

Portfolio As A Way To Evaluate Educational Results

¹.Babayeva Gulnozaxon Latibjonovna

².Madraximova Gulnoza Adxamovna

³.Husanova Mashxura Qahramanovna.

⁴.Isaboyev Tohirjon Mehmonovich

Teachers of Andijan Machine Building Institute

Abstract: This article discusses the problem of analyzing the role of portfolio in evaluation process. Portfolio technology is a way of fixing, accumulating and evaluating a student's individual educational results during a certain period of his education. Portfolio allows us to take into account the results in a variety of activities: educational, creative, social, communicative.

Key words: Portfolio, external control, responsibility, skills, results of certification, independent, assessment.

The concept of modernization of education puts forward new social requirements for the educational system. A developing society needs modern educated, enterprising people who can independently make responsible decisions in a choice situation, predicting their possible consequences, capable of cooperation, proactive and independent, characterized by mobility, dynamism, constructiveness, and a developed sense of responsibility for the fate of the country.

A contradiction arises between these requirements for a modern education in the broad sense of the word and the existing system for evaluating students. A five-point grading system when evaluating work, and does not provide a full-fledged opportunity for students to develop evaluative independence. It performs the function of external control; it does not imply either the student's self-esteem, or the comparison of his internal assessment with the external. The grading system makes it difficult to individualize learning. It is difficult for a teacher to evaluate the real achievements of each student. All this leads to a decrease in interest in learning, an increase in the psychological discomfort of students in learning, increased anxiety and, as a result, to a deterioration in the physical health of the

student. That is why the problem of evaluating the academic achievements of each student becomes relevant.

The relevance of using this technology is that the material “Portfolio” is collected not one year, but throughout the entire period of training. It is one of the forms of assessing educational results for a product created by students in the course of educational, creative, social and other activities. Thus, the technology of “Portfolio” corresponds to the goals, objectives and ideology of competence-based training.

But most often the portfolio is considered as part of the profile training program, although its possibilities are much wider. It seems interesting to use the technology of “Portfolio” in the framework of the educational and educational system of the class. In this case, the portfolio allows you to judge the student's educational, creative and communicative achievements.

Using this technology allows you to track the individual progress of the student, helps him to realize his strengths and weaknesses. The responsibility and independence given to the student should be ensured by the development of such key skills as independent goal-setting, self-analysis, self-control, which remains outside the scope of attention in the traditional educational system. The development of these skills takes place in the process of collecting information about oneself, in the process of comprehending one's achievements and in the process of forming a personal attitude to the results. The student should present his achievements in the portfolio as thoroughly and comprehensively as possible so that the analysis allows him to set goals and set adequate tasks for his development.

There is a huge variety of definitions for “portfolio”. C. Varvus describes the “portfolio” as “a systematic and specially organized collection of evidence used by the teacher and students to monitor the knowledge, skills and attitudes of students.”

Portfolio is one of the newest, most innovative technologies in assessment.

The purpose of the portfolio: teaching younger students the self-organization of their activities, their motivation for active cognitive activity, the formation of reflective skills, the ability to carry out adequate self-esteem of their own activities¹.

Portfolio Objectives:

- providing motivation for success, including in educational activities;**
- maximum disclosure of the student's abilities, creation of conditions for his self-realization in extracurricular life;**
- the formation of positive moral and moral qualities of the individual;**
- the formation of life ideals, stimulating the desire for self-improvement;**
- the formation of the individuality of each student, his conscious discipline, the development of his culture;**
- improving the system for assessing the educational achievements of younger students in the context of the implementation of a competent approach;**
- development of the students' ability to systematize, analyze the collected material, present subjective experience.**

Types and structure of the portfolio

In the final assessment, two components should be distinguished:

- the results of intermediate certification of students, reflecting the dynamics of their individual educational achievements, progress in achieving the planned results;
- the results of the final work, characterizing the level of development of the main formed methods of action in relation to the support system of knowledge necessary for training at the next stage of education.

¹ Novikova, T. G. "Portfolio" - a new and effective assessment tool. 2008 No. 2. - p. 32-35

These provisions of the standard indicate the need for the presence in the portfolio of materials reflecting two groups of results:

- intermediate, representing the student's achievements at the completion of the topic, course and recorded in the form of subject or meta-subject knowledge;
- summary, representing the best work for the entire course and showing the best achievements in the field of subject and meta-subject results.

The main purpose of the portfolio is "to show everything that you are capable of". A personal achievement is the result of the student's activity, which has positive dynamics and a socially approved character; while the student experiences emotional satisfaction (feelings of elation, joy, success, etc.).

Achievements of the student in the process of mastering the content of education, an expression of the degree of his success and personal growth — these are the educational results.

The form for assessing personal achievements and educational results is equivalent to the term "genuine assessment", or "assessment of the real achievements of students."

Types of Portfolio:

- Portfolio documentation
- Portfolio process
- Portfolio demonstration (presentation)
- Portfolio working (works)
- Portfolio evaluation
- Portfolio thematic, problematic

There are three types of portfolios:

“PORTFOLIO OF DOCUMENTS” - a portfolio of certified individual educational achievements. Such a model implies the possibility of both qualitative and quantitative assessment of materials. The final document is presented as an insert in the certificate and contains the final score, as well as a list and assessment

of the certificates included in its composition. Documents or their copies can be placed in the annex to the portfolio.

Advantages:

Possibility of both qualitative and quantitative assessment of portfolio materials.

Disadvantages:

The process of individual development of the student, the diversity of his creative activity, his educational style, interests, etc. are not visible.

“PORTFOLIO WORKS” (process portfolio or indicative) is a collection of various creative and design works of the student, as well as a description of the main forms and directions of his educational and creative activity: participation in conferences, competitions, training camps, elective courses, various practices, sports and artistic achievements. This portfolio option involves a qualitative assessment of the parameters of completeness, diversity and credibility of the materials of the submitted works, focus on the chosen training profile. It is made out in the form of a student’s creative book with the application of his works presented in the form of texts, electronic versions, photos, videos².

Advantages:

Qualitative assessment, according to the parameters of completeness, variety and persuasiveness of materials, the quality of the submitted work, focus on the chosen training profile; an idea of the dynamics of educational and creative activity, focus of interests, the nature of pre-profile training.

Disadvantages:

A qualitative assessment of the portfolio complements the results of the final certification, but cannot enter the student’s educational rating as a total component.

“PORTFOLIO OF REVIEWS” includes the characteristics of the student’s attitude to various types of activities presented by teachers, parents, employees of

² Smetannikova, N. N. "Portfolio" as a technology of authentic assessment. 2006. - No. 6. - p. 160 - 168.

the continuing education system, as well as a written analysis of the student himself of his specific activity and its results. It can be presented in the form of texts of conclusions, reviews, reviews, essays, resumes, letters of recommendation.

Advantages:

The ability to enable the student's self-esteem mechanisms, which increases the degree of awareness of the processes associated with learning and choosing a profile direction.

Disadvantages:

The complexity of formalizing and accounting for the information collected.

To date, a comprehensive portfolio is widespread, where the types listed above are its main sections.

The most acceptable is a simple classification of Portfolio types:

- Student's portfolio (student's personal achievements);
- Class portfolio (achieving the entire class, as well as the place and role of each student in the class community).

Based on the results of the accumulated assessment, which is formed on the basis of portfolio materials, conclusions are made in the characteristics of the graduate about:

1. On the student's formation of universal and substantive methods of action, as well as a supporting knowledge system, providing him with the opportunity to continue education at the level of basic general education.

2. The formation of the basics of the ability to learn, understood as the ability to self-organize with the aim of setting and solving educational, cognitive and educational problems.

3. Individual progress in the main areas of personality development: motivational-semantic, cognitive, emotional, volitional, self-regulation.

A portfolio can contain additional sections that a teacher can add.

The type of portfolio can also be determined by the time allotted for its creation:

- short-term;
- long term.

The type of portfolio is determined by the method of processing and presentation of information:

- portfolio in paper form;
- electronic version (on a personal website, etc.)

Thus, we can conclude the role of the portfolio in assessment process is significant.

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