PORTFOLIO AS A FORM OF ASSESSMENT OF STUDENTS' INDIVIDUAL LEARNING ACHIEVEMENTS

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Abstract: One of the conditions for updating the control and evaluation system in school education is to reduce the share of traditional written tests through the introduction of authentic forms of assessment, which involve the use of relevant assessment tools that are significant for students: tests of practical skills, situational tasks and portfolios. The article analyzes the portfolio from the point of view of new requirements for the system of assessing student achievements. A portfolio is considered as a form and process of organizing samples and products of educational and cognitive activity of students with subsequent analysis, including self-assessment and reflection. Portfolio technology is described as one of the effective mechanisms for assessing individual student achievements.

Keywords: portfolio, educational achievements, technology for assessing student activities, portfolio, individual achievements of students.

INTRODUCTION

Currently, all over the world there is an increased interest in the problems of the quality of education, which is becoming key both for the education system and for the development of any state as a whole. In modern Kyrgyzstan, there is an active search for a new model of education that ensures the sustainable development of humanity. Today, everyone understands that the state's targeted educational policy, the targeted activities of all participants in the educational process, aimed at the quality of education, forms an important, vital resource for the country: highly educated, with a deep spiritual and moral culture, capable of solving pressing problems of their society and country. The reason for the increased interest in the quality of education is also the market economy, when the quality of life, that is, what a person enjoys, comes to the fore. In practice, it became clear to everyone that the quality of life depends on the quality of the education received.

Quality education, as a rule, is an expensive education, quality education is a person's well-being, self-confidence, the ability to act freely and effectively in new conditions, freedom to choose living conditions, possession of knowledge that is relevant in modern conditions, possession of the competencies to resolve simple and complex problems that arise in life. A good education does not prepare a mass production worker or performer, but gives society a creative person, a transformer of existing reality. Quality education is a person's acquisition of his own and unique individuality. Such education provides a person with life and professional self-determination, social and professional mobility of a person who, if necessary, can quickly change or acquire new professions, perform new social functions, and be competitive. Thus, high-quality education enables a graduate to achieve success in

life thanks to the knowledge, skills and abilities already acquired at school, as well as his readiness for further independent creative activity.

Teachers' ideas about the quality of education come down mainly to the quality of the result (student-graduate). And today, teachers are not satisfied with the quality of students' educational achievements. In the modern understanding, providing quality education means providing an education that is the basis for life and creativity in the information society. Assessment of the level of quality of education accompanies any education system. To assess the level of quality of education, it is necessary to determine the conditions under which this level will be ensured and improved. The effectiveness of the education system is determined through the quality of education, and solving the problem of the quality of education becomes a necessary condition for the success of reforming education as a whole.

The traditional content of the concept of "quality of education" presupposes the amount of knowledge, that is, information that the student must remember. In the context of globalization, integration of educational systems, rapid migration processes, rapid development of the labor market, which every person enters in his desire to be competitive, time has set new demands on the education system regarding the quality of education. Simply knowledge is not enough anymore, especially since in the rapid flow of information, information (knowledge) quickly becomes outdated. The problem of assessing students' knowledge is the focus of attention of scientists around the world. The main criterion for the quality of education is the level of educational achievements of students, corresponding to the state educational standard, which is determined through the assessment of learning outcomes. The result of the assessment is then recorded in points, which is called a mark.

Assessment is the process of observing students' learning and cognitive activities, as well as the process of describing, collecting, recording and interpreting information about the student in order to improve the quality of education.

Assessment is an indicator of a student's mastery of subject knowledge, the development of skills, the development of his thinking, and his independence. And the assessment is aimed at the student's personality. Mastering knowledge requires the student to undergo intense mental and physical activity, mental mobilization, sharpening attention, and memory training. Oral answers, written answers, tests, practical and other tests are subject to assessment. It takes into account the correctness of the answer in terms of content, its completeness and consistency, accuracy of formulation, strength and consciousness of knowledge assimilation, and their connection with practice.

Assessment determines the compliance of student activities with the requirements of a specific pedagogical system and the entire education system. Assessment is an effective means for organizing the student's daily systematic work to master knowledge. The more objectively the student's work is assessed with systematic monitoring of his cognitive activity, the higher the effectiveness of the assessment. And, of course, a fair and objective assessment given to a student significantly increases his motivation to learn. Assessment is the so-called "feedback"

between teacher and student. The teacher receives information about the effectiveness of teaching his subject. Therefore, the goals of assessing students' knowledge and skills are as follows: diagnostics and correction of students' knowledge and skills; taking into account the effectiveness of a certain stage of the learning process; determination of final learning outcomes at different levels.

Assessment of students' educational activities performs the following functions: monitoring (control reveals the knowledge, abilities, skills of students acquired at a certain stage of education, control is the procedure for obtaining information about the activities of the teacher and the achievements of students); teaching, educational (the student completes the teacher's tasks, and also makes adjustments to classmates' answers, which in turn develops the student's cognitive activity); educational (the student develops self-esteem and self-awareness); corrective (the teacher helps to correct the student's achievements); informational (the teacher, student, parent receive information about the degree of success of the student); diagnostic (diagnostics reveals the reasons for certain results obtained); motivational (stimulates the student to improve learning outcomes) If we consider the meaning of the word "assessment" from the point of view of measuring student achievements, then the assessment is the degree of mastery of the program expressed in numbers, an indicator of mastery of the factual material. And assimilation is knowledge of over 60% of the program volume.

Experience shows that knowledge of the program below 60% is considered unacceptable and cannot be considered mastered. Teacher-scientists are unanimous in the opinion that it is necessary to distinguish between pedagogical assessment and marking, since often, both in pedagogical practice and in the works of teaching-scientists, the terms "assessment" and "mark" are understood as synonyms, although assessment and marking are very concepts close, but not identical. The further orientation of the student, as well as the teacher himself, depends on the teacher's assessment. At the same time, the accuracy and completeness of the assessment determine the rationality of further actions to achieve the educational goal. Thus, assessment is a process to determine the degree to which the results actually achieved by the student correspond to the planned goals. A conditional reflection of the assessment is a mark, usually expressed in points.

Over the past ten years, scientists have been actively using the concept of "students' educational achievements." A student's educational achievements are his progress in the process of educational activity, the process of a student moving from his previous level to a new level, mastering something. And, as a result, the level of mastery achieved by the student corresponds to a certain educational standard.

Thus, the educational achievements of students are the knowledge, abilities, skills and competencies of students acquired in the learning process and reflecting the achieved level of personal development. A.N. Mayorov notes that the most optimal approach to assessing students' educational achievements is an integrated approach, which takes into account the student's academic performance taking into account the educational standard, mastery of communication skills acquired during the educational process, the formation of motives for educational activities, personal

social acquisitions, and a value system [5] .

MAIN PART

The quality of educational achievements is "the correspondence of the characteristics of achievements to an accepted and documented system of requirements or norms, which are usually represented by various indicators of training and the requirements of educational standards" [16]. Currently, the question of improving the technology for assessing student performance is of particular relevance.

There are two main trends in accordance with which the issue of changing assessment is being considered: improving the assessment component in the existing (traditional) education system; restructuring of the educational process and, accordingly, assessment activities on a fundamentally new conceptual basis - the formation of key competencies.

The possibility of replacing assessments with other forms of assessment is being actively discussed in scientific and pedagogical groups. In elementary school, this approach is "no-grading," and in high school, in addition to the existing traditional assessment, a student portfolio or personal achievement folder is developed and implemented. In pedagogy, assessment of student performance is constantly used. The forms of assessing student activity are varied: from verbal designations, ratings on a five-point system (and broader scales) to indicators and coefficients for texts. Assessment is a measure that shows the relationship of students' knowledge with the norms established by society to determine the various stages of cultural development. The assessment has its own clear and defined functions: it is an indicator of a person's readiness to move to the next level of education or to a certain activity. Assessment is a means of social affirmation for the child and family and an indicator of the student's progress and academic performance.

Assessment of students' knowledge is important and necessary, it stimulates their cognitive activity, forms self-esteem, determines the future direction of education, etc. As part of the modernization of Russian education, attention should be paid to those who have problems associated with student assessment, especially in cases where Assessment does not stimulate, but rather inhibits, student development. No measurement method can guarantee its absolute accuracy; an error can always happen. Having analyzed experience, we can say that there are many sources of errors: insufficient competence of appraisers and their subjective assessment, incomplete information about the work of those being assessed, imperfection of the methods used, and much more [8]. Any assessment involves measuring what is and comparing it with what should be, that is, comparing the actual situation with the norm. Let's look at three types of errors that are associated with incomplete use of the rating scale.

1. Strictness is manifested in the desire to give each student a grade lower than he deserves or what other teachers would rate him. Reasons for this type of error may include excessive demands or an attempt to motivate the student to work harder. The negative consequences of the rigor of the assessment are that it narrows the range of assessment, since only the low-scoring part of the rating scale is used; at the same

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time, there is a distortion of the real picture and a distraction from aspects of activity that require activity improvement. In addition, increased severity, as a rule, causes rejection of the assessment by the person being assessed, and can lead to a revision of the motives of activity and dissatisfaction with work, the order at school and, finally, the teacher himself.

2. Gentleness in evaluation is the desire to give a rating higher than deserved. This may be due to several reasons, such as: the desire to maintain good relationships with students; a feeling of insecurity in one's professionalism; the desire to present the state of affairs at school as prosperous; favorable attitude towards people similar to the teacher; dislike of giving bad news, especially to this student. The strength of this approach to assessment lies in the focus on a positive assessment of the student's contribution, which allows him to develop confidence in his strengths and capabilities. The weakness of softness is that it cannot serve as a basis for revising work methods, determining strategies for adjustment and development in training, etc. With softness, as with severity, the range of assessment is narrowed, but due to the use of only high scores.

3. Centrism or averaging of assessment. The essence of this grading error is the averaging of a student's grade. The reason may also be unclear assessment criteria or ignorance of the characteristics of students. In this case, averaging is a way to avoid doubt. With this approach, the rating scale does not work at all, so there is no opportunity to identify both the most effective workers and those who need to improve their performance. Having analyzed the above, we can conclude that there is an urgent need to change the very approach to assessing a student's educational activities, and this suggests a fundamental change in the philosophy of assessment. The focus should be on the student, his activities, and aspirations, which requires a new approach - teaching students to self-organize their activities, which, in turn, meets the requirement to replace teacher grades with meaningfulness by students' self-assessment.

RESULTS AND DISCUSSION

One of the guidelines for qualitatively updating the assessment, without claiming to be a final solution to this problem, is the "Portfolio, or folder of the student's personal achievements" technology. The term "portfolio" came into pedagogy from politics and business: everyone is familiar with the concepts of "ministerial portfolio", "investment portfolio", etc. Portfolios can be official, professional, business and presented in both text and electronic format. This gives the portfolio orderliness for use by interested parties: teachers, parents, classmates, administration, etc. Externally, a portfolio can be designed in the form of folders, cards, briefcases, i.e. complete freedom is presented and initiative is welcomed with the only requirement being ease of storage [9].

The main idea of a portfolio is to "show everything you can do." The pedagogical philosophy of portfolio involves: − shifting special attention from what the student does not know and cannot do, to what he knows and can do on a given topic, section, subject; − transfer from the teacher's assessment to the student's self-assessment [6].

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The composition of the portfolio depends on specific goals. It is the goals that are evidence of the achievements and progress in the learning of a given student in a specific subject, section or topic. Each portfolio item should be dated so that progress can be tracked. In addition to the advantages of a portfolio as a form of presentation of individual achievements, students can also highlight a disadvantage, namely the difficulty of assessing documents and materials that are included in the portfolio. Firstly, the problem arises of how many documents and materials should be (or can be) presented in the student's portfolio so that he can get the highest possible score and what kind of documents these can be. Secondly, it may be difficult to distribute the "weight" of the assessment between different elements of the portfolio. Some documents may be scored higher, others not. Who exactly can decide on the evaluation of a particular document? And what should a student do if he does not agree with this or that assessment of his personal educational achievements. Thirdly, we cannot exclude a contradiction between the focus of the portfolio on qualitative and quantitative assessment and the requirement of the school administration to "translate everything into a standard assessment", and on a five-point scale that is understandable to everyone.

Currently, the modern portfolio method is of great scientific and practical interest. This method is considered in several interpretations in the pedagogical literature. For example, N.N. Surtaeva defines a portfolio as a systematic and specially organized collection of evidence used by the teacher and student to monitor the skills and attitudes of students [12]. Some authors note a portfolio as a form and process of organizing (selection, analysis or collection) samples and products of a student's educational and cognitive activities, as well as relevant information materials from external sources, which are intended for their subsequent analysis, comprehensive quantitative and qualitative assessments of the level of training of a given student and further correction of the learning process [1]. In the broad sense of the word, a portfolio is a way of recording, accumulating and assessing the individual achievements of a student during a certain period of his education.

According to I. R. Kalmykova, a teacher's portfolio is a set of materials that demonstrates the teacher's ability to solve the problems of his professional activity, choose the strategy and tactics of professional behavior and is intended to assess the level of professionalism of the employee [3].

In our opinion, the most complete definition of portfolio is given by I.V. Shalagina. "Educational portfolio" is the form and process of organizing (collection, selection and analysis) samples and products of educational and cognitive activity of students with subsequent analysis, including self-assessment and reflection of one's own activities, quantitative and qualitative assessment of learning outcomes and further correction of the educational process [17]. The portfolio is widely used in foreign practice and its range of application is expanding every time. All new countries include portfolios in their educational systems and use them at all levels of education. The main trend has been the emergence of new forms of portfolios based on the use of modern information technologies ("electronic portfolio") and focused on new educational goals ("passport of competencies and qualifications"). A portfolio

is a form of authentic assessment of educational results created by a student in the course of educational, creative, social and other activities. Thus, the portfolio corresponds to the goals and objectives of practice-oriented training.

M.A. Choshanov considers a portfolio as a package of an individual's work that connects individual aspects of his activities into a more complete picture, or a pre-planned individual selection of an individual's achievements [15].

So A.A. Kuznetsov defines a portfolio as a way of recording, accumulating and assessing an individual's individual achievements during a certain period of his activity [4].

According to T. G. Novikova, a portfolio is a collection of a student's work that shows the student's efforts, development and achievement in one or more areas [6].

E.S. Polat considers the "student's portfolio" as a tool for self-assessment of the student's own cognitive, creative work, reflection of his own activities [11].

Yu.A. Voronin, L.A. Trubin believe that a portfolio is a way of recording, accumulating and assessing a student's individual achievements during a certain period of his education. A portfolio allows you to take into account the results achieved by a student in various types of activities (educational, creative, social communicative, etc.) and is an important element of a practice-oriented approach to education [2].

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An important goal of a portfolio is to present a report on the student's educational process, to see the "picture" of significant educational results as a whole, to track the student's individual progress in a broader educational context, to demonstrate his abilities, acquired knowledge and skills, without direct comparison with the achievements of other students.

The introduction of portfolios has increased the educational activity of schoolchildren, their level of awareness of their goals and capabilities, which makes the choice of further direction and form of education on the part of high school students more reliable and responsible. The portfolio is designed to help the student, mentors and parents correctly choose the direction of further education of the child at

the senior level of secondary school, to identify the student's abilities and capabilities.

In addition, a portfolio helps solve important pedagogical problems:

1) maintain high educational motivation of schoolchildren;

2) encourage their activity and independence, expand opportunities for learning and self-education;

3) develop the skills of reflective and evaluative (self-evaluation) activities of students;

4) develop the ability to learn - set goals, plan and organize your own educational activities;

5) promote individualization (personalization) of education for schoolchildren;

6) lay additional prerequisites and opportunities for successful self-realization;

7) cultivate such personality qualities as honesty, determination, confidence in success;

8) to develop general educational skills and abilities - as a means of improving the culture of mental work;

9) increase the child's authority in the family.

The portfolio allows you to evaluate the strengths and weaknesses of each student individually. Sometimes a portfolio tells us much more about the learning process than tests or other forms of traditional exams.

The ultimate goal of compiling a portfolio should be to prove the student's ability to solve problems in various areas of life through demonstrating various ways of solving cognitive, communicative, moral and other problems that the student encountered in educational activities. Impact and self-esteem are one of the key factors in working with a portfolio.

Portfolios can be official, professional, business and presented in both paper and electronic form. This is convenient for using the portfolio by teachers, parents, classmates, administration, etc. Externally, the portfolio can be designed in the form of folders, card files, boxes, that is, complete freedom is provided and initiative is welcomed, with the only requirement being ease of storage.

CONCLUSION

Thus, at present, there is a clear need to find effective ways to organize the assessment activities of both teachers and students. In fact, scientists and advanced teaching practitioners have received a social order to quickly resolve this difficult issue. It has been established that one of the reasons why students lag behind in their studies is the poorly developed ability to critically evaluate the results of their educational activities. Working with a portfolio may help solve this and other problems. However, in this direction (using a portfolio) there may be problems associated with various aspects - both technical and socio-psychological. When resolving the issue of school grades, it is advisable to turn to the experience of previous years and new developments of modern educational organizations. The Russian school is rich in its history and modern innovative activities. Studying theory and becoming familiar with real practice will help you avoid possible risks and uncertainties. The portfolio is designed to track the student's individual progress

achieved in the process of receiving education, without comparison with other students, and to evaluate his achievements. The value of a portfolio is that a learning process can be built around it, which will allow developing the qualities necessary for every person to actively participate in the life of the modern information society.

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