TECHNOLOGY OF TEACHER AND STUDENT “PORTFOLIO” IN PRIMARY SCHOOL AS EDUCATIONAL INNOVATION

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ABSTRACT

If pedagogical innovation implies the understanding of some idea, method, tool, technology or system, the innovation of this system will be the process of implementation and development of an innovative approach. An illustrative example in this respect is the portfolio which is a form of organization and the technology process of the products of cognitive student activity are intended to demonstrate the analysis and evaluation for the development of reflection, in order to understand and evaluate the results of their activities, and understand their own subject position.

Keywords: innovation, novelty, approach, creative thinking, culture, educational paradigm

1. INTRODUCTION

The concept of “innovation” is translated from Latin and means renewal, innovation or change. This concept first appeared in the 19th century and it meant the introduction of some elements of one culture to another. The problem of innovation has long been considered in the economic studies. However, over time there has been a problem with the evaluation of qualitative characteristics of innovative changes in all spheres of public life, but only with respect to determining the changes in economic theory if possible. A different approach to the study of innovation is required, where the analysis of innovative problems involves the use of modern advances not only in the field of science and technology, but also in the areas of governance, education, law, etc. The creative elaboration of ideas, principles, techniques, and in some cases is bringing them to the project types involving conditions of their adaptation and application - all this leading to innovation in education. It should be distinguished between innovation and novelty. If under pedagogical innovation is to understand some idea, method, tool, technology or system, the innovation in this case will be the process of implementation and development of this innovation. The concept of “novelty” is synonymous with “innovation”. At the beginning of the 20th century a new area of knowledge, i.e. innovation, emerged - the science of novelties, in which the pattern under study involves technical innovations in the sphere of material production. With reference to the pedagogical process of innovation that means the introduction of new targets, contents, methods and forms of education and training, the organization of joint activities of the teacher and the student. Pedagogical innovation - innovation in teaching activities, changes in the content and technology education and training, in order to enhance their effectiveness. Innovative processes in education are considered in three main areas: socio-economic, psychological, pedagogical, organizational and managerial. These aspects depend on the overall climate and the conditions in which innovation occurs. The existing conditions can promote or hinder the innovation process. The innovation process can be in the nature of both natural and consciously controlled.

The innovation process consists in the creation, deployment, and application of innovation. This is a three-part process of innovation and is often subject to studies in educational innovation, as opposed to, for example, didactics, where the object of scientific research supports the learning process. Novation is the means (a new method, technique, technology, software, etc.), and innovation is a process of development of the medicine. Innovation is a purposeful change, bringing in new environment a set of stable elements that cause a transition from one state to another. In the educational literature a large set of classifications and group innovation is provided. For closer innovation, in order to develop new forms, techniques and methods of the educational process, innovation is designed to address the new curriculum and new ways of structuring it. Through innovation, we also need to know that innovation implies a set of measures designed to ensure the innovation process at a given level of education, along with the process itself. The main functions of innovation refer to a component of the pedagogical process: meaning, objectives, educational contents, forms, methods, techniques, training tools, systems of management, etc. In today’s educational environment personal qualities such as independence, responsibility, initiative, are relevant and meaningful. Innovative technology, adequate to the formation of key competencies, are different in that the primary condition for their implementation supports the following principle - the student in the work of this technology is the subject of their work. This position is not seen as the ultimate goal, but as a prerequisite. One of the educational technologies that supports the competence-based approach in education, the development of independence is the technology of the portfolio. The term “portfolio” (a term used in the technology of critical thinking or briefcase - the adaptation of the term in Russian) came along in pedagogy, as well as a request for a new educational paradigm of politics and business. It is familiar to all such concepts as “ministerial portfolio” or “portfolio investment.” Portfolio may be official,
professional, business and presented in written and in electronic form.

There are different approaches to the definition of the portfolio. Portfolio is:

• a method of recording, storage and assessment (including self-assessment) of individual student achievement in a certain period of training;

• a collection of the student work and results demonstrating his/her efforts, progress and achievements in the various fields of their choice.

• a systematic and specially organized collection of evidence used by teacher and students to monitor the knowledge, skills and attitudes in students.

In this case, the student acts as an active participant in the process of assessment and self evaluation which is aimed at a monitoring progress of training, the effort and the results of learning and cognitive activity. The portfolio also takes into account a variety of student outcomes in educational activity: the actual training, creative, social, communication, making it an essential element of a practice-oriented approach to education.

A portfolio is both a form of organization and the process technology of the products of cognitive student activity, intended to demonstrate the analysis and evaluation for the development of reflection, in order to understand and evaluate the results of their activities, in order to understand their own subject position. These factors determine the urgency of the problem and its significance to the modern education system. A classic portfolio consists of four sections, which are presented in the work of Danyuk A.Y.: “Portrait”, “The Collector”, “Working Papers”, and “Achievements”.

The “portrait” is designed to provide information about the author of the portfolio. This section should display the characteristics of the personality’s portfolio which may include a record of other people’s characteristics, approvals, etc. For example, a portfolio of achievements in this section may be a brief period of success. This portfolio section is carefully placed opening chapter - the rationale, which formed the goal of a given portfolio, and accounted for certain materials included in the portfolio, the results of which they reflect thereof. In some types of portfolios in this section comments are placed, reflecting the author’s thoughts on the work presented in the portfolio.

The “Collector” includes materials, the authorship of which belongs to the author. This material may be suggested by the student teacher (instructions, diagrams, lists of references), in case you found yourself a disciple (copies of articles, materials, periodicals, illustrations) or materials band mates.

The “Working Papers” should include all the documents that are created and systematized by the author. In the section called “Achievements” the author puts those materials which, in his/her opinion, reflect the best results and experience for success. Moreover, in his introduction or portfolio introduction one should provide justification for these materials best reflecting his/her achievements. The introductory article or introduction to the portfolio has as a primary meaning, that it expresses the expectation of students in relation to their future actions and their own prospects; this is where a student finds their ability to achieve certain results, evaluate their progress and potential.

Work begins at the primary level of education. The aim of this work: creating conditions aimed at practical experience of forming a portfolio. Elementary school provides a basis for successful education; therefore it is important to further run the technology portfolio as it is used in different areas and at different levels of education. The structure of the portfolio puts into action core competencies that must be generated in primary school:

1. Mastery of general education and skills, ways of cognitive activity for the successful study of any subject.

2. Interest in school education and teaching, the development of educational and cognitive motivation, the desire for self-education, the ability to organize, monitor and evaluate training activities.

3. Formation of training skills for cooperation and education which demand the participation in an educational dialogue, collectively discuss suggestions, problems (formation of communicative speech and language competence) in school.

For younger students, one of the most versatile types of portfolios is a ‘portfolio of achievements’. It reflects the level of student progress during primary school. Working with the portfolio is accessible and age-appropriate. In elementary school, the first place is held by the learning activity, and therefore the basis for learning activities puts younger students to reflection.

The “achievement portfolio” is represented by the following sections: an appeal to the author, a business card: something about me, myself and I; do others know what I mean? Me and my friends, what do I want to be? my difficulties, I - Apprentice: a graphic representation of my development as a student, I want to know, I want to able to, my favorite subjects, what I read, books that I read and love; this is what I deserved (my achievements: promotion, rewards). When working with the diary some basic principles must be kept: the principle of voluntary will (if in the first grade the pupil may found it difficult to begin work, he may turn over any period of primary school), assistance from the teacher and parent, inventory of personal interests might be helpful.

What is mandatory for a successful work is meeting with parents of students involved in technology portfolios. Parents are participants in the creation of a portfolio, as the boys of this age do not have the skill of the design. Work should be beautifully decorated; the child should feel that adults are really interested. Such a portfolio is by choice of the primary school. The second type of portfolio, which is conducted by the students, is a simplified version, which records individual educational achievement: the results of marathons, competitions, and results of competitions, research, sports achievements, and the world of hobbies. One may find attached certificates, diplomas, and other certificates. This type of portfolio can be created in the initial stage of learning, but at the next stage of education it is not productive any more, because it gives a prospect idea of the results, but does not describe the process of student individual development, his/her academic style, the variety of his/her creative activity and interests.
Moreover, it is an effective form of joint work of teacher and student. The result of this work can be “portfolio learning curriculum subjects”. This type of portfolio is composed of two types: teacher portfolio and student portfolios. The portfolio includes the teacher program development lessons (section “Working Papers”), additional material for lessons, student work (section “The Collector”). In “Achievements” the diagnosis is carried out by the subject. In parallel with the teacher, the students create their own portfolio on the same topic. Further on, the portfolio is filled during the subjects being studied. Prior experience with portfolio enables a number of advantages that include the following: a portfolio of teachers and students helps the organization of independent work, reflects their teaching activities and provides a good launch pad for students to successfully continue their education.

Thus, experienced working with portfolio enables a number of advantages which include the following: in the portfolio not only results are important, but also the creation of proper style of work for teacher, and pupil of any age; a portfolio preserves the learning individuality, emphasizes a cover page reflecting the author of the portfolio, the creation of file names - components and work with them - it is a creative process that focuses on self-selection, imagination, discovery, search, the process of creating the portfolio, working with it, sharing experiences with each other allows authors to carry out self-assessment of their independent cognitive function and improve it. Work with the portfolio can and should begin with the elementary school, and then the process is focused, on training continuity. A student, going to the next stage of training, is able to efficiently present their successes and achievements.

2. CONCLUSIONS

Technology is constantly changing, and so is teaching. It is imperative that we continue to examine how we currently help students learn and what we need to do to transform learning. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Teachers:

- promote, support, and model creative and innovative thinking and inventiveness.
- engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

3. REFERENCES

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