USING THE PORTFOLIO METHOD IN THE ARRANGEMENT OF INDIVIDUAL WORK OF STUDENTS ON THE CREDIT SYSTEM

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Kazakhstan has been carrying out cardinal reforms in the higher education system in recent years. One of them is the introduction of a credit system of education in universities. In the modern world, the main goal of the transition to a credit system of education is the integration of the education system with the global educational space and the creation of opportunities to increase competitiveness, global demand for professionals in changing times of production and market situation. The problem of improving the individual work of students in pedagogical universities has formed the basis for the research of many specialists, including teachers and methodologists [1].

Individual work of students (SRO) is one of the main reserves for training future specialists and improving the quality of education. In this regard, universities require every student to know rational methods of mental work, that is, to search and master the necessary information, be able to systematize and classify facts, theory, concepts, clearly state and argue their point of view, be able to creatively solve various complex issues.

SRO is a unique tool for organizing and managing individual activities of students in the process of studying at the university. Therefore, the introduction of a credit system of higher education and an increase in the share of SRO focuses on its activation. In accordance with the introduction of a new learning technology, it was necessary to organize the educational process at the university in a new way, to change the technology of training and its methodological support.

In the theory and practice of teaching a foreign language, the reflexive path (self-examination and evaluation) is considered as one of the effective ways in learning and as the implementation of personality-oriented learning. In the domestic methodology, the mechanisms for the formation of evaluation skills can be implemented by the Portfolio method. The basis of the Portfolio is the organization and self-examination and evaluation of students' individual work. Therefore, there is an increasing need for the rational use of this method in teaching a foreign language.

The peculiarities of credit education in higher educational institutions and the theory and methodology of organizing individual work of students indicate that the methodology of organizing individual work of students in the specialty «foreign language» was not the subject of special research, although it is considered in different directions [2].

Analysis of scientific works, teaching aids published within the framework of the research problem, insufficient consideration of this problem in the scientific literature during the transition to the modern period to a full-fledged credit system of higher

education institutions, the need for scientific methodological manuals for the effective organization of self-performed work by students in individual disciplines in the conditions of credit training, the presence of contradictions between the level of self-performed work performed by students in the educational process and the requirements of the modern credit system of training is the basis for choosing the research topic «application of the Portfolio method in the organization of individual work of students in the credit system of training».

In this regard, on the basis of the credit system of training, the scientific and theoretical foundations of the organization of individual work of university students have been determined and a methodology for its implementation has been developed, in which the level of self-education of students increases, contributes to the formation of a specialist capable of individually solving scientific problems, possessing creative qualities, contributes to improving the quality of the educational process in higher educational institutions. Therefore, when organizing the individual work of students on credit training, it is possible to use samples of the Portfolio method and the results of research in the organization at universities. The organization of individual work of students under the credit system of education in higher educational institutions can become the basis for the formation of individual cognitive activity of the student in accordance with modern requirements [2].

Portfolio helps to increase interest in learning a foreign language, forms self-development, creating conditions for proper planning of individual learning activities of the student, accurately defining the purpose of learning at each stage of learning, making clear requirements for the level of mastering the topic, chapter, language.

Of particular importance to the organization of individual work of students in the credit system of training for students is that future specialists, using information from different fields of knowledge, find solutions to specific practical tasks, that is, the purpose of self-performed work is that the student can comprehensively develop the acquired knowledge, strive to search, achieve the goals based on the ability use information [4].

Methods of observing the work performed by students individually also have a great effect. Individual work on each subject increases students' confidence and responsibility in their abilities, forms their ability to self–esteem, and this is a reliable approach that increases the student's activity attitude and activity. In order for the results of individual work to be good, it is necessary to have a well-planned system of organizational and methodological measures and to be fully provided with educational and methodological, reference and normative materials.

In addition, when organizing individually performed work, the task should be compiled taking into account the level of training of each student, as a result of which the student feels not only as a user, but also as a distributor of new knowledge, which is of public importance for his own cognitive activity, in accordance with the information-knowledge –information system. [3].

Of particular importance to the organization of individual work of students in the credit system of training for students is that future specialists, using information from different fields of knowledge, find and learn to solve specific practical tasks. In particular, the purpose of self-performed work is that the student can comprehensively

develop the acquired knowledge, strive to search, use the information received to achieve the goal [4].

In the 90s, the development of self-assessment tools was widely undertaken in the countries of the European Community, the «Pan-European Language Proficiency Competencies» developed by the Council of Europe were considered. The document «Portfolio Europeen des Langues» was adopted here, which promotes the development of multilingualism and intercultural understanding. Portfolio has traditionally been used in France as well. Portfolio is a set of individually completed written works, creative (project) tasks that the student conducts at the time set by the teacher. Thus, the «English» Portfolio will become a tool for evaluating student's written works and provide feedback on the quality of the educational process. [5].

Portfolio makes it possible to expand the scope of the educational process by introducing a system for assessing access to students' experience in direct and indirect intercultural communication. Of course, this is important, because the formation of the ability to communicate at the intercultural level requires a constant search for a real way out to autistic relationships. A student of a foreign language should have such an opportunity at every level of the verification period and understand the pragmatic assessment, the essence of a foreign language. Consequently, through the Portfolio, students will be provided with orientation to study topics, chapters, courses that will help them in individual work on learning a foreign language and will positively affect the achievement of their goals. Portfolio helps to increase interest in learning a foreign language and directly relates to mastering the problem. Portfolio forms self-development, creating conditions for proper planning of individual learning activities of the student, accurately defining the purpose of learning at each stage of learning and setting clear requirements for the level of mastering the topic, chapter, language.

The systematic organization of SRO in a foreign language Portfolio is of an extracurricular nature; it will be carried out by each student individually; the work will be carried out at a voiced, semi-creative and creative level, including self-control, self-assessment and individual learning; it will also be carried out on the basis of the student's feeling of the requirements imposed on him.

The pedagogical and methodological system of individual work of students is the main condition for improving the process of special organization and training in educational activities. In general, it was found that individual work is the basis of a unified pedagogical process, higher education. On the one hand, this is a systematic, systematic, purposeful work carried out by students in classrooms, on the other – according to the schedule of classes. The analysis of the fact that its organization is a responsible theoretical and practical task, an important scientific problem.

Practical work was carried out at the International Kazakh-Turkish University named after Khoja Ahmed Yasawi, Turkestan.

In the practice of organizing individual work of students on the basis of Portfolio in the control group, SRO was carried out according to the traditional method without the use of Portfolio. Thus, students were given individual tasks for a certain time, in accordance with the requirements of the programs, they were offered to compose essays on topics that were given topics (in a certain world), interviews. In addition, during the classroom classes, students received creative tasks (crossword puzzles, preparation of

reports, etc.), completed tasks were checked and grades were given. In the expert group, the SRO was held on the basis of Portfolio. For this purpose, a Portfolio was prepared, consisting of three parts, compiled on the basis of rel: a language passport, a language biography, a dossier and a «self-assessment table». To do this, the language and speech material presented on the pages of the textbook has been thoroughly analyzed, and a list of skills has been compiled that each student should master after studying the material. The listed skills are presented for all types of speech activity.

According to the students, filling out the language passport allowed students to look at their language learning experience from all sides and show «what else can be done with this language, where to strive».

So, during the expert review of the SRO model for a foreign language based on Portfolio, SRO will be effective if it is organized on the basis of Portfolio, since Portfolio will create conditions for considering the student as a subject of educational activity; Portfolio will create conditions for the formation of a clear understanding of the requirements imposed on him at each stage of training – course, chapter, topic, etc.; Portfolio Helps to manage SRO through self-monitoring and evaluation.

Considering the existing approaches to the organization of SRO in a foreign language in the European Portfolio model, the following conclusion was made that Portfolio is considered as a modern approach in the methodology of the organization of SRO in a foreign language, and also creates conditions for increasing interest in learning the language of the sntnl, which directly depends on the desire of the Portfolio to master the subject. At the same time, it depends on the students' awareness of the ultimate goal of learning and the level of results achieved and their own efforts to continuously improve their language training, as well as the formation of self-assessment skills that correct the system of educational activities. As a result of the study, a Portfolio-based SRO model was developed and its effectiveness was proven.

Therefore, the analysis of educational and methodological literature on scientific works related to the research topic contributes to the definition of the essence and content of the concept of «individual work» and determines the theoretical foundations of the organization of individual work. It is established that or as a didactic category includes methods of teaching and scientific cognition, acts in the educational process as a special pedagogical means of organizing individual cognitive work of students.

Thus, methods of forms of extracurricular and extracurricular work and «Portfolio», providing individual work of the student, increase the effectiveness of the teaching method.

Portfolio as a new approach to the organization of SRO in a foreign language helps to increase motivation to learn a foreign language, the formation of self-control and evaluation of the student and the streamlining of the system of educational activities. Optimal organization of individual work of students, advanced training of future specialists in accordance with the requirements of the society. Portfolio was directly involved in the development of the problem, contributing to an increase in interest in the study of PT. That is, the Portfolio method allows you to form self-development, creating conditions for proper planning of individual learning activities of the student, accurately defining the purpose of learning at each stage of learning and making clear requirements for the level of mastering the topic, chapter, language.

In addition, the credit system of education is a unique way of self-education based on individual lesson planning and organization of the educational process through creative assimilation of knowledge through individualization. This will ensure education in accordance with international standards, prepare highly qualified specialists who are able to withstand competition in the labor market by providing the highest quality education.

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