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DIDACTIC FEATURES OF USING E-PORTFOLIOS IN CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

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Abstract: This article explores the role of electronic portfolios in enhancing the professional development of teachers. It outlines the didactic advantages and practical implementation of e-portfolios within the modern educational system.

Key words: e-portfolio, professional development, reflection, continuous learning, collaboration, assessment.

Annotatsiya: Ushbu maqola o'qituvchilarning kasbiy rivojlanishini oshirishda elektron portfoliolarning rolini o'rganadi. Unda zamonaviy ta'lim tizimi doirasida elektron portfoliolarning didaktik afzalliklari va amaliy tatbiq etilishi ko'rib chiqilgan.

Kalit so'zlar: elektron portfolio, kasbiy rivojlanish, aks ettirish, uzluksiz o'rganish, hamkorlik, baholash.

Аннотация: В этой статье рассматривается роль электронных портфолио в повышении профессионального развития учителей. В ней описываются дидактические преимущества и практическое применение электронных портфолио в современной образовательной системе.

Ключевые слова: электронный портфолио, профессиональное развитие, рефлексия, непрерывное обучение, сотрудничество, оценка.

INTRODUCTION

In modern education, the need for continuous professional development of teachers necessitates the use of innovative pedagogical tools. One such tool is the electronic portfolio, which systematizes and enhances a teacher's professional growth. As S. Y. Vakhtangov (2016) notes, "A portfolio is not just a collection of documents, but a means of self-awareness, development, and evaluation for the teacher." Therefore, teachers should be aware of their professional development and take responsibility for their growth. They are the ones who best understand what they need for their development, how to meet their learners' needs, and how to transform the classroom environment to make learning more meaningful and motivating. The electronic portfolio is not merely a record of achievements; it is also a pedagogical mechanism that promotes continuous growth, reflection, and the enhancement of professional capacity.

LITERATURE REVIEW

The effective use of e-portfolio tools in the education system can significantly enhance the quality of teachers' professional development. In Uzbekistan, several electronic platforms have been developed to promote digital education and increase transparency in the educational sector. Among them, the onlinedu.uz and eMaktab platforms are widely used. The onlinedu.uz platform does not feature a dedicated section explicitly titled "Electronic Portfolio." However, within the user profile, there is a section called Electronic Portfolio, which primarily contains certificates confirming the user's participation in professional development courses, uploaded by the system. If a user wishes to add information about the courses they have attended, the current functionality does not fully support this. Moreover, user-uploaded information is not automatically verified or updated by the system. This limitation restricts teachers' ability to utilize the electronic portfolio feature effectively, thereby hindering its potential as a tool for ongoing professional development.

Additionally, a significant number of English language teachers enrolled in professional development programs lack sufficient digital skills and are therefore unfamiliar with how to operate electronic portfolios. To address this gap, it is recommended that additional in-person and online professional development courses, webinars, and training sessions be organized. These initiatives would support teachers' continuous profes-

sional development and qualification improvement both within institutional professional development systems and independently.

RESEARCH METHODOLOGY

When applying electronic portfolios in practice to improve continuous professional development, attention should be given to several important aspects. It is explained that e-portfolios enable teachers to track their professional growth, enhance their qualifications, and organize their lessons more effectively. However, for successful implementation, the following key factors must be considered: proper structuring of the e-portfolio; integration of technological tools; availability of self-assessment and reflection features; possibility of monitoring and evaluation.

The teacher monitors their personal development path. The results of their activities are documented systematically, thus fostering a culture of professional analysis and reflection. During leadership reviews or certification processes, it becomes possible to conduct clear, evidence-based evaluations.

ANALYSIS AND RESULTS

The scientific foundation of the concept of "digital pedagogical competence" for the continuous professional development of English language teachers through electronic portfolios has been established for the first time. This concept serves as a new theoretical and methodological basis aimed at shaping teachers' professional digital identity by integrating digital literacy and electronic pedagogy principles in a blended learning environment. Through electronic portfolios, a fundamentally new methodological approach focused on evaluating teachers' professional competencies was developed, based on adaptive applications and learning analytics technologies. This approach is reflected in the electronic portfolios created by the teachers involved in the study. It supports the enhancement of an innovative assessment system that enables the identification of individual professional development trajectories for each teacher through the application of personalized learning pathways and competency-based assessment principles.

Didactic Features of E-Portfolios

Reflection and Self-Assessment. An e-portfolio allows teachers to reflect on their activities, identify errors, and monitor achievements. J. Moon (2004) emphasizes that "reflective writing is a key tool in deeply understanding one's practice." Portfolios not only show what was learned but also how it was learned. If teachers want to see progress in their continuous professional development and aim to provide students with knowledge and skills that meet their needs, they must regularly analyze their professional development. This can be done effectively through electronic portfolios.

One of the key advantages of an electronic portfolio is its transparency and consistency. Teachers continuously update it with resources and materials related to their work, along with the achievements of their students and themselves. As a result, it becomes possible to closely monitor the teacher's professional performance. Therefore, maintaining an electronic portfolio should be driven by teachers' intrinsic motivation. For this to happen, teachers need to reflect regularly on their professional practices. As John Dewey once said, "We do not learn from experience... we learn from reflecting on experience." That's why it is more appropriate to give teachers the responsibility for their own professional development, while authorities focus on monitoring and support.

Individualized and Flexible Learning Environment. Teachers can customize their portfolios based on their professional needs. A. K. Markova notes, "E-portfolios enable the construction of personalized growth trajectories, encouraging self-improvement." Teachers should plan their next steps for improvement. By reflecting on their electronic portfolios, they can determine their next professional growth goals. An electronic portfolio is a tool that encourages teachers to engage in pedagogical reflection. Within it, teachers can collect lesson plans, work-related materials and resources, as well as visual handouts and assignments prepared for students.

Systematic Monitoring of Professional Growth. Teachers can document seminars, training, publications, and teaching practices. Helen Barrett (2005) refers to e-portfolios as "a tool for documenting professional achievements and assessing growth." Professional growth becomes easily observable when portfolios are updated systematically. This practice fosters greater responsibility in teachers for their own learning paths. **Collaborative and Interactive Environment.** Modern platforms such as Google Sites, Padlet, and Seesaw enable teachers to exchange experiences and provide feedback. Etienne Wenger (1998) states, "Learning in professional communities is integral to knowledge exchange and growth." Multimedia and Didactic Richness. E-portfolios can include images, videos, audio files, and infographics. M. Fullan (2007) remarks, "The modern teacher must creatively use technology for didactic purposes." The use of varied multimedia resources not only



helps preserve learning experiences in memorable ways but also allows other teachers to learn effectively from their peers' examples.

CONCLUSION

The e-portfolio is not merely a repository of accomplishments, but a pedagogical tool for fostering reflection, evaluation, and continuous professional development. Its effective use can elevate the quality of teacher training and ensure sustainable growth.

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