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THE IMPORTANCE OF PORTFOLIO ASSESSMENT IN PERSONALITY DEVELOPMENT

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ЗНАЧЕНИЕ ОЦЕНКИ ПОРТФОЛИО В РАЗВИТИИ ЛИЧНОСТИ

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Abstract. Self-management is one of the structural components in the competitiveness model of the student's as prospective specialists. Reflection is one of the most important elements of self-management, indication of competitiveness and the self-evaluation process as well. The aim of the research was to analyze and evaluate the theoretical aspects of reflection, including self-evaluation, for facilitation of self-development of prospective specialists' competitiveness. Reflection is an important pre-condition for facilitation of self-development of prospective specialist's competitiveness. Portfolio is one of the pedagogical tools for facilitation of reflection and self-development of competitiveness of prospective specialists in the study environment at university.

Аннотация. Самоуправление является одним из структурных компонентов в модели конкурентоспособности студентов как будущих специалистов. Рефлексия является одним из наиболее важных элементов самоуправления, индикации конкурентоспособности и процесса самооценки. Целью исследования являлся анализ и оценка теоретических аспектов рефлексии, в том числе самооценки, для содействия саморазвитию конкурентоспособности будущих специалистов. Рефлексия является важным предварительным условием содействия саморазвитию конкурентоспособности будущих специалистов. Портфолио является одним из педагогических инструментов, способствующих рефлексии и саморазвитию конкурентоспособности будущих специалистов в учебной среде университета.

Keywords: self-development of university student's competitiveness, self-evaluation, self-management, reflection, portfolio.

Ключевые слова: саморазвитие конкурентоспособности студентов вуза, самооценка, самоуправление, рефлексия, портфолио.

Nowadays, one of the educational imperatives is the requirement to help an individual to live and implement self-realization. The emphasis is transferred from the knowledge of facts and

pedagogically managed studies to critical thinking, when selecting and acquiring information, to experience-based education, as well as to self-managed and self-directed professional and career development, as well as to the educational process. Viability of an individual as a personality, a member of society and also as a specialist under the changeable labor market conditions becomes very important. Thus, one of the fundamental functions of the study process implemented at the higher education institution comes forward, namely, the support for self-development of prospective specialist's competitiveness [1].

One of the important preconditions for self-development of prospective specialists' competitiveness is reflection — a process as a result of which the student performs self-evaluation of his/her competitiveness. Thus, within the context of self-development of students' competitiveness, we have attributed an important role to reflection and self-evaluation. During the study period there shall be ensured conditions for obtaining of reflection and self-evaluation experience, the as well as for development of reflection competency. The self-evaluation, obtained as a result of reflection, becomes the basis for the next stage of professional development, because professional development is a lifelong process with cyclic nature, and, as a result of this process, the specialist's competitiveness is developed.

Teaching practice is a significant stage of teacher education that allows possibilities for teachers to represent their upcoming teaching fundamental nature of knowledge and root them into action. This process assists teachers to connect the distance between theory and practice, to move into the professional teaching atmosphere by splitting, interacting, and collaborating with their more proficient colleagues, and to notice knowledgeable teachers in the auditorium [2].

Today there is much talk about the necessity to estimate student progress and current knowledge during or after teaching and learning process as it plays a very significant role in education. Principally, through evaluation, both teachers and students can get positive and negative results in teaching.

An assessment is an instrument exercised for sorting learners objectively, and the types of assessments fulfilled differ specifically to obtain certain purposes that a teacher has settled during the learning process as part of language improvement. To form optional assessments targeted for a certain class or group of students, there are instructions that must be followed, and these instructions shape the forms of development.

Unlike assessments, evaluations are not scientific applications; they are actually a subjective means of testing students that depend on the accuracy of the evaluator's or the teacher's successive conducts. Moreover, it is quite impossible to conduct an end-of-a-scholastic-term or end-of-a-course assessment without having generally evaluated the student's genuinely; otherwise the results would expectedly be disappointing. Many factors demonstrate how evaluations should be performed in an English language classroom, such as the students' cultural backgrounds, the teacher's teaching tools, the level of the students and their learning possibilities.

Coordination of self-evaluation of one's own work and actions and the evaluation given by others is an essential process, which forms and develops in students the responsibility and shared responsibility, which, in their turn, are the indicators of competitiveness. Therefore, it is important that the students, together with the teaching staff, develop evaluation instruments for self-evaluation. The analysis of scientific literature shows that portfolio may serve as an excellent means for students for registration of their achievements, i.e. for planning their personal development.

Portfolio is a sound and varied method to be used for evaluation of students' studies. According to this method, the intellectual development is registered in writing; it facilitates the critical-reflexive process that enriches the students' educational experience and helps them

transform into self-directed reflective personalities. When focusing on studies, the students shall assume the responsibility for their learning.

Hand, portfolio is a written report on the individual's achievements and activities summarized in a register. It is purposeful selection of the samples of the works of a student — the prospective graduate. The selection has been done within a particular period of evaluation. On the other hand, several authors focus on portfolio as a productive means for development of prospective specialists' competitiveness and promotion in the labor market. Such mean is based on assessment of the specialists' competency and achievements in the field of education, research, social sphere, as well as on the perspective of business and creative development [2].

Teaching portfolios are increasingly popular instruments for both evaluation and professional development. Portfolios are currently in use in a different of setting- in university teacher education programs to foster the growth of pre-service teacher, with the national board for Professional Teaching Standards to certify and reward teaching excellence and in school districts to hire and evaluate teachers [3].

Why have educators turned to teaching portfolios? Supporters debated that portfolios introduce authentic views of learning and teaching over time, offering a more complete and valid pictures of what teachers know and can do. Moreover, they suppose that portfolios contribute professional development by providing teachers with a structure and process for documenting and reflecting on their practice.

Portfolios are exciting as assessment instruments because they allow teachers to represent the complexities and individuality of their teaching in great detail. Ensuring that the evaluation process is guided, and fair requires that several elements be put into place in advance, including identification of sound essence and demonstrate standard for teachers, specification of the needs for construction of a portfolio, and design of an efficient evaluation system. Teachers create portfolios for a variety of reasons. In teacher education programs, students create portfolios to show their outcome. Later, they may present these portfolios at job interviews [4].

A portfolio might consist of items such as annual evaluations, letters of recommendation, student projects, class newsletters, videotapes, lesson plans, anecdotal records, and the like. It is significant, however, to attentively select the contents of the finished portfolio so that it is controlled, both for the person who forms it and for those who will review it. While the specific form and content of a portfolio can vary depending upon its goal, most portfolios contain some combination of teaching artifacts and written reflections. These are the heart of the portfolio. The use of portfolios in assessing teaching has provided in practice due to many currents, including the work with pre-service teachers and initial certification, the emergence of the portfolio in the process of applying for national board certification, and as the evolution of more authentic forms of student assessment has taken hold [5].

All portfolios should contain carefully selected temples of teacher and student work, farmed by commentaries and captions, and brought to life through mutual benefit conversations with colleagues and supervisors. Creating a professional portfolio provides considerable effort — good teaching, so you have something to showcase in the first place; careful planning; thorough record keeping; thoughtful selections of items to include; and certainly a fair measure of creativity [3, 6].

Portfolios have much to offer the teaching profession. When teachers carefully study their own practices, those practices are likely to improve [7].

The examples of accomplished practice that portfolios allow also can be studied and adapted for use in other classrooms. Too often, good teaching vanishes without a trace because we have no structure or tradition for preserving the best of what teachers do [8].

Portfolios attract teachers to retain examples of good teaching so they can examine them, talk about them, adapt them, and adopt them. Finally, it is necessary to remember that the purpose is not to create outstanding portfolios, but rather to cultivate outstanding teaching and learning.

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