”; compilation of lists of recommended literature on the topic “Language-Literary Sphere in the NUSc: Theory and Practice”. We emphasize that one of the requirements for the publications of higher education applicants is the observance of the following principles of academic virtue: references to the used sources of information, provision of reliable information, absence of academic plagiarism, self-plagiarism, fabrication, falsification and fraud.

One type of publication is the proposed essays that serve as the way of developing coherent speech and critical thinking, the method of expressing one’s views and beliefs, and the expression of the individuality in expressing extraordinary thoughts. For example, “Conditions for Effective Ukrainian Language Teaching at the NUSc”, “What Kind of Teacher is the School Waiting for Today?”, “How Ready I am to Work at the NUSc” and “What Teacher is Needed for the School, Pupils and Parents?”

The complex subject portfolio also presents the materials and results of students’ learning on the elements of the SOLE (self-organized learning

environments) methodology. When using this technology, the teacher acts as a moderator and facilitator, who offers problematic issues and controls the involvement of all team members in their implementation. The students divided into groups have to find compelling and creative answers. For example, the following questions can be used: “Why the Future Teachers Studying in one Group are Differently Engaged in Professional Activity”, “How can a Writer be Nurtured in the Classroom”, “To be or not to be: Freedom of Student Speech at School”. In the course of the discussion, the future teachers present reports, posters, newspapers, collages, mini-performances and more.

According to our research, these assignments should be offered in the context of all six structural components of the portfolio, however, we can emphasize the most relevant and efficient for each in particular (Table 2).

Table 2. Content of the structural components/blocks of the complex portfolio

№	Names of structural components of the portfolio	The most relevant and efficient assignments
1.	Legal principles of teaching Ukrainian language in the New Ukrainian School	Comparative analysis of educational programs for primary school developed under the guidance of R.Shyian and O.Savchenko.
2.	General and linguodidactic recommendations for organizing the study of school subjects of the “Language and Literature” educational cycle in a primary school	Creation of a mental map “Linguistic and Literary Educational Branch in the NUSc”; design of booklets or collages on the theme “Teaching and learning materials in the Subjects of the Language-Literary Education Sphere in the NUSc” (current textbooks, manuals, workbooks, etc.).
3.	Methodical “moneybox”	Compilation of the collection of exercises for the development of critical thinking, description of the method of conducting 4-5 exercises with illustrations of examples from textbooks for 2-4 forms; development of projects “Content Lines of the Language-

		Literary Education Sphere”, “Academic Freedom of the NUSc Teacher While Teaching the Subjects of the Language-Literary Education Sphere”; creation of a lap book (for generalization and systematization of theoretical knowledge); making didactic materials with QR codes; methodological assets, including students’ own lesson plans, first methodical articles, professional chart.
4.	Learning when teaching – the first experience of organizing and conducting Ukrainian Language and Literature lessons at school	Observation and conducting Ukrainian Language Lessons in general comprehensive, private and pilot schools of Khmelnytskyi city; writing a reflective essay “The First Success and Difficulties in Conducting Ukrainian Language Lessons”.
5.	Self-development as the basis of success	Self-education through online courses at <i>Prometheus Websites</i> (2014), <i>Vyshebe</i> : a community for learning and teaching (2016), <i>Education Era</i> : Online Education Studio (2016), <i>Coursera</i> (2012), etc.; elements of STEM education.
6.	I: metacognitive data, developmental reserves, occupational chart, etc.	Keeping student pedagogical diaries while studying a course; writing essays (“How is the Current Generation of Children Different from the Previous Ones?”, “Why is Teacher Certification Required?”); justification or refutation of the statement: “The student of the modern school is like a “stuffed fish” that does not swim” (NUSc: Conceptual Fundamentals of Reforming of Secondary School, 2016, p.4).

Having analyzed the results of observation and questionnaire, we can state that:

- 96 % of students fulfilled the assignments of the first structural component/block of the portfolio. Comparative analysis of the school curriculum turned out not difficult, but not all students demonstrated mental flexibility and generalizing skills when interpreting the data.
- The second component assignments were completed by 98 % of students. The rest of the students completed the task partially.
- The so-called methodical “moneybox” was presented by all future teachers, because the motive for the accomplishment of the task was the

thorough understanding of the pre-service teachers of the practical use of the collected materials in future professional activity.

- The objectives of the fourth portfolio block were fulfilled by 84% of the respondents. The difficulties included the methodologically correct development and design of their own lesson plans, proper time distribution during the lesson planning and delivering, appropriate assessment.

- Having completed the fifth portfolio block, 92% of students marked the strengthening of intrinsic motivation for professional development.

- Assignments of the sixth component of the complex portfolio became challenging for future teachers. A high / sufficient level of reflection was demonstrated by 78%.

Upon completion of the course, students present portfolio reports of their achievements, which are not only filled with information, but also have the opportunity to see and evaluate the positive of the fellow students' portfolios. The element of the competition will also be relevant here. It should be noted that the main criteria for rating a portfolio are completeness, authors' findings, creativity and originality.

It is important to mention that the implementation of portfolios is quite effective: participation and awards in the First stage of the All-Ukrainian Student Olympiad in the specialty "Primary Education" in 2018-2019 academic year (students T. Bedzhyk (1st place), M. Kuchuk (1st place), O. Dobrovolska (2nd place), Zh. Slavinska (2nd place), A. Dovgal (3rd place), A. Petryshena (3rd place) in the third round of the Olympiad – pedagogical master class "I Give my Talent to Children" – they presented fragments of lessons of the Ukrainian language and literary reading); positive feedback from mentors and headmasters where the students completed teaching practice (I. Mudra, A. Kiashchuk, O. Yakovchuk, etc.); certificates attesting to the completion of the courses of advanced training and self-education (in 2017-2018 academic year, 48 students attested to the results of self-education certificates; in 2018-2019 academic year – 117 students); employment in public and private educational institutions (in particular students A. Babii (school No6), T. Bachok (school No7), Yu. Bihus (secondary school No13), A. Bykh (secondary school No30), Ya. Matsiuk (private educational institution "Think Global"), M. Petryk (school No1), A. Reutska (school No27), L. Susliak (school No14), T. Yakymovska (school No9), and others. In the course of employment and the performance of their professional duties, the graduates used the materials of the complex subject portfolio and could convincingly substantiate its expediency as a means of training.

Students' overall impressions and conclusions about the feasibility and necessity of implementing the complex portfolio are the important indicators in our study. The results of answers in the feedback questionnaires are 89% positive. Negative answers (11%) are related to the problems and difficulties encountered during the compilation of their own portfolios (incompetence in writing scientific articles, technical problems during online courses, lack of appropriate equipment for printing collections) (Figure 3).

Figure 3. Complex subject portfolio as the effective tool for future primary school teachers training

Upon completion of the MTSLE course the level of understanding the essence and significance of the portfolio for professional development, reasonable self-esteem increased according to the feedback questionnaires: high level - 55%, sufficient – 40%, average – 5% and no initial level (Figure 4).

Figure 4. Levels of students' understanding of the essence and significance of the complex subject portfolio compiling upon completion of the MTSLE course

The dynamics of the quality of knowledge, skills and abilities of students before and after the introduction of the complex subject portfolio in the MTSLE course over two academic years allows to note significant positive changes. Specifically, students who completed their portfolios in 2017-2018, 2018-2019 academic years (PO-21b, PO-61, PO-62) achieved better results than those who did not (group PO-63 in 2017-2018, 2018-2019 academic years).

Students' academic progress in experimental groups PO-21b, PO-61, PO-62 of the Faculty of Primary Education and Philology of KHPA after implementation of the portfolio in the MTSLE course increased by 17.5% over two years, moreover this increase took place gradually: initially for 7.1% over 2017-2018 academic year, and up 10.4% in 2018-2019 academic year (Figure 5).

Figure 5. Dynamics of students' academic progress before and after implementation of the portfolio

The portfolio is a modern effective tool for training of the future primary school teachers, which will open up the potential and reserves for the development of each student, their knowledge, skills, goals and guidelines in professional development. Starting with the subject portfolio, the future teachers will seamlessly build their performance portfolios, web portfolios to share experiences and discuss important methodological issues with colleagues, create a virtual "I", and prepare for teacher competitions.

5. Discussions

The problem raised in the article, in our opinion, is of current interest nowadays, since the reforming of education system in Ukraine implies the training of a new generation school teacher; improvement of educational training programs and curricula; identification of key competencies of professionals in each subject; the use of efficacious learning tools and techniques.

The authors of the research hypothesize that complex subject portfolio for the study of "Methods of Teaching Subjects of Language and Literary Education" course can be one of the most effective means of primary school teachers training. The researches of Ukrainian and foreign

scholars studying different aspects of the student portfolio have become the theoretical background of the article.

The study involved 180 students of the first (bachelor's) degree in specialty 013 Primary Education on the Faculty of Primary Education and Philology in Khmelnytskyi Humanitarian-Pedagogical Academy. The assumption made was tested during 2016-2018 academic years with the help of many research methods above mentioned in the article. The most relevant are surveys and feedback questionnaires, observation, analysis, comparison. The obtained results verified the effectiveness of the developed structure and assignments to each component of the complex portfolio which facilitate developing of the essential skills and abilities of future teachers of 1-4 grades.

Students' overall impressions and conclusions about the feasibility and necessity of implementing the complex portfolio are the important indicators in our study. Before implementing the subject portfolio in MTSLE course as a means of teaching and learning a survey to elicit the level of students' comprehension of the essence and peculiarities of portfolio compiling was conducted. Among the respondents, the high level of understanding was found in 27%, sufficient 35%, average 26%, and initial 12% who treated portfolio just as collecting of any material relating to the future profession and had no notion about types, functions, structure, and evaluation criteria. After completing a MTSLE course the level of understanding the significance of the portfolio for professional development, reasonable self-esteem increased according to the feedback questionnaires: high level - 55 %, sufficient – 40%, average – 5% and no initial level.

The proposed assignments for each structural component of the portfolio were selected expediently; they developed the intrinsic motivation, creativity, and confidence of the students in their own abilities. The students found interesting and challenging not only the obtaining the high final results, but also the process of portfolio compiling itself.

Having analyzed the content of student subject portfolios upon the competition of the MTSLE course, we can state that assignments to the 2nd and 3rd portfolio blocks became fairly easy for all students (98% and 100% respectively). The tasks to the 6th component turned out to be the most difficult (78%), they became difficult for students, required a high level of reflection, assessment of acquired competencies, readiness for professional activity and growth (Table 3).

Table 3. Results of the fulfillment of the assignments of the structural components/ blocks of the complex portfolio

№	Names of structural components of the complex subject portfolio	Percentage of completed tasks to each structural component/block of the portfolio
7.	Legal principles of teaching Ukrainian language in the New Ukrainian School	96 %
8.	General and linguodidactic recommendations for organizing the study of school subjects of the “Language and Literature” educational cycle in a primary school	98 %.
9.	Methodical “moneybox”	100 %
10.	Learning when teaching – the first experience of organizing and conducting Ukrainian Language and Literature lessons at school	84 %
11.	Self-development as the basis of success	92 %.
12.	I: metacognitive data, developmental reserves, occupational chart, etc.	81 %

The results of the research enable us to state that the proposed complex subject portfolio is an effective means of teaching students of pedagogical specialties because the majority of the students who were taking the course demonstrated the high level of achievements; no one failed the course. According to the ECTS grading scale 49% of all students were awarded an A grade; 10% - B grade; 33% - C grade; only 8% were awarded D and E grades (2018-2019 academic year).

Therefore, the data collected and analyzed fully confirmed the hypothesis. We have complete confidence that the proposed structure of the complex portfolio and developed appropriate set of assignments to each structural component/blocks which forms the key professional competences of primary school teachers can be extrapolated to other pedagogical higher education institution in teaching a MTSLE course.

The results of our work suggest that the complex portfolio of students is the presentation of educational, scientific, methodological, creative achievements as future teachers, their business card when applying for a job and in the subsequent application for certification.

6. Conclusions.

In the course of scientific study, the complex subject portfolio as a means of effective future primary school teachers training for the New Ukrainian School. The results of the research validated the expediency of the designed structural blocks of the student complex portfolio and the effectiveness of the complex of linguistic-didactic and creative assignments for student self-study and group work during the study of “Methods of Teaching Subjects of Language and Literary Education” course.

The complex subject portfolio has been proved to form the necessary skills of cognitive activity and reflection, it develops the ability to learn, think critically and creatively, substantiate personal thoughts and seek non-standard solutions to standard problems; facilitates the improving of academic progress.

Thus, we can argue that the student complex subject portfolio contributes to the formation of the necessary skills of self-assessment of the results of educational and search activities, defining the disadvantages and advantages of the own assets, self-presentation of personal achievements in the team (both to fellow students and the future colleagues), motivated and reasoned follow-up planning, responsibility for the success and failure, the professional and creative development of each individual.

Therefore, our hypothesis has been validated – a complex subject portfolio in “Methods of Teaching Subjects of Language and Literary Education” course has been proved to be an efficient means of future teachers training for work in the 1–4 grades of the New Ukrainian School.

The prospects for further researches are to identify and substantiate effective methods and techniques for preparing the future teachers of the NUSc; designing the model of a modern graduate of a pedagogical higher education institution.

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