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INNOVATIVE EDUCATIONAL TECHNOLOGIES AT THE UNIVERSITY: INNOVATIVE PORTFOLIO TECHNOLOGY

Abstract: The article outlines aspects of innovative educational technologies at the university, in particular, portfolio technologies are discussed. The author substantiates that the student's portfolio serves to assess the level of competence in the field of foreign languages, and is one of the types of monitoring students' educational achievements.

Key words: personally oriented technologies, modular-block technologies, information and communication technologies, management technologies, integral technologies, gaming technologies, design technologies, educational technology, critical thinking.

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Introduction

The current stage in the development of society poses a number of fundamentally new problems for the Russian education system due to political, socio-economic, ideological and other factors, among which the need to improve the quality and accessibility of education should be highlighted.

Innovation (eng. Innovation - innovation) - the introduction of new forms, methods and skills in the field of training, education and science.

In relation to the pedagogical process in a university, innovation means the introduction of something new into the content, methods, forms and goals of teaching and upbringing, the organization of close cooperation between the teacher and the student.

The main goal of innovative education technologies is to prepare a person for life in a constantly changing world. The essence of such training lies in the orientation of the educational process to the potential of a person and their implementation. Education should develop mechanisms for innovation, find creative ways to solve vital problems, and contribute to the transformation of creativity into the norm and form of human existence.

Innovative technologies in education are the organization of the educational process based on methods and technologies that allow achieving certain educational success in assimilating the maximum amount of knowledge, maximum creative activity, obtaining practical skills and abilities.

Literature review

The use of modern pedagogical technologies in the educational process of the university creates completely new possibilities for the implementation of the didactic principles of individualization and differentiation of teaching, has a positive effect on the development of students' cognitive activity, their creative activity, consciousness, realizes the conditions for the transition from teaching to self-education. The effectiveness of the use of pedagogical technologies in the educational process is confirmed by the research works of a number of authors: G.K.Selevko, V.I. Andreev, V.P.Bespalko, V.I.Bogolyubov, M.V.Klarin, V.Yu.Pityukov, V.I.Slastenina, Ya.A.Savelyeva, etc. Today, a comprehensive theoretical development of the problem of using modern pedagogical technologies in the professional training of a specialist in a higher school is acquiring special urgency and significance.

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Modern technologies in education are considered as a means by which a new educational paradigm can be implemented. The most general interpretation of the concept of "technology" is that it represents a scientifically and practically grounded system of activities used by man to transform the environment, to produce material or spiritual values. Any activity, notes V.P. Bespalko, can be either technology or art. Art is based on intuition, technology on science. Everything begins with art, technology ends, so that then everything starts from the beginning [1]. Any planning, and one cannot do without it in pedagogical activity, contradicts impromptu, actions on intuition, that is, it is the beginning of technology. In pedagogical science and practice, there are different positions to the definition of pedagogical technology. So, M.V.Klarin designates this concept as a systemic set and the order of functioning of all personal, instrumental and methodological means used to achieve pedagogical goals [2]. G.K.Selevko believes that pedagogical technology is a well-thought-out model of pedagogical activity, which includes the design, organization and conduct of the educational process with unconditional provision of comfortable conditions for students and teachers [3]. In turn, V.P.Bespalko defines the concept of interest to us as a set of means and methods of reproducing theoretically grounded learning and upbringing processes that make it possible to successfully implement the set educational goals [1, p. 29]. Such a variety of interpretations of pedagogical technology is not accidental, since each author proceeds from a certain conceptual approach to understanding the essence of technology in general.

Innovative educational technologies at the university

An innovative pedagogical technology is a project of a certain pedagogical activity that is consistently implemented in practice, the main indicator of which is a progressive beginning in comparison with established traditions and mass practice. One of the main features of an innovative technology is that its development and application require high teacher and student activity.

The activity of the former is manifested in the fact that he is well aware of the psychological and personal characteristics of his students and, on this basis, makes individual adjustments to the technological process. Students' activity reveals the fundamental nature of education, creativity, professionalism.

The implementation of technological innovations in the educational process of higher education can help to solve the problems of training specialists who meet the requirements of the time. The use of modern pedagogical technologies in the educational process of the university creates completely new possibilities for the implementation

of the didactic principles of individualization and differentiation of teaching, has a positive effect on the development of students' cognitive activity, their creative activity, consciousness, realizes the conditions for the transition from teaching to self-education. Modern technologies in education are considered as a means by which a new educational paradigm can be implemented.

In the professional training of law students, the higher school seeks not only to teach students the functional knowledge of a foreign language, but also to develop their foreign language communicative competence, i.e. the ability to use a foreign language as a means of solving professional problems, the ability to carry out foreign language interpersonal and intercultural communication at a university with native speakers. The process of using various innovative technologies is gaining great importance.[7]

At the heart of teaching the course "Foreign language in the field of jurisprudence" they are as follows:
- Personally oriented technologies;
- modular-block technologies;
- information and communication technologies;
- management technologies;
- integral technologies;
- gaming technologies;
- design technologies;
- technology for the development of critical thinking through reading and writing (challenge - comprehension - reflection);
- method of real situations (case study);
- interactive learning technology;
- language portfolio or portfolio.

We want to focus on one of them, namely portfolio technologies. A portfolio is defined as a collection of a student's work and results that showcases their efforts, progress, and achievements in various areas. This educational technology serves as a supplement to the traditional control and assessment tools, aimed, as a rule, at checking the reproductive level of assimilation of information, factual and algorithmic knowledge and skills. The portfolio technology allows you to take into account the results achieved by the student in a variety of activities - educational, creative, communicative, etc. and is an important element of the activity-based approach to education.

The student's portfolio serves to assess the level of competence in the field of foreign languages, is one of the types of control of educational achievements of students (knowledge, skills, abilities and personal qualities - competencies).

Portfolio is a creative process that allows you to take into account the results achieved by a student in various types of educational, creative, social, communicative activities during their studies at a higher educational institution.

The portfolio technology implements the following functions in the educational process:

- diagnostic (changes and growth (dynamics) of indicators for a certain period of time are recorded);

- goal setting (supports educational goals formulated by the standard);

- motivational (encourages the student and teacher to interact);

- meaningful (maximally reveals the entire range of achievements and work performed);

- developing (ensures the continuity of the development and learning process);

- rating (shows the range and level of skills and abilities in the study of a foreign language in the field of jurisprudence).

For a student, a portfolio is an organizer of his educational activities, for a teacher, it is a means of feedback and a tool for evaluating activities.

Several types of portfolios are known. The most popular are the following:

- portfolio of achievements;
- portfolio report;
- portfolio self-assessment;
- portfolio planning of my work;

The choice of the type of portfolio depends on the purpose of its creation.[5]

A distinctive feature of the portfolio is its personality-oriented nature:

- the student, together with the teacher, determines or clarifies the purpose of creating a portfolio;

- the student collects material;

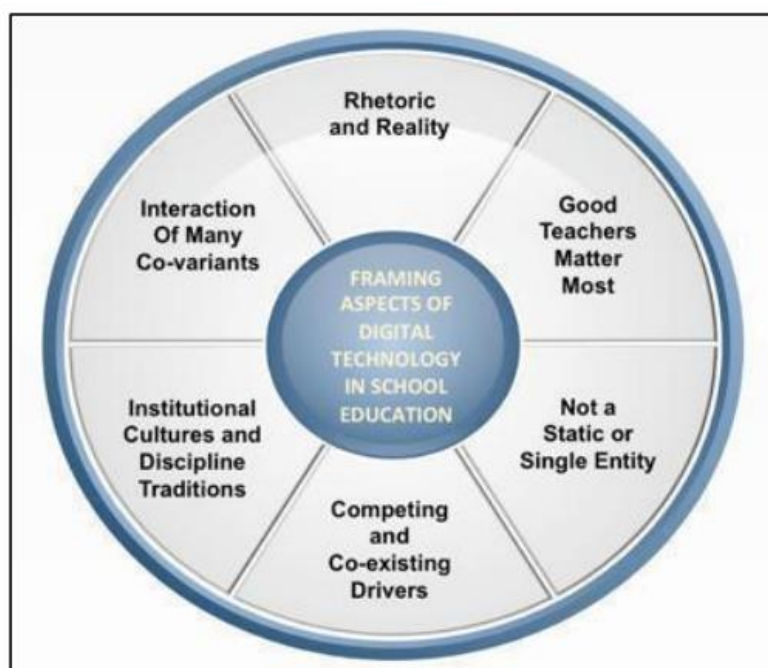- the evaluation of results is based on self-assessment and mutual assessment.

Fig.1. The theoretical lens

First, it is evident from the literature that digital technologies have the potential to enhance and, in theory, transform traditional ways of teaching, learning and assessment. However, despite a variety of new hardware devices and software solutions, traditional forms of pedagogy remain resistant to change [2]. While digital technology affects almost every aspect of our everyday lives, learning in classrooms is still the norm for the majority of school organisation [3]. As Marcus-Quinn and Hourigan argue, schools still lag significantly behind the transformative promise of digital technologies. Hence there is a tension between the rhetoric and reality of using technologies for teaching, learning and assessment – that is, the actual experience in the classroom and the real world in which many children live in their homes and local communities.

Second, whilst digital technologies have significant promise in terms of facilitating innovative teaching and learning, well-prepared and effective teachers matter most. The quality and effectiveness of pedagogy and related educational outcomes is heavily dependent on the way teachers use and mediate the technology in their classrooms. It follows that innovative and impactful professional learning for teachers has never been more important in order to help schools respond to these developments and harness the educational potential of digital technologies.[4]

An important characteristic of portfolio technology is its reflexivity. Reflection is the main

mechanism and way of self-assessment and self-report. Reflection is a process of cognition based on self-observation of one's inner world, "a psychological mirror of oneself."

The student must learn:
- select and evaluate information;
- accurately determine the goals that he would like to achieve;
- plan your activities;
- give assessments and self-assessments;
- track your own mistakes and correct them.

The best way to become familiar with portfolio technology is through practical implementation. In my practice, I use the following portfolio technology.

A student's portfolio of achievements is a document of a single sample, which is a folder with file inserts and consists of various sections, formed at the student's discretion.

In the portfolio section about his own achievements, the student demonstrates various forms of creative activity:
- participation in the student council;
- work in a legal clinic;
- participation in the editorial board of the student newspaper;
- participation in KVN;
- demonstration of sports achievements;
- participation in musical and dance ensembles;
- participation in scientific student conferences, competitions, Olympiads, competitions, etc.

The creative activity of students can be reflected in the portfolio in the form of tables, which indicate the name of the educational area, the name of the document, the level of participation, location, points.

Copies of certificates, certificates, diplomas, certificates, gratitude, placed in the portfolio, can be a demonstration of high performance in a particular area of student activity.[6]

A student can place his own creative achievements and creative successes not only in educational activities, but also in life in general in his portfolio in the form of an essay.

The most important source of scientific information and a means of transmitting it in space and time is a scientific document. In the field of legal competence and in the field of English language learning, the most important documents that form the Student Portfolio are: abstracts, annotations, articles, reports, research projects, essays, topics and texts in the field of law in English, reports and presentations.

The desire to improve the level of knowledge and proficiency in a foreign language in the field of law motivates the student to form his own portfolio with various types of documents reflecting his educational activities.

Depending on the level of knowledge of the English language, students can form sections - portfolio files, both in English and in Russian. The higher scores of the portfolio of those students that are formed in English will be considered and evaluated preferable.[8]

New educational standards introduce a new direction of assessment activity - the assessment of personal achievements. This is due to the implementation of the humanistic paradigm of education and a personality-oriented approach to learning. The introduction of an assessment of personal achievements ensures the development of the following personality components: motivation for self-development, development of self-esteem, volitional regulation, responsibility.[7]

Therefore, in the standards, the final assessment of the student also includes the accumulated assessment that characterizes the dynamics of individual educational achievements throughout the years of study at the university.

Portfolio is the best way to organize the cumulative assessment system. This is a way of recording, accumulating and evaluating the work, the results of the student, indicating his efforts, progress and achievements in various fields over a certain period of time. In other words, it is a form of fixing self-expression and self-realization.

The portfolio provides the transfer of "pedagogical emphasis" from assessment to self-assessment, from what a person does not know and cannot, to what he knows and can do. A significant characteristic of a portfolio is its integrativeness, including quantitative and qualitative assessments, involving the cooperation of a student and a teacher in the course of its creation.

The portfolio is not only a modern effective form of assessment, but also helps to solve important pedagogical problems: to maintain high educational motivation of students; encourage their activity and independence, expand the opportunities for learning and self-study; develop the skills of reflective and evaluative activities of future specialists.

As a result, it seems possible to note the advantages of this educational technology, which are as follows:
- unlike the traditional approach that separates teaching (of a foreign language), learning and supervision, the portfolio organically integrates these components of the learning process;
- allows you to combine the quantitative and qualitative assessment of the student's achievements in the field of legal English through the analysis of various products of educational and cognitive activities;
- not only assessment is encouraged, but also self-assessment and mutual assessment of students, as well as introspection and self-control;
- the formation of a portfolio is aimed at cooperation between a student and a teacher in order to assess the achievements, efforts and progress in teaching English in the field of law;

- portfolio - a form of continuous assessment in the process of continuing education, which shifts the emphasis from the rigid factors of traditional assessment to flexible conditions for alternative assessment.

The portfolio helps to solve the following important pedagogical tasks of teaching a foreign language in a non-linguistic university:

- to support and stimulate the educational motivation of students;

- develop the skills of students' reflective and evaluative activities;

- to form the ability to learn - to set goals, plan and organize their own educational activities;

- lay down additional prerequisites and opportunities for successful specialization in the field of law.

The portfolio gives a new impetus to the development of the assessment problem, shows possible directions for updating the traditional system, and ultimately forms a new understanding of the learning process itself.

Conclusion

The portfolio technology is one of the most important in the system of motivation for active work and high achievements of students' educational activities.

Possessing the principles of consistency, contact, and creativity, portfolio technology can significantly increase the efficiency of the educational process.

The subject of any new pedagogical technology is specific interactions between students and teachers in different types of activities, organized on the basis of precise structuring, systematization, programming, algorithmicization, standardization of methods and techniques of teaching or education, with the introduction of computerization and technical means.

So, modern pedagogical technologies in a new way implement the content of education and ensure the achievement of the set didactic goals, implying scientific approaches to the organization of the educational process at the university, expand the range of educational services provided to students, change and provide new forms, methods and means of teaching.

The use of modern pedagogical technologies is one of the most promising directions in the development of higher education, contributing to a greater individualization of the educational process, the intensification of training and education, the formation and self-actualization of the personality of a future specialist.

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