

THE IMPORTANCE OF EFFECTIVE ORGANIZATION OF STUDENT PORTFOLIOS IN HIGHER EDUCATION

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Abstract: This article discusses the important aspects of the student portfolio in the development of students' intellectual abilities, including motivational, cognitive and metacognitive components. In the current period of development, every country is forced to strengthen its future and think about it tomorrow. In our country, many opportunities have been created for the upbringing of the younger generation, their comprehensive support, and the active participation of talented and capable youth, and there are enough conditions for this for everyone.

Keywords: intellectual, ability, cognitive, metacognitive, portfolio.

Uzbekistan, which is moving towards independent development, is carrying out extensive work on reforming the system of continuing education, introducing information technologies and increasing the efficiency of education. In modern conditions, innovative tools are used to organize the educational process and monitor students' educational activities. At the same time, one of such tools in the development of students' intellectual abilities is the student portfolio. Appendix 1 to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 824 dated December 31, 2020 "On measures to improve the system related to the organization of the educational process in higher educational institutions" states that in Chapter 6, "Assessment, conversion of grades", paragraph 31 of the Regulation "On the procedure for introducing a credit-module system into the educational process in higher educational institutions", "Assessment methods include written, oral, practical work, projects, portfolios and tests that reflect and confirm the student's achievements within a subject or module. It is noted that the assessment criterion must reflect the achievement of the learning outcome. A number of works are currently being carried out in higher education institutions in this regard. The inclusion of a student portfolio as part of assessment methods is of great importance in today's era of developed information technologies. The creation and effective use of a student portfolio is an urgent and problematic issue today.

It should be noted that the idea of using a portfolio in education appeared in the mid-1980s in the United States. After the United States and Canada, the portfolio idea became popular in Europe and Japan, and at the beginning of the 21st century, this idea became widespread in Russia, and today this idea has also become established in Uzbekistan. Portfolio (*in english* - portfolio, folder for necessary work and documents. *French* - to describe, express, carry. *Italian* - a folder with documents) is a collection of documents, work samples, photographs, materials that allow you to imagine the possibilities offered, and expert services [1].

Development and self-development always imply some internal laws, some self-movement, self-change of an object, system, a certain self-construction of the individual, his inner world. This process is irreversible, as a result of which quantitative and qualitative changes occur in intellectual, personal and activity characteristics. They are interconnected and interdependent. Personnel training occupies a special place as the basis of development. The direction of the development process is carried out by influencing the mental development of the student,

managing his cognitive activity, developing it and exerting targeted influence [2]. Determining students' abilities through pedagogical activities is one of the important tasks of every educator, because during the lesson, the teacher can learn about the interests and abilities of the student, depending on the assimilation of the information provided by the educator. Ability is a person's individual potential and capabilities. Ability is sharply distinguished from knowledge, knowledge is the result of study, ability is considered a feature of the psychological and physiological structure of a person. Ability differs from skills and qualifications. In most scientific sources, skill is understood as ability. Ability improves in the process of acquiring skills and qualifications by a person [3].

So, students with high abilities will stand out on their own. Students who cannot demonstrate their talents in social relationships should be given the opportunity to demonstrate their abilities and receive comprehensive support. From this perspective, a student portfolio serves as a convenient platform for a student to demonstrate and demonstrate these abilities and talents. The intellectual development of students includes not only the development of cognitive mechanisms of information processing, but also the formation of metacognitive mechanisms of intellectual self-management.

The entire 20th century and the present century require us to transition to a person-centered education. Its basis is spiritual, communicative and cognitive (creative, critical, systematic and non-standard thinking, broad outlook, emotional perception, large and variable results are taken into account [4]. In order to ensure the implementation of this resolution, the development of the individual in an environment where the qualities of our Republic (the ability to work with the higher education database, etc.) are constantly changing [5]. As one of the innovative technologies for monitoring and evaluating all types of student activities in a higher educational institution, the "Student Portfolio" occupies a leading position. This technology has been widely used in recent years, especially in the higher education system of developed Western countries. In Russia, since 2003, it has been introduced at all stages of the education system, including primary education, general secondary education, vocational education and higher education. Currently, higher education institutions often do not encourage students to self-assess and organize learning and assessment in a meaningful way. One way to solve this problem is to effectively use an electronic portfolio (EP) to support students' self-regulated learning process, improve creativity and other creative skills. Self-management refers to a set of behaviors used to manage, monitor and evaluate their own educational success.

Self-regulated students are active participants in their own learning process metacognitively, motivationally, and behaviorally, and thus achieve academic success.

The three cyclical stages of self-regulation include metacognitive and motivational components, which provide a foundation for the sustainability of learning and skill development. The pre-thinking stage includes task analysis (goal setting and strategic planning) and self-motivation (self-management, outcome expectations, intrinsic interest, and goal-directedness).

-Finally, the self-reflection stage includes self-evaluation (self-assessment and random attribution) and self-reaction (self-satisfaction/affect and adaptive defense reactions). The tasks of the self-reflection stage are: reflection on work, reflection on the process and awareness of the possibilities of new goals.

The cognitive component is a set of knowledge in the process of personal and professional development. The cognitive component is a cognitive competence or intellectual skill and, first

of all, the ability to work with information, search, receive and process information; the ability to present information in the form of diagrams, tables; the ability to interpret information; the ability to present information; the ability to have methods for structuring it, transferring it from one form of presentation to another, transferring information from one method of coding to another, distinguishing between main and secondary concepts, identifying important features of concepts, distinguishing connections and relationships between concepts, building cognitive schemes. mental activity, problem-solving algorithms, the ability to explain the solution obtained; the ability to write a report, abstract; the ability to generalize, draw conclusions, analyze the results obtained.

Metacognitive component - is expressed in the skills and abilities of self-organization and self-management. Goal setting stimulates the student's cognitive activity. In this case, the "impulse" passes directly from the motive to the goal, in which the student independently establishes the content of his goals, distinguishing between the main and intermediate goals. Planning plays an important role in this. The specified plan is forced to be implemented, creating in the mind a chain of actions leading to the successful achievement of the goal.

Today, the educational portfolio, which is a widely used control tool in the experience of foreign countries, is of practical importance due to the following capabilities: – multifunctionality and assessment of one's own personal success;

- monitoring of individual achievements;
- organization of the exam;
- objective determination of educational results;
- ability to clearly see educational achievements and additional results;
- ability to see the student's existing opportunities and abilities, his strengths and weaknesses, and adequately assess his personal, professional and creative potential. The formation of portfolios by students is effective in the following cases:

1. When obtaining a promising job (management and colleagues have the opportunity to get to know the young specialist better).
2. When conducting scientific research (provides the opportunity to patent research results).
3. When participating in science Olympiads (helps to assess and estimate the student's capabilities at different stages of the Olympiad).
4. When applying for the Nomdor and Presidential scholarships (the selection committee will be fully aware of the student's capabilities).
5. When achieving personal goals (provides partners with the opportunity to get to know the student better when engaging in additional activities).

An important condition for our country to develop economically, politically and spiritually and take its place among the developed countries of the world is to implement an improved model of students' knowledge using an electronic portfolio through the use of metacognitive methods in the education system. In conclusion, the results of the analysis based on the presented data showed that the first criterion for the development of students' intellectual abilities is a thought motive, the second criterion is the formation of cognitive abilities, the third criterion is the formation of metacognitive skills, and the student portfolio can be seen as an important practical factor in the development of students' intellectual abilities.

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