

## THE ROLE AND FUNCTION OF THE STUDENT PORTFOLIO IN THE PROCESS OF HIGHER EDUCATION

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### ABSTRACT

The article presents the role of the student’s portfolio in the educational process of higher education, its content, and procedures for using it. Self-assessment based on developmental learning technology, the importance of the portfolio in the development of reflexive skills in the student is based on, the composition of the student portfolio and the requirements for its creation and management have been developed.

**Key words:** education, innovation, pedagogical technology, self-development, self-assessment, portfolio, reflection, achievements, evidence document.

### INTRODUCTION

The change of the educational paradigm requires a revision and reform of the educational system’s purpose, content, methods, organizational forms and means. Currently, there is talk about functional literacy. It is considered the need of the hour to develop student’s self-activation, self-evaluation skills, and reflection in the formation of general cultural, general professional and professional competence, not limited to teaching students in a specific direction [1]. Therefore, knowledge of modern pedagogical technologies that illuminate the principles of the new concept of teaching and practical application to the educational process is the most urgent issue. Innovative changes in the international education system are aimed at developing the general cultural and general professional competence of students and require the use of innovative forms of control and assessment aimed at correctly assessing the results of educational, methodological, scientific and extracurricular activities of students [2].

### RESEARCH METHODS

In the research process, the analysis of scientific and teaching-methodical literature, pedagogical observation, comparative analysis, generalization, pedagogical experiment-test and foresight methods were used.

## RESEARCH RESULTS AND DISCUSSIONS

“Student portfolio” takes a leading place as one of the innovative technologies for monitoring and evaluating all kinds of activities of a student at a higher educational institution. This technology has been widely used in recent years, especially in the higher education system of developed western countries. In Russia, since 2003, it has been introduced at all levels of the education system, including primary education, general secondary education, professional education and higher education [3,4]. “Portfolio” is a set of documents confirming the student’s personal achievements in various areas of activity. Creating a portfolio is considered a student’s creative activity, and the results of activities in various fields (educational, scientific research, sports, creative, social, etc.) are included by the student during the study process at the higher educational institution [5].

The main purpose of creating a portfolio is to collect and store evidence of the student’s achievements during the study process at the university. The portfolio is not only an effective form of evaluation of the results of the student’s educational activities, but also provides an opportunity for the following: proves educational achievements; gains experience in job competition; carries out independent education to develop professional competence; objective assessment of the level of professional competence develops skills; increases the competitiveness of the future specialist.

The use of this technology in the higher education system of our republic does not negate the existing test rating system for evaluating student knowledge, but rather complements it. It creates conditions for development education, transition to person-oriented education from the perspective of humanistic pedagogy, reflection on the formation of professional competence in students [6].

What is the purpose of creating a “student portfolio?”

The portfolio should fully cover all the student’s work in a given subject. It includes all kinds of science assignments, projects, lectures, written works, the student’s success in this subject, his attitude to science, his mastery and understanding of science, his ability to perform problem tasks and his communicative ability, his future aspirations in this subject, and it is necessary to show mastering methods. Clarity and the culture of speech and expression of opinion is one of the main factors determining the quality of "portfolio" [7].

The content of the student portfolio. In the psychological-pedagogical literature, there are many materials about pedagogical technology focused on competence. One of the technologies actively used in such professional education system is "Portfolio", its content is interpreted differently by different authors, including:

- is a complex of the student’s work in various fields, which shows not only the educational results, but also the effort and work spent to achieve them;

- exhibition of the student's achievements during a certain period of study;
- goal-oriented, systematic and continuous assessment of the student's learning results and self-assessment form;
- an anthology of student works, which provides direct participation of the student in the selection of tasks and allows him to analyze and evaluate his own work, that is, a pedagogical technology that forms the student's ability to reflect [8].

The meaning of reflection is a cognitive process aimed at determining one's own knowledge and abilities, evaluating one's achievements and opportunities, and making appropriate conclusions for one's future development. Reflection is an innovative way that reveals and defines the inner spiritual potential of a person, special spiritual activity, it is based on spiritual self-analysis, struggle with one's shortcomings, elimination of doubts about one's strength and capabilities. Therefore, the goal of creating a portfolio should be to demonstrate the student's development in terms of learning outcomes and, as a conclusion, to make sure that "the student knows and can do" rather than "the student does not know or cannot do" [9].

"Student's portfolio" is an instrument of objective assessment of the result of the student's work in the field of knowledge, a reflection of his personal activity. It directly includes the following [10]:

- selection of materials for uploading space to the student's "portfolio", production tasks, assistance;
- factors and criteria for serious recognition of the student's labor activities, evaluation of the activities placed in the portfolio;
- expert group questionnaire for portfolio objective assessment.

Such a "portfolio" can be created in the traditional way or electronically on the website of the educational institution, in a simple Word format. This folder is given permission for the author.

When creating a portfolio, it is necessary to pay attention to the following:

- independent thinking of the student;
- determining the time period for creating a "portfolio" (semester, academic year or the entire educational process);
- the interdependence and basis of knowledge gained in science;
- the student's assessment of the proposed works (projects, independent works, ABSTRACTs, etc.);
- problem solving process, ways.

The responsibility of maintaining the portfolio rests with the student. All materials included in the portfolio must be selected by the student himself. It is necessary for the teacher and parents to give him spiritual and practical support.

## CONCLUSION

"Student's portfolio" can be maintained not only on academic achievement, but also on the student's communicative success, social culture, sports and community activities. Ensuring the active participation of parents in such "portfolio" discussion (presentation) will lead to better results. Parents can use the evaluation criteria and parameters proposed by the teacher or the expert group to evaluate the results of their children's activities. The student portfolio does not negate the rating system of traditional control and assessment, but instead complements it and allows taking into account the student's activities in all areas (educational, creative, social, communicative, scientific, etc.).

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