

PRESCHOOLER'S PORTFOLIO AS A MEANS OF DE

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ABSTRACT

In our time, special attention is paid to the personality of a preschooler, his individual abilities and developmental characteristics. This is one of the priorities of the modern approach to raising children. As a possible and fairly effective tool for organizing and managing the educational process, the portfolio technology should be considered h the help of which a clear and holistic picture is formed that reflects the system for assessing the quality of education. Portfolio of helping the child to reveal himself, to find what distinguishes him from others. Portfolios providing a student-centered approach .

KEYWORDS: *The Institution Of Preschool Education; Port Realisation ; Achievement; Educator Of Preschool Education.*

INTRODUCTION

Today, the ability to work with a portfolio , as with technology, is very relevant. The portfolio of a preschooler is a detailed qualitative description of children's achievements. The portfolio allows for a comprehensive assessment of the individual progress and extracurricular achievements of pupils, to form the child's skills of self-esteem and self-control. [1]

Maintaining a portfolio allows you to purposefully collect, systematize information about the child, record the individual unique subjective manifestations of children.

Consulting

The portfolio of a preschooler is not only a folder that reflects the achievements of the child for a certain period, it is also the cooperation of the teacher and parents to study and reflect in the dynamics of the child's abilities, his physical development. When compiling a portfolio, parents can show the living conditions and creativity of the child at home, and the teacher - the success of his pupil in kindergarten. [2]

Features of "Preschool Portfolio":

- A portfolio is a way of recording, accumulating and evaluating the individual achievements of a student in a certain period of his education.

- The portfolio complements the traditional control and evaluation tools, usually aimed at checking the reproductive level of assimilation of information, factorological and algorithmic knowledge and skills.
- The portfolio allows taking into account the results achieved by the pupil in various types of activities - educational, creative, social, communicative and others, and is an important element of a practice-oriented, active approach to education.
- The portfolio of a preschooler is a promising form of presenting the individual orientation of the educational achievements of a particular pupil, which meets the tasks of pre-professional training and, in the future, profile education.
- The use of such a form of assessment of educational achievements as a portfolio of a preschooler allows the educator to create for each pupil a situation of experiencing success. [3]

Portfolio goal:

The portfolio of a preschooler is considered as a personal achievement of a preschooler in a variety of activities collected during the child's stay in kindergarten and at home. The introduction of a portfolio will make it possible to purposefully collect and systematize information about the child, to record individual unique subjective manifestations of children, which is especially important at preschool age, when the development of the child is characterized by unevenness, spasmodicity, individual pace of maturation of mental functions and the accumulation of subjective experience. [4]

The portfolio of a preschool child can be both a form of effective assessment - an adequate representation of individual creative achievements of the child, and a way to develop his abilities. [5]

Main part. The portfolio of a preschool child can be defined as a tool for a comprehensive assessment of the level of development of individual qualities, capabilities and abilities of a child, as a way to analyze individual achievements in order to build a further development trajectory. [6]

The following stages of work on a portfolio can be distinguished:

- 1) Staged. When starting to implement portfolio technology, it is necessary to determine the purpose of its creation. A portfolio can be compiled under the guidance of a preschool teacher and stored in a group, under the guidance of specialists from a preschool education institution, and a portfolio is also compiled by parents and children, stored mainly at home. It is important to teach adults to observe the child, notice changes, write down everything new. Portfolio pages "I am already big", "I am a researcher", "Funny stories" will help to record interesting expressions, words, thoughts expressed by children; [7]
- 2) search:
 - Collection of information. The design of the portfolio is different, especially the portfolios compiled with parents are individual. Moms and dads, carried away by the idea of a portfolio, not only see their child in a different way, admiring and rejoicing at his success, but also discover new talents in themselves. This is how electronic portfolios appear; [8]

- Individual work with children. Portfolio work can be carried out both individually and with a subgroup. In the latter case, children have the opportunity to exchange opinions, discuss each other's materials, listen to suggestions, and share their successes; [9]
- Interaction with parents. It is very important to make parents allies in this difficult matter. Therefore, initially it is worth attracting active and caring parents. With the help of a portfolio, parents communicate. child from the outside, his desires, interests;
- 3) Final. The assessment by the parent of the child sometimes differs from the assessment of the teacher of preschool education: it is often underestimated, overestimated or critical due to parents' ignorance of the age characteristics of children. For this purpose, interviews and individual conversations are held with parents . Parents get to know better the psychological characteristics of a child's age, reveal the peculiarities of the interests and inclinations of their children. [10]

In general, we can say that the portfolio structure of a preschool child can be represented by three main blocks: how good is he (the child); how skillful he is; how successful he is.

Approximate portfolio structure of a preschooler:

"**My family**" (information about parents; joint classes; meetings in the parent club; reviews of joint walks and excursions; consultations for parents; reviews and job offers).

"The world in which I live" (information about the environment of the child, his family, friends, relatives and close people; genealogical tree of the family; pictures and photographs of friends; family photo album;).

"**I go to kindergarten**" (information about educators, schedule of directly organized activities, daily routine)

"**My creativity**" (children's drawings; photographs of crafts, applications, origami, etc.).

"**My hobbies**" (a list of the child's favorite books, the child's success in various areas, the child's special inclinations and characteristics)

"**I am learning to communicate**" (games invented by the child, stories, words, drawings and creative works).

"**My impressions**" (photos, drawings, crafts from places of rest and travel)

"**My awards**" (marks on awards, diplomas, certificates).

"**Soon to school**" (photo or drawing of the school; drawings on this topic; letters and numbers that the child knows; recommendations for parents; criteria for school readiness). [11]

Conditions for achieving the goal when creating a Portfolio

1. One of the main conditions is voluntariness. The portfolio creator must be interested in creating it. Even the selection of material the child should do, if possible, independently. And if he does not agree to place any material in the portfolio folder, then this is not necessary. After all, then the individuality of the portfolio is lost.
2. It is necessary to clearly understand the purpose of collecting information, the purpose of creating the portfolio itself.

3. Ease of storage. All collected material must be systematized and stored so that it is convenient to use it.

4. Systematism in collecting information. Portfolio implies constant replenishment and analysis of available materials.

Portfolio algorithm

1. Goal setting: the author should be clear why it is necessary to create a portfolio.
2. Determine the type of portfolio.
3. Determine the time period during which the information will be collected.
4. Determine the structure of the portfolio: the number, the name of the headings.
5. Portfolio presentation.

Work system

The system of work on the implementation of the "Child's Portfolio" technology can be represented as follows:

Working with teachers	Work with children	Interaction with parents
1. Familiarization with the theoretical and practical material on creating a portfolio. 2. Development of portfolio structure. 3. Designing a sample portfolio of a child by teachers 4. Presentation of a sample portfolio. 5. Individual work on the implementation of the child's portfolio. 6. Presentation of the child's portfolio for preschool teachers	1. Reviewing a sample portfolio. 2. Individual conversation with children. 3. Presentation of your own portfolio in the preschool educational institution.	1. Individual work of preschool teachers with parents to familiarize themselves with the child's portfolio. 2. Advisory assistance (workshop on portfolio design, memos, questionnaires, etc.)

Approximate action plan for the implementation of the project

Kind of activity
<p>Stage 1 - preparatory (September - October 2020):</p> <ul style="list-style-type: none"> • informing about the project - preparing materials on a computer, printing, copying; • determination of the work schedule, the degree of involvement in the project; • definition of the portfolio structure: quantities, titles of headings.
<p>Stage 2 - main (November-April 2021): development of complex measures.</p> <ul style="list-style-type: none"> • creation of diagnostic maps and diagnostics to determine the level of development of a preschooler; • questioning parents on the interaction between the kindergarten and the family; • holding training seminars and "round tables" for parents on the course "Working on a portfolio of a preschooler";

<ul style="list-style-type: none">• open classes for parents;• excursions to the preschool educational institution;• thematic and personal exhibitions of children's and family art;
Conducting parent -teacher meetings to address current issues: <ul style="list-style-type: none">• adaptation of the child to kindergarten;• family traditions;• the role of the family in the upbringing and development of the child, etc.
Organization and holding of joint holidays and entertainment: <ul style="list-style-type: none">• autumn fun• Competition: "Our talents!"• Holiday "Mom's Day".• New Year's celebration.• Entertainment dedicated to the Defender of the Fatherland Day "There is no better friend than dad."• " March 8 is the holiday of mothers."• Evening of meetings "A fairy tale is a lie - but there is a hint in it."• Week of open doors.• April 12 is Cosmonautics Day.
Stage 3 - final (May 2021): <ul style="list-style-type: none">• generalization of experience;• registration of reporting documentation;• analysis of the activities of the PEI on the implementation of the project.• portfolio exhibition of preschoolers.

Thus, the portfolio of a preschooler is a kind of route for his development. This is an opportunity to better understand the child. This is a way for teachers to interact with each other; teachers and parents. This is a gift to him and his parents. These are memories of a happy childhood.

CONCLUSION

Educators of preschool education help children to believe in their own strengths, opportunities in various directions.

The use of portfolio technology makes it possible not only to record progress, but also to track the dynamics, assess the strengths of the child's development, and also outline the skills and abilities that require development. In addition, work on creating a portfolio allows you to bring together all participants in the educational process: parents, a teacher of a preschool education institution, a child. Portfolio technology is good because it immerses the child in an atmosphere of creative activity.

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