

## Portfolio as One of the Forms of Organization the Educational Process in the Lessons of the Russian Language

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**Annotation:** This article covers the problems of students in modern education and the formation of new methods, portfolios in Russian language lessons.

**Key words:** modern learning, puzzle, opposite method, portfolio, individual puzzles, file and folder.

Modern education is faced with the problem of diagnosing education as a result of teaching students, a new goal and at the same time the problem of finding effective methods of assessing the achievements of students, increasing their personal activity in the process of interrelation in Russian lessons.

Higher education is a new alternative method, along with traditional methods of controlling the educational activities of existing students in the field of teaching practice to assess the educational achievements of students — the rating method, which organically corresponds to the logic of the competency approach, began to be used.

This method is known in educational practice as portfolio (performance portfolio or portfolio evaluation).

Portfolio (from French. Porter — explanation, formation, removal and folio - Sheet, page) - whiteboard, set of achievements.

"In the most general sense, the educational portfolio is the form and process of organization (collection, selection and analysis) of samples and products of the student's educational and cognitive activities, as well as relevant information materials, from external sources (classmates, teachers, parents, test centers, public organizations)...), their further analysis, comprehensive quantitative and qualitative assessment of the level of knowledge of this student and further correction of the educational process."

The portfolio in the Russian language is a pre-planned and specially organized individual selection of student's works, which reveals in the lessons of the Russian language his efforts, dynamics, achievements and achievements, choosing him on the basis of a certain criterion.

The key point of the portfolio is "to show everything you are capable of". The educational portfolio allows you to solve all pedagogical tasks, depending on the specific situation and a certain group of students:

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- encourage and support educational motivation;
- it must strengthen the students' self-esteem and independence;
- expansion of opportunities for educational and self-education activities;
- Develop skills in the reflexive and evaluative activities of students.

The educational information portfolio of the Russian language is understood as “didactic collection of materials, the results of students' activities”.

“Portfolio-portfolio of educational achievements school children in Russian. The portfolio complements traditional control and evaluation tools aimed at checking the reproductive level of information acquisition, algorithmic knowledge and skills. The portfolio allows to take into account the results achieved by the student in various types of activities: educational, creative, communicative, etc.”.

At the moment, there are no exact parameters for the form and the composition of the portfolio, so we can only talk about practical recommendations. "Russian language portfolio a complex model consisting of different sections. Sections apt working with containing file folders information in accordance with the name (section subject). The materials of these folders document the experience gained and

achievements”.

Making it more organized and convenient when creating portfolio on the subject “Russian language”, can identify the following sections:

#### **1. “GENERAL CHARACTERISTICS OF THE PORTFOLIO”**

The section includes a cover letter from the portfolio owner with the formulation of the purpose, purpose and a brief description of this document (a form of the student's choice — a letter to a scientist, a resume, an essay, an electronic presentation, a personal web page, a photo collage, a video interview, etc.).

#### **2. “CONCEPTUAL AND TERMINOLOGICAL DICTIONARY”**

The section includes the main terms of the course "Russian language" with their definitions or disclosure of the essence (links to the source of information are required).

#### **3. “REFERENCE TABLES AND DIAGRAMS”**

The section presents reference tables and diagrams focused on the formation of skills to put forward hypotheses, explain facts, substantiate conclusions.

The purpose of the reference tables and diagrams: the development of the skills of structuring, generalization, systematization of educational material.

#### **4. “THEORETICAL TASKS”**

This section presents tasks for the search for general theoretical information, taking notes of information, its analysis, and generalization. It is possible to use sources on the Internet. This is a collection of reports compiled by the students themselves.

The purpose of this section is to develop students' skills to work with various information sources, select and analyze them.

#### **5. “PRACTICAL SITUATIONS”**

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In this section, the student observes language material that enters into broad intra-level and inter-level connections, makes it possible to organize analytical observations on words, phrases, sentences or text. This is a didactic collection of thematic control tests in the Russian language and a question and answer.

The objectives of this section are: development of analytical and critical thinking skills, development of practical skills of working with information, development of managerial and professional decisions.

## **6. “SUMMARIZING THE RESULTS”**

In the section, the student presents a reflexive commentary of his work on the study of the discipline “Russian language”, including a self – assessment of filling out a portfolio (optional option).

It also contains creative, project, research works of students and teachers and “evaluating” their documents (the topic of the project is indicated, a description of the work is given, photos, text of the work in printed or electronic form may be attached).

The purpose of this section is to develop the skills of reflexive and evaluative activity.

In the modern pedagogical literature considering the problems of using the portfolio in educational practice, there is no clear list of names and the number of items that need to be included in the educational portfolio.

The composition of the educational portfolio depends on the specifics of the discipline and on the teacher,

Analysis of psychological and pedagogical literature and practice shows that there is a so-called open “price list” from which you can choose certain items. New elements can be added to the portfolio, depending on the specific objectives of the subject.

The following categories and names of educational and cognitive activity products can be included in the educational portfolio:

- a list of goals that the student would like to achieve after studying the course, a specific topic, the level of real achievement and a description of the reasons in case of failure to achieve goals;
- applied projects (both individual and group);
- solution of mandatory cases on the topic and additional ones (at the choice of students);
- cases compiled by students themselves on the designated topics;
- essays on complex issues of the topic under study;
- abstracts with historical content;
- Visual and handout material (diagrams, tables, graphs, engravings, portraits, etc.);
- originals, photographs or sketches of pedagogical models and objects;
- copies of texts and files from Internet sites, computer programs and encyclopedias;
- graphic works performed by students;
- work options performed by students in pairs or in the process of mutual learning;
- discs with a recording of a student's speech at a class (conference, seminar);

- “On-board logs” and self-control sheets with a description what the student does not understand about the topic being studied; why and what kind of help he needs.

Obviously, the above points are far from exhausting the composition of a possible educational portfolio, but they give a complete idea of what can be included in it.

The portfolio can include everything that can be evidence of efforts, achievements and progress in training in a particular discipline, course, course module, section, topic. Each element must be dated so that the dynamics of educational progress can be traced.

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