

THE PORTFOLIO IN THE ASSESMENT SYSTEM OF  
EDUCATIONAL AND PROFFESIONAL ACHIEVMENTTS OF STUDENTS,  
STUDYING VOCATIONAL TEACHING ACADEMIC PROGRAMS  
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The importance of teachers and trainers of vocational education who are ready to solve problems of modern education for economically active professionals is permanently increasing. The aim of vocational pedagogical education can be defined as formation of the graduates' personality capable of taking on the role of practitioner-organizer and technologist of educational process. Education of teachers for vocational schools with advanced capabilities in creative transformation of reality and high level of professional competence has great importance. This goal can be achieved through the introduction of pedagogical technologies, solving the problem of formation and evaluation of students' project skills for future careers into education process. The relevance of our research is based on the increasing society need in professional teaching specialists ready to implement the project approach in solving issues in their occupational field.

One of the means of facilitating the formation and evaluation of the project capabilities of students is the portfolio. Work on the creation and validation of its models is carried out in the USA, Canada, Great Britain, Germany, Sweden, Australia, Ukraine, Kazakhstan and other countries. In Russia such developments are carried out both at the state level and at the level of separate teaching communities. According to the most common point of view, the portfolio is a collection of certificates, created with the aim to demonstrate the results of the students' activities. However, the relevance of adoption of the portfolio into national education experts associated with the justification of another its understanding that would allow implementing of necessary transformation of the educational process. Application of the portfolio is complicated by the fact that theoretical and methodological foundations of its construction and presentation are not enough developed.

In the practice of vocational education accumulative types of the portfolio are mainly applied. But its educational opportunities are bounded. Mostly it concerns diagnostic of the students' achievements. Different variations of "the portfolio of achievements" used for this goal make it possible to receive information about the separate "visible" results of vocational training by fixing the external manifestations of the students' activity. Additionally academic and professional achievement as a personal educational result, representing the potential of the student on different stages of his/her training and professional activity, has the latent integrative nature. Thus, needs of the vocational teacher education in science-based model of the portfolio which is used for assessment of educational and professional students' achievements, defined the relevance of research on the scientific and methodological level.

Key findings of our research:

1. The forms of "the portfolio of achievements" are focused on obtaining information about separate "visible" results of vocational training and can't give a complete picture of the educational and professional achievements of students. The portfolio, which is observed as a set of training materials developed by the student through the reflexive selection and design procedural and effective characteristics of their own activities, provides an opportunity to overcome this limitation.

2. Accounting information, control and diagnostic, control and correction functions are realized on different stages of combine work of a student and a teacher over the creation of the portfolio. The implementation of these functions with the consideration of generated in the research rules provides solutions to tasks of collection, compilation, selection, processing, analysis and presentation of information necessary for assessment of the student as the subject of educational activity.

3. Model of the portfolio used in evaluating of teaching and professional students' achievements include functionally targeted, structured, substantive and resultant components. The portfolio generated and implemented in accordance with the proposed model enables a long and multilateral tracking of training and professional students' achievements. Such achievements appear as personal educational results of students mastering of generalized types of activity during reflexive processing of its structural components.

4. Educational and professional achievements are latent, that's why it could be revealed only operationally based on indicator variables fixing procedural and results requirements characteristics of teaching and professional activities. Set of indicators variables is the "benchmark" for assessing student portfolio. Modern means of solving the issue of its developing, experimental testing and adjustment are interactive systems of measuring latent variables.