ACADEMICIA
An International Multidisciplinary Research Journal
(Double Blind Refereed & Peer Reviewed Journal)

DOI: 10.5958/2249-7137.2021.01108.3

USE OF PORTFOLIO TECHNOLOGY TO EVALUATE TEACHERS AND STUDENT RATINGS

Xaitova Zarina Xobilovna*; Yuldosheva Zulfizar Sayfulloqizi**

*Master,
Samarkand branch of Tashkent University of Information Technologies named after Muhammad al-Khwarizmi, UZBEKISTAN
Email id: xabarlar3736@gmail.com

**Master,
Samarkand branch of Tashkent University of Information Technologies named after Muhammad al-Khwarizmi, UZBEKISTAN
Email id: yoldashevazulfizar@gmail.com

ABSTRACT

The article describes the methods and technology of using "portfolio" technology. Evaluation of the results of scientific activity of university teachers, students and masters, monitoring data allow to support the level of understanding of the goals and opportunities of the portfolio of teachers and students and its implementation. According to the research of teachers, the introduction of a portfolio has a positive impact on the organization of the learning process.

KEYWORDS: *Portfolio Technology, Virtual Portfolio, Rating, Scientific Teacher And Student Activities, Technology, Scientific Achievements.*

INTRODUCTION

Today, the problem of assessing the quality of education is of great importance in all countries of the world. Assessment technologies are largely based on the concepts and strategies of education that exist in different education systems. The process of evaluating the effectiveness of the university does not depend on pedagogical activity and subjective factors that characterize its scientific features and the quantitative parameters given to society. In this regard, there is a need to determine the effectiveness of teachers' activities, and the quality of student training, in particular, the assessment of their scientific achievements, as well as the criteria for quantitative evaluation of scientific activities are not sufficiently developed. Therefore, it is the development of systematization technology, the development of scientific documents, the determination of the

effectiveness rating of teachers and students. Evaluation of research and scientific-methodical activity of professors and teachers and determination of the rating of research work of university students is an important educational process.[1]

We have used "portfolio" technology for teachers and students to store, organize and document the results of scientific activities.

The term “portfolio” has long been familiar to art professionals: many, now and in past centuries, some artists have created a portfolio of their creative work.

There are many approaches today in interpreting the concept of ‘portfolio’. A portfolio is a form of realistic assessment of learning outcomes based on scientific activity created by a student or teacher in the process of learning, creative, social and other activities. The portfolio emphasizes the planning and self-assessment of learning outcomes by teachers and students. Thus, the portfolio is consistent with the goals, objectives, programs, and technology of the training.[3]

Portfolio evaluation. The portfolio is evaluated by the administration of the educational institution or by a public body depending on the purpose of its presentation. The evaluation will look at all the materials in the portfolio in terms of how they have affected student outcomes and teacher development. Thus, the pedagogical electronic portfolio is, on the one hand, the personal portfolio of the teacher, on the other hand, the integration and understanding of the experience of other educators, methodologists, IT-specialists. It provides space for the educator and his students to work independently and creatively. In addition, the communicative role in the development and use of electronic portfolios, which is reflected in the communication and interaction with other teachers, students (e-seminars, consultations, web projects, etc.) in the educational environment using computers and the Internet.we emphasize. These processes help to develop the technology of the university’s portfolio of faculty and students.[1,3]

In real pedagogical practice, there are three main types:

Portfolio of documents "- a portfolio of a certified (documented) individual.

"Work portfolio" - a description of various creative, project collections, research work, as well as the main forms and directions of activity.

A “commentary portfolio” is an assessment by an author of his or her accomplishments, an analysis of various activities and their outcomes, a conclusion, future planning stages of professional growth, as well as various reviews and more.

The purpose of the traditional portfolio for teachers and students is to present their work to demonstrate their educational achievements. However, it is very important to form a university student who accepts the news. That is why in our research we talk about the portfolio of scientific achievements of the teacher and the student. The main task of research and teaching research activities is to deepen and strengthen students' knowledge, increase the share of ratings. Teachers 'and students' scientific activities and scientific-practical tasks, as well as their participation in scientific-practical activities of students in different areas of conducting scientific-practical conferences The introduction of research elements into various forms of teaching eliminates contradictions at the present time. very effective. The role of scientific advisors, teachers and curators in increasing the effectiveness of the student portfolio is great.[2]

Principles of the technological portfolio of scientific achievements of teachers and students:

- Voluntary participation in the project, self-assessment of students' results;
- Mastering certain types of scientific activities;
- Systematic and regular self-monitoring;
- The structure and consistency of the information provided in the Portfolio;
- Reliability, integrity of the submitted materials.

The portfolio of teachers of the University for scientific research and scientific-methodical activities is as follows:

- Qualification characteristics (academic degree, title, membership (RAS, RAO);
- Scientific supervision and departmental awards, honorary titles for masters, graduate students and doctoral students;
- Membership in UMO in scientific and methodological councils on the specialty;
- Provide information on all types of scientific and methodological and research;
- Information on inventive activity, preparation of candidates and doctors of sciences, preparation of students of Olympiad winners of different levels and student scientific competitions;
- The volume of research of economic contract and state budget, as well as the completion of various types of research work with students and scientific, organizational work.

A very large list of scientific activities and activities, research and scientific-methodological activities of teachers, the research does not allow students to perform them systematically in a timely manner, the use of modern information technology is advisable.An important component of the student portfolio and the teacher's portfolio is the module, which allows to determine the level of their scientific effectiveness and to assess the virtual portfolio of students' scientific achievements. the level of participation in events, the number of works performed and their evaluation, is determined by the level of activities.[4,5]

In the window of editing information on the results of the teacher's scientific activity: Rankings are calculated throughout the university, by faculties, departments, frameworks and academic groups are calculated at the end of each semester, as well as throughout the educational process. Four researchers will be provided to ensure that the results are comparable. Categories of teaching staff:

- professors,
- Associate Professors,
- Senior teachers,
- Assistants.

Teacher and researcher rankings describe the teacher's accumulated qualification potential, working hours, as well as production and creative activities. The teacher's rating for the last five

years is determined accordingly. In the e-portfolio of teachers and in the e-portfolio of students new scientific achievements in the format of personal documented web resources as well as the rating of scientific achievements allow to have a variety of analytical data.[6]

For each teacher, an absolute rating of his or her academic performance is obtained, and efficiency and relative rankings are determined among colleagues in the work group. All points are shown in the table of generalized rating of teachers based on the portfolio of scientific achievements. Thus, student and teacher portfolios are the basis of the ranking of scientific achievements in the web resource format, the ability to improve the system of criteria for students and teachers and the regulation of indicators of performance evaluation of university departments. technologies are used. Therefore, the diversity of portfolio models, the differences in the areas of education and professions in which they operate, the specific goals of certain types of portfolios are constantly trying to create a certain typology of it with teachers and requirements. Nowadays, the importance of the portfolio of teachers and students for the university is of great importance as a way to increase the effectiveness of teaching and support the improvement of teaching. Describes the curriculum portfolio as documents and materials that together reflect the scope and quality of faculty training. The training portfolio will also increase the scientific effectiveness of the list of publications, grants and benefits.

CONCLUSION

Working with portfolio technology can help solve many pedagogical problems. Modern educational innovations make the teacher and the student the subject and center of the educational process, giving him maximum freedom and responsibility in setting goals and organizing their educational activities. focuses on self-assessment. For example, in the search for sources of information, the selection of specialists and leaders in educational research, the development of individual curricula, and so on. The article describes the purpose and essence of the portfolio, the presented technological processes, portfolio models and methods of their evaluation, as well as the specific features of each portfolio model, the authors use portfolio technology as a required educational technology.

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