



Electronic Portfolio for Secondary School Teachers as a Tool for Forming its Competitiveness

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Abstract

The research is devoted to the actual problem of developing criteria for an electronic portfolio of a secondary school teacher according to a rating system. In the theoretical part of the research, the analysis of scientific and methodological literature on the problem of the elaboration of the content and criteria for evaluating the teacher's activity in accordance with modern requirements for the teaching profession was carried out. The respondents to this study were 1661 teachers at general education schools of the Republic of Uzbekistan. To conduct an experimental study, questions for the questionnaire were developed in accordance with the criteria of the rating system for evaluating the activities of a teacher identified during a theoretical analysis. The survey was conducted anonymously, which allows us to speak about the reliability of the results.

Keywords: Rating; rating system of assessment; teacher's professional activity; portfolio; electronic portfolio

1 Introduction

Global reforms are being carried out in the education system of the Republic of Uzbekistan, they affect all areas and levels of education, in particular the system of public education. This is caused to the changes taking place in society, which determine the modernization of educational organizational structures, changes in the content of pedagogical culture, increased requirements for the objectivity of assessing the professional skills of a teacher who is able to provide humane education and meet the needs of a diverse contingent of students.

In the Decree of the President of the Republic of Uzbekistan "On approval of the national program for the development of public education in 2022-2026", the main direction of the Development Program is the formation of a national personnel reserve for institutions of general secondary education, the development of criteria for an advanced school manager and an exemplary teacher, as well as carrying out on their basis regular evaluation of the activities of management and teaching staff. [2]

Thus, one of the mechanisms for improving the quality and effectiveness of pedagogical activity is the rating system. Without an assessment of the teacher's work in a modern school, it is impossible to further predict her work. The rating system for evaluating the activities of teachers in a general education school will allow for continuous diagnostics of the results of a teacher's work. Teachers will have an incentive for continuous self-improvement and professional growth.

The rating system based on an electronic portfolio increases the competitiveness of teaching staff, creates conditions for the successful implementation of a comprehensive educational modernization program, promotes the development of creative activity of teachers and professional initiative and generally improves the quality of education.

The purpose of this article is to review the choice of criteria for an electronic portfolio according to the rating system for evaluating the professional activities of a teacher in a secondary school of the Republic of Uzbekistan. This research aims to achieve the following objectives:

to study foreign experience in evaluating the effectiveness of the pedagogical activity of a teacher of a general education school;

to determine the criteria for the electronic portfolio of a teacher of a general education school according to the rating system.

2 Literature Review

A. Portfolio of a secondary school teacher

A secondary school teacher plays an important role in the education system. The quality of his professional activity depends on the conduct and effectiveness of the educational process.

One of the innovative ways to evaluate is a portfolio. The etymology of the term is associated with two words "port" — portable, portable and "foil" — a sheet folded in half. A portfolio is a set of products or a package of copyrighted materials that may have different sections and headings. In the field of education, the portfolio began to be used in American schools in the 80s of the last century, and in recent years it has found very wide distribution in all developed countries of the world. Most often, a portfolio is defined as a modern educational technology of presentation and evaluation. It is also defined as a self-assessment tool for teachers and students and as an alternative method of assessment [11].

The presentation of a teacher's professional portfolio is important for establishing and managing the quality of education. The teacher's portfolio is an innovative tool for recognition and differentiated assessment of the quality of teacher activity. This is an "achievement assessment tool". Introduction into the educational sphere as a methodology and practice for evaluating and certifying educational achievements, a portfolio can also successfully serve for evaluating and certifying the activities of a teacher.

The analysis of studies by Ciesielkiewicz M. [1], Kopylova S.A.[4], Mikhailovsky O.S.[5], Nikishina T.V.[6], Zagvozdkin V.K.[11], Zakharchenko E.Yu.[12], Zakirova F.M. [13] and others allowed us to conclude that the teacher's portfolio indicates the professional growth of a teacher over a certain period time.

In the process of "lifelong learning", it becomes important to use an E-portfolio as a means of recording, accumulating materials in electronic form, demonstrating the level of the teacher's competence and the ability to creatively approach the tasks of their educational and scientific activities. The E-portfolio of the teacher shows the level of its activity in the modern information educational environment and allows analyzing, synthesize, systematize and develop the results of the professional activity [13].

The portfolio allows the teacher to analyze, summarize and systematize the results of their work, objectively assess their capabilities and plan actions to overcome difficulties and achieve better results.

The main purpose of the portfolio is to analyze and present significant professional results, to ensure monitoring of the teacher's professional growth [5].

Currently, there is a constant informatization of the educational process. For this reason, it is really important to study the issue of the relevance of the use of an electronic portfolio by a teacher.

B. Rating assessment of the teacher's professional activity

Most of the works on the rating assessment of teachers' activities relate to university teachers, not teachers of public education.

On the problem under study, O.N. Vernitskaya [10] in her work examines the program module "teacher rating" created at the Institute of Education of the Irkutsk region, which greatly simplifies the process of collecting, processing and storing information about the results of teachers' work. E.V. Sukhonos [9] in his article notes that in a rural school where the sociocultural the environment is very conservative and stable, most teachers are passive and inert, they have no desire to develop professionally. The author considers that the only way to solve this problem is the development of a rating assessment of the activities of teaching staff [9].

M. Zakirova and Sh. Daminova considered the issues of evaluation of the efficiency of the work of directors of secondary schools in the Republic of Uzbekistan [15].

In our opinion, in order to increase the professional dedication of the teacher, the school management should know about all the victories and failures of its employee, whether it is the student's success in the Olympiad or, for example, a low percentage of academic performance.

From the teacher's portfolio, the school administration can get information on several parameters at once. This is data on the competitions held by the teacher, on his participation in various conferences, seminars, you can also view data on the student progress in the subject, data on the average score.

Such a document is also convenient for the teacher of a secondary school, since it can be used by him in preparation for certification, when compiling an analysis of his work at the end of the school year.

C. Normative documents on the rating assessment of teachers of general education institutions in the Republic of Uzbekistan

The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On the procedure for improving financial incentives for distinguished employees of educational institutions" No. 823 dated September 30, 2019 defines the following criteria [7]:

- the average value of quarterly student grades;
- participation of students in the district (city) stages of the "Olympiad of Sciences" and other fair competitions, Olympiads;
- participation of primary school students in competitions and other events;
- popularization of pedagogical experience;
- pedagogical work experience;
- classroom Leadership;
- completed training courses;
- extracurricular activities;
- evaluation of teacher's pedagogical activity.

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 572 dated September 17, 2021 reflects the procedure for certification of teaching staff [8].

The analysis of works on the research problem allowed us to identify a set of criteria for the electronic portfolio of a teacher of general education school according to the rating system.

3 Methodology

In July 2022, in the Republic of Uzbekistan, during the implementation of the project "Portal for the formation of a reserve of teachers and school managers", a survey was conducted on the topic: "Development of a unified electronic portfolio system for teachers and school managers". A teacher's portfolio is a way of recording, accumulating materials that demonstrate the level of professionalism of the teacher and the ability to solve the tasks of their professional activity.

The development of a unified system of electronic portfolio of teachers will allow:

- reduce portfolio development time;
- display the key skills and achievements of the teacher;
- track personal growth;
- create a business card.

The survey is conducted in order to study the attitude of school teachers to the electronic portfolio and to develop criteria for determining a transparent and fair rating of school teachers of the Republic of Uzbekistan. This survey was conducted by the National Research Institute for Professional Development and Training of Teachers in New Methods named after A. Avloni.

In the research, the respondents were teachers of general education schools of the Republic of Uzbekistan for women and men with teaching experience from 1 year to 30 years. The sample was 1661 school teachers.

4 Discuss And Results

In order to research the attitude of teachers to the electronic portfolio, a survey was conducted. The survey was conducted using a developed questionnaire based on Google Form with pre-formulated questions and pre-formulated answers. It was attended by 1661 teachers working in the field of public education of the Republic of Uzbekistan. The questionnaire contains 3 questions aimed at clarifying the attitude of teachers to the electronic portfolio and developing criteria for determining a transparent and fair rating of school teachers of the Republic of Uzbekistan.

For one group of questions (1,2), the opinion of teachers on the need for an electronic portfolio of a teacher and the structure of the portfolio are examined. An e-portfolio can provide insight into development over time, helping to view teaching as a process of exploration, experimentation, and reflection. A teacher's portfolio reflects the evidence of a teacher's entire career. Portfolio is necessary for rating evaluation of the teacher's performance. The first question in the survey card explores the opinion of teachers about the need for an electronic teacher portfolio:

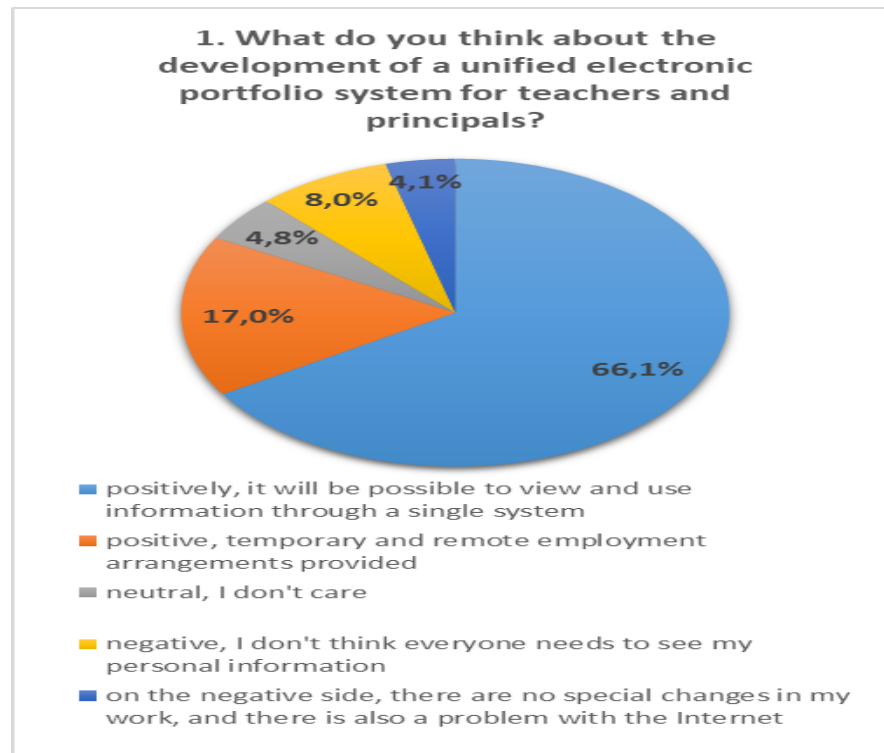


Figure 1: Statistics on the first question

The analysis of the submitted answers showed that:

66.1% of the teachers surveyed have a positive attitude towards the development of a unified system of electronic portfolios for teachers and school directors, since it will be possible to view and use information through a single system;

17% of teachers surveyed believe that a unified e-portfolio system for teachers will provide positive, temporary and remote employment arrangements;

8% of the surveyed teachers have a negative attitude towards the development of a unified system of electronic portfolios for teachers and school directors, because believe that it is not necessary for everyone to see personal information;

4.8% of teachers surveyed are neutral;

4.1% of the surveyed teachers have a negative attitude towards the development of a unified system of electronic portfolios for teachers and school directors, as do not see any special changes in their work, and there is also a problem with the Internet.

These opinions indicate that it is necessary to justify the need to create an electronic portfolio, to motivate teachers to create and present it.

The next question (2) tests the teachers' knowledge of the essence and structure of the electronic portfolio. The portfolio contains information about everything that the teacher has done, it is a kind of "showcase" of achievements. The awareness of teachers about its nature and structure is explored by the second question.

2. Are you familiar with the essence and structure of an electronic portfolio

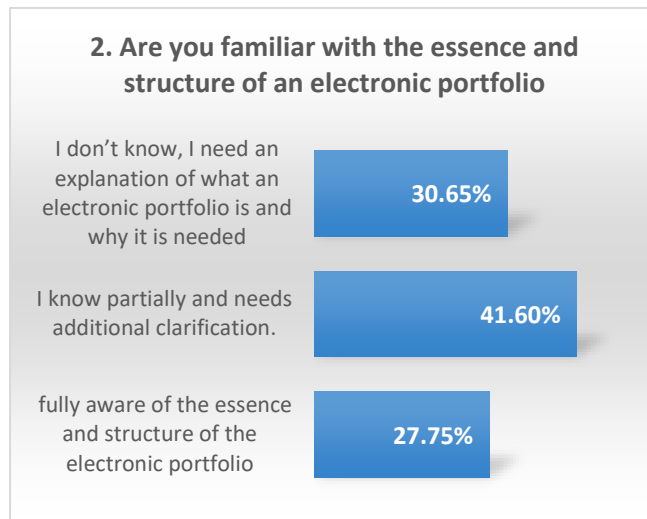


Figure 2: Statistics on the second question

The analysis of the submitted answers showed that:

27.75% of teachers are fully aware of the essence and structure of the portfolio;

most of them know the portfolio partially and need additional explanations (41.6%);

the rest of the teachers need an explanation of what the portfolio is and why it is needed (30.65%).

The third question of the questionnaire took into account what are the most significant criteria needed for an electronic portfolio according to teachers:

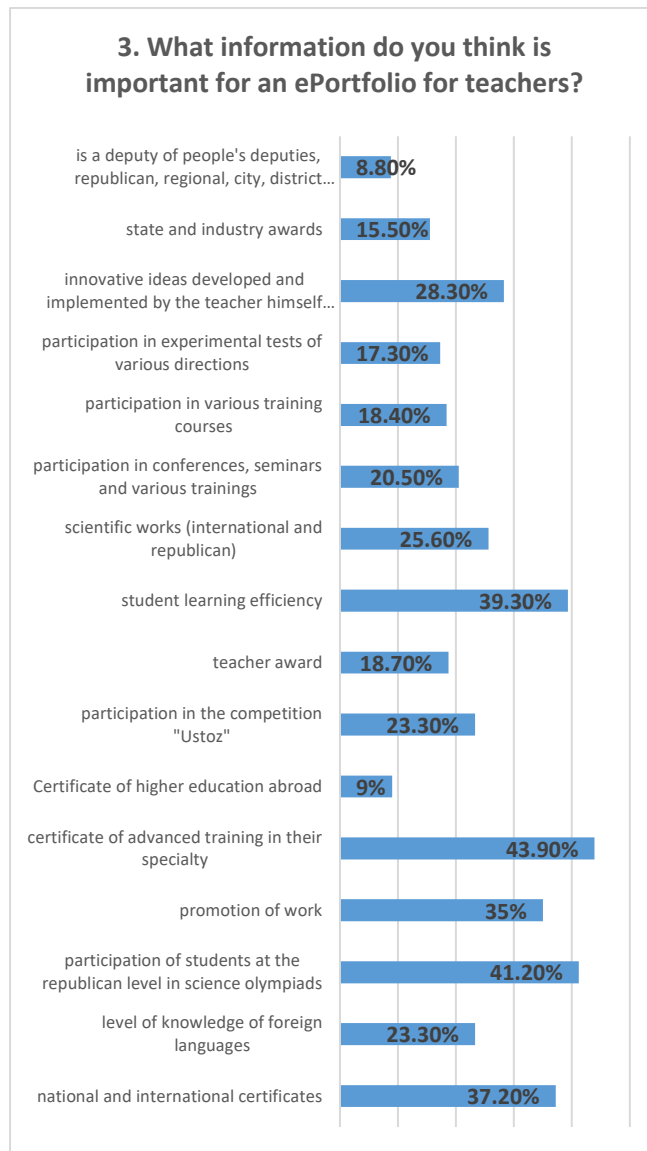


Figure 3: Statistics on the third question

The following more important conclusions can be drawn from the survey:

It is necessary to popularize the electronic portfolio of the teacher and justify the need for its use.

It is necessary to give additional explanations about the essence and functions of the electronic portfolio of the teacher.

Teachers should be provided with additional information about the types of portfolios, their use in school, and the effects of their use.

The purpose of the portfolio is to record, accumulate and evaluate the level of professional development and growth, as well as the effectiveness of the teacher's work. Preparing a portfolio not only helps the assessment process, but also helps to increase the motivation and active participation of teachers in the educational process. A professional teacher's portfolio is an effective means of presenting and evaluating the quality of a teacher's activities.

An electronic portfolio will also be useful if a teacher is planning his career growth, finding an employer, getting a more interesting job, etc.

Thus, the portfolio technology is not only a means of evaluating the achievements of the teacher, the effectiveness of his professional activity, but also provides the teacher with the opportunity for reflection and self-assessment, supports his professional growth.

To determine the criteria for the electronic portfolio of a secondary school teacher according to the rating system, foreign experience on this problem was studied, as well as a questionnaire was conducted among the teachers themselves.

This survey was conducted anonymously. The answers to the teachers' questions were not covered in front of the audience. The school administration and teachers were not informed about each other's answers to the questions we proposed. Compliance with these conditions during the practical research allows us to speak about the reliability of the results obtained.

In the course of studying the literature on the research problem, we determined the criteria for the electronic portfolio of a secondary school teacher according to the rating system, which are divided conditionally into blocks:

The first block collects information in the direction of the achievements of a school teacher during his teaching career;

The second block collects information in the direction of the results of the teacher's work;

The third block contains information in the direction of scientific activity and creativity of the teacher.

In the course of the analysis of the criteria for the electronic portfolio of a teacher of a general education school, for the transparent determination of the rating, such criteria were selected that can be integrated from other databases.

The teacher rating is determined based on the results of the entire academic year.

5. Conclusion

The research showed that the need to form a unified system of electronic portfolio of teachers of general education schools is due to modern tasks of the development of education.

We have studied and analyzed the problem of the electronic portfolio of a secondary school teacher, and also identified the criteria for an electronic portfolio according to the rating system. The rating of teachers' activities contributes to a significant increase in the level of quality of education at school. The electronic portfolio allows the teacher to see their successes and reserves, creates incentives for further self-improvement, allows the school management to organize the process of teacher training on an individual and differentiated basis.

The rating system reflects modern requirements for the work of a teacher both from the state and, according to society, from the position of parents. This expands the horizons of the teaching profession and at the same time sets guidelines for professional development in it.

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