

## ROLE OF THE WEB PORTFOLIO IN INCREASING COMPETITIVENESS OF UNIVERSITY GRADUATES

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*This article discusses the role of compiling a personal portfolio and its impact on improving the competitiveness of university graduates for their future work.*

The Republic of Belarus on May 15, 2015 at the Conference of Ministers of Education of the Member States of the European Higher Education Area (Yerevan) became the 48th participant in the Bologna process - the process of convergence and harmonization of education systems in Europe to create a single European space for higher education.

The priority tasks of the Bologna process are the creation of a European higher education space designed to stimulate the competitiveness of the European higher education system and its attractiveness, as well as create opportunities for students' mobility and their further employment [1].

This process poses the most important task for any university, (including the educational institution "Polotsk State University") the preparation of a competitive and sought-after specialist in the labor market.

As practice shows, in several countries there is a decrease in the quality of education at the first stage due to the introduction of shortened training periods. Many graduates do not fully meet the requirements of employers: universities graduate with general ideas about professional activity, in most cases students are not ready for operational inclusion in this field of activity [2]. Traditional forms and methods of training students do not contribute to the optimization of the formation process of such components of a professional culture.

In fact, the leading form of organization of training is the subject system, in which the student usually solves the tasks of a particular academic discipline, usually without connecting them with the leading goal of higher education - the formation of professionalism [3].

Self-realization in the field of professional activity requires specific personal work, and its implementation, of course, must be taught. It follows that the task of designing an educational system that provides the student with a real opportunity to get an idea of the key competencies of a professional should be considered by pedagogy with a high priority.

Today, in the context of the implementation of new educational standards, the university should provide not only the process of developing specialist competencies, but also tracking and presenting the results and achievements of its activities to the future employer. One of the modern technologies for preparing a student for future professional activity, which allows him to effectively plan and evaluate the process and the results of his training, is the technology of compiling a portfolio that is rapidly developing in foreign higher education.

Compiling a portfolio of students in such a system separates teaching, training and assessment as much as possible by organically integrating these three components into the educational process, which allows you to combine a quantitative and qualitative assessment of student abilities by analyzing a variety of educational and cognitive products. This system encourages not only assessment, but also self-esteem and self-control of students, as well as self-analysis and self-control of the student. And the portfolio itself is aimed at the cooperation of the teacher and the student in order to assess the achievements, efforts and progress in learning. And the portfolio itself is a form of continuous assessment in the process of continuing education, which shifts the emphasis from the hard factors of traditional assessment to the flexible conditions of an alternative student assessment [4].

"Portfolio" in the broad sense of the word is a way to record, accumulate and evaluate the individual achievements of a student over a certain period of his studies. The portfolio is actively used in foreign education systems, which classify it as "authentic" individualized assessments focused on new forms of student assessment. This allows teachers to consider the results achieved by the student in a variety of activities: educational, creative, social, communicative and others, and is also an important element of a practice-oriented approach to education. In a foreign tradition, a portfolio is defined as "a collection of student work and results that demonstrates his efforts, successes and achievements in various fields" [5].

Portfolio is one of the conditions for increasing student motivation, the formation of reflection skills. According to E. S. Polat, a portfolio is a tool for self-assessment of a student's own cognitive, creative work, reflection of his own activity [5].

Based on the foregoing, a web service is being developed in the training system for future highly qualified personnel to host an online portfolio.

For universities in the Republic of Belarus, this topic is more relevant than ever, which is why the main task is to develop a web service that would help students in compiling their future portfolio. You can observe the prototype of the developed web service in Figure 1

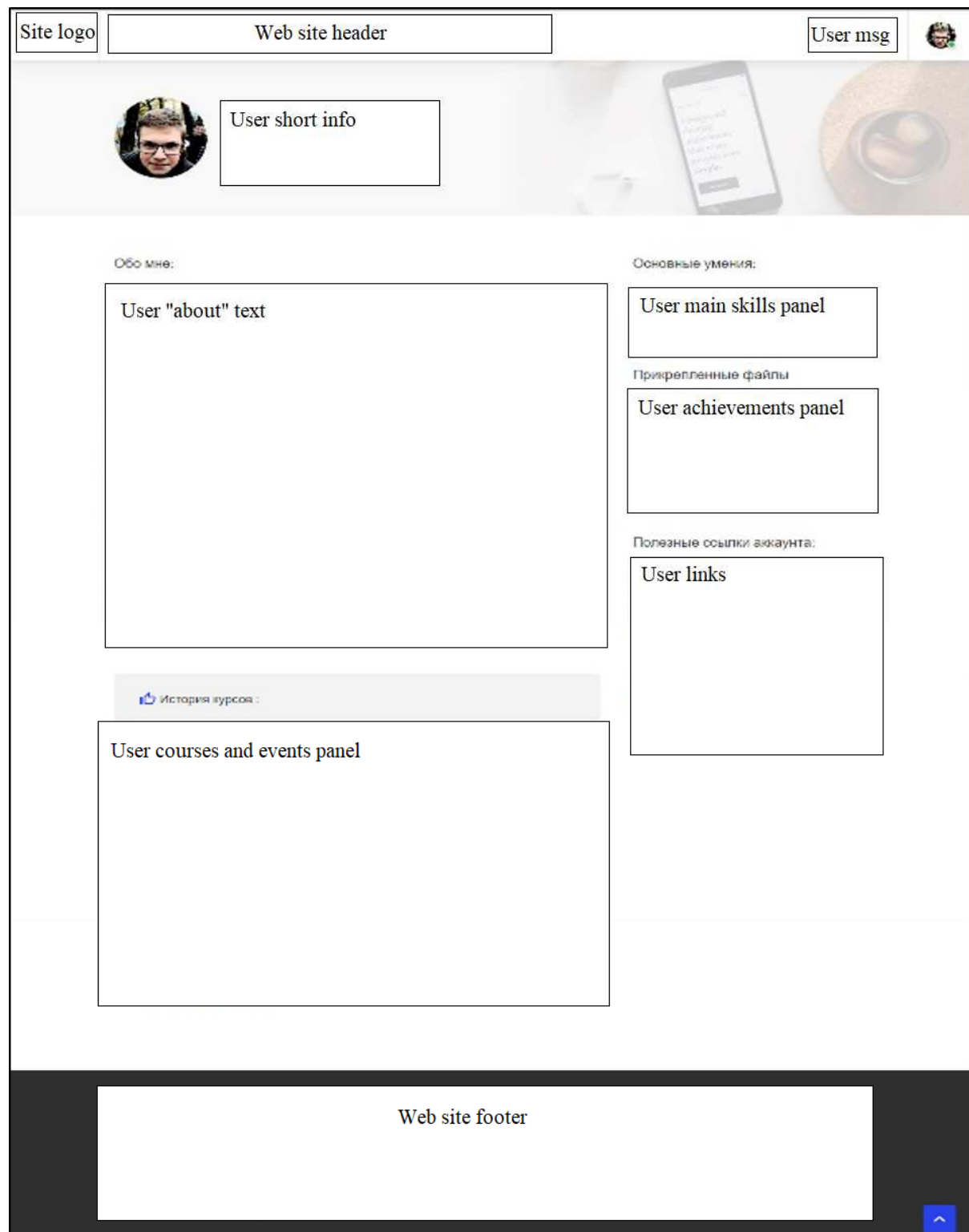


Figure 1. – The prototype of the developed electronic student portfolio



determine and formulate goals and objectives of independent work, develop action algorithms necessary for implementation, analyse the results obtained, generalize and systematize them, drawing conclusions [6].

In addition, in the process of completing educational or professional tasks, the student develops his own style of communication with colleagues or teachers. Thus, the student demonstrates the degree of formation of their own competence, i.e. readiness and ability to professional activities [7].

The portfolio should contain sections reflecting the formation of general cultural and professional competencies, presenting the achievements and results in mastering the student with professional knowledge, skills and abilities; ability to design your professional growth. The content of the sections should reflect the achievements in educational, professional and research activities. Forming communicative and leadership qualities, organizational abilities, managerial skills, abilities to resolve conflict situations, work in a team, make collective decisions, bear responsibility for the implementation of decisions made. What should be provided due to: participation in psychological trainings on the formation of competitiveness of specialists; meetings with employers; participation in creative contests, sports competitions, military-patriotic work; implementation of projects of family, environmental, patriotic, religious, legal and other areas; participation in various forms of student self-government, volunteer work, work on the presentation itself.

**Conclusion.** In conclusion, it can be noted that the electronic portfolio is undoubtedly an important project at any stage of a person's formation, regardless of the degree of education received, because during the development of a portfolio he comprehends his first achievements, realizes his capabilities and forms his own attitude to the results. The introduction of such systems in the educational system contributes to the growth of competitiveness and the students' own development as future highly qualified personnel.

A portfolio, being a form of a complete and diverse view of a graduate, determines the educational rating of a future specialist and can be used by an educational institution as additional information about a student when summing up educational, research, social and creative activities, employment, issuing recommendations for admission to master's programs, graduate school, etc.

The use of the portfolio ensures the construction of plans for professional self-education, stimulates the activity of students in obtaining additional education, participation in university, city, federal, international competitions, competitions, conferences, social practices, etc.

Thus, the integrated use of these means of assessing educational results in the process of forming a student's portfolio is an effective innovative technology that allows you to best combine the needs of the educational process and scientific activity at a university, to form a craving for creative and scientific self-realization and comprehensive development of the personality of students in the process of learning.

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