

STRUCTURAL-FUNCTIONAL ROLE OF E-PORTFOLIO IN ASSESSING PROFESSIONAL-PEDAGOGICAL CAPACITY OF ADMINISTRATIVE CADRES OF HIGHER EDUCATIONAL ESTABLISHMENTS (HEE)

Otamurodov G.R. (Republic of Uzbekistan) Email: Otamurodov348@scientifictext.ru

*Otamurodov Golibjon Ruzimurodovich - Senior Researcher,
HEAD SCIENTIFIC AND METHODOLOGICAL CENTER
UNDER THE MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF
UZBEKISTAN,
TASHKENT, REPUBLIC OF UZBEKISTAN*

Abstract: *in this graduation work, described the role of the higher education system of electronic portfolios, qualification among the higher education system managers in functional tasks, e-portfolio and its importance, structural components. During the research and analysis of existing portfolios in foreign countries, the comparative analysis of the national system of electronic portfolio, and higher education institutions and managers in the professional development of national e-portfolio system, and appropriate recommendations. In scientific publications in our country and abroad, e-portfolios were scientifically proved to be educationally effective and a comfortable type of document for dynamic analysis of the educational process.*

Keywords: *education, pedagogical staff, professional development, portfolio, competence.*

СТРУКТУРНО-ФУНКЦИОНАЛЬНАЯ РОЛЬ Е-ПОРТФЕЛЯ В ОЦЕНКЕ ПРОФЕССИОНАЛЬНО-ПЕДАГОГИЧЕСКОЙ МОЩНОСТИ АДМИНИСТРАТИВНЫХ КАДРОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ Отамуродов Г.Р. (Республика Узбекистан)

*Отамуродов Голибжон Рузимурадович - старший научный исследователь,
Головной научно-методический центр
при Министерстве высшего и среднего специального образования Республики Узбекистан,
г. Ташкент, Республика Узбекистан*

Аннотация: *по изучения модуля «Электронная педагогика и проектирование личного и профессионального информационного пространства педагога» развивается навыки организации сетевой сотрудничества преподавателей, использование современных информационных и коммуникационных технологий и системы в учебных процессах, а также совершается образовательной рыночной конкурентоспособности педагога. В научных публикациях в нашей стране и за рубежом научно доказано, что электронные портфели являются эффективным в образовательном отношении и удобным видом документа для динамического анализа образовательного процесса.*

Ключевые слова: *образования, педагог, профессиональная деятельность, портфолио, компетентность.*

УДК: 378.331:9 (5751)

Practical involvement of e-portfolio as a means of modernizing professional activity and developing professional competence of administrative cadres demonstrate their essence.

M.A. Petrenko referred to the practical significance of e-portfolio and emphasized that economy in new post-industrial society will grow on the basis of scientific progress [1, p. 58-65].

This kind of approach to professional development requires the formation of project oriented aim providing a person's (administrative cadres at higher educational establishments) reflexive content in educational process, conducting pedagogical prognosis, possessing scientific cognition and educational competences along with an effective application of the right to the access to knowledge and information.

Taking into account the fact that e-portfolio unites interrelated contexts based on a certain objective, i.e. forms a new single text, its theoretical notion can be illustrated as the following ipostasa (figure 1):

-e-portfolio as the means of developing professional competences of administrative cadres at higher educational establishments in the form of educational methods and types of developing competences;

-electronic means and pedagogical technologies;

-personal qualities of administrative cadres at higher educational establishments;

-method (reflection) of analyzing and planning administrative activity;

- recording and assessing communicative innovations, achievements made on computer.

To this regard, for upgrading the professional competences of administrative cadres at higher educational establishments one can use web-blogs and wikies, cooperative work on docs, personal dairies, planning professional activity, online tem (group) work, educational sites, and materials published in media.

Pedagogist-scientist, specialist in computerizing education N. Bukhantseva stated the following when explaining the expansion of e-portfolio tasks: “today, the extensive usage of e-portfolio as the means of evaluating competences described in new educational standards increases public interest to it”.

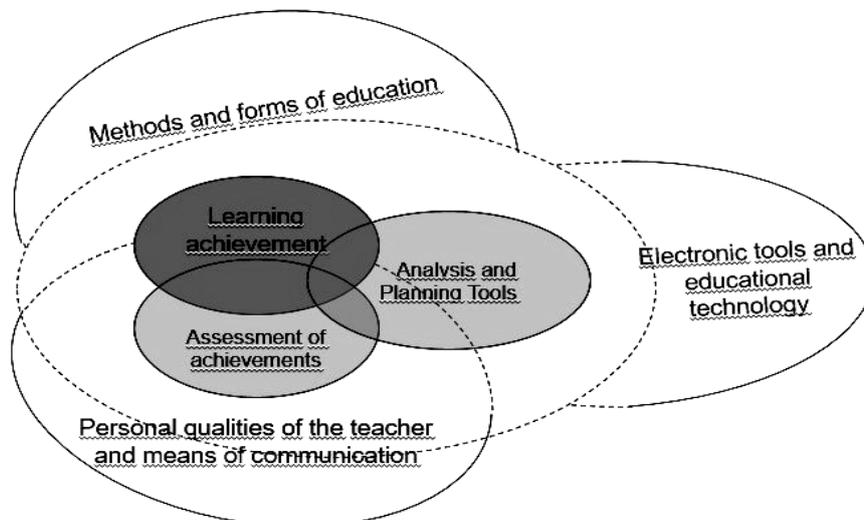


Fig. 1. Theoretical model of the role of e-portfolio in developing administrative competence

The following list of scientific literature demonstrates various purposes of using of e-portfolio:

- recording the information about the staff of higher educational establishment (formation of the database about teachers and their activity) (Pisareva S.A.) [2];
- collecting and recording individual achievements of students, post-graduate students, and teachers (formation of educational information space), as well as assessing (Krasilnikova V.A., Zaporojko. V.V.) [3, p. 99 – 100];
- developing the project of the solution (the meaning of the goal-oriented action - G'.O.) for the existing situation, making a decision (McCrea B.) [4];
- a closer introduction of a graduate student with professional environment (reducing the gap between professional activity and professional education) (Williamson W.) [5, p. 198];
- a clear subjective report to potential employers about competences presented (in order to demonstrate that students have acquired necessary professional competences) (Mogilevkin Ye.) [6];
- individualizing educational environment (conducting educational activity in order to acquire the knowledge, skills and proficiency required for a certain type of job - G'.O.) Banks B.) [7];
- a complex of various evidences proving the fact that a student took active part in learning process (attendance, tests completion) (Dudina I.) [8, p. 463-469];
- a set of documents compiled by universities and colleges in order to illustrate to accreditation bodies the dynamics of competences developed by their students (McKinney D., Dyck J.L., & Luber E.S.) [9, p. 617–623];
- the means of identifying dynamic analysis of the professional activity (both professional and personal development) of administrative cadres (Author).

In scientific publications in our country and abroad, e-portfolios were scientifically proved to be educationally effective and a comfortable type of document for dynamic analysis of the educational process.

When sources are analyzed in the light of pedagogics, in particular, when the content is analyzed as regards planning pedagogical activity and processes, e-portfolios are found to be useful to demonstrate formation of main idea competences or the fact that they have been developed. In our opinion, e-portfolios in this light acquire the functions of searching for information and retrieving it, identifying a problem, finding its solution and decision concerning the solution of a problem, as well as modeling professional environment, and etc. This algorithm was demonstrated by N. Bukhantseva [10] as a methodology of working with e-portfolio. The consequence of actions when working with e-portfolio is not considered to be the methodology, but an IT competence. In this context, the notion of competence has a dual meaning. The first definition of the word “competence” is “the legal authority of a court or other body to deal with a particular matter”. The second meaning is “the ability to do something successfully or efficiently”.

In scientific pedagogical and psychological sources the notion of competent is often met. Here, it means “capable”, in other words, “a specialist or employee who is capable of finding the solution to the problem existing or being discussed”.

For a specialist or an employee to have professional skills and proficiency, they, first of all, need to be aware of the information related to the area (topic, problem, or issue) and its address. Awareness is considered to be the

factor providing efficiency of the work; and it upgrades knowledge [11, p. 64]. Awareness of a topic, problem, or an issue means having an idea about its inner and outer features, characteristics; it is important for performing acts at various levels. Awareness can be of the following degrees:

- unaware of the topic, problem, or an issue (its existence, its subject area, and other characteristics);
- aware of the topic, problem, and issue;
- aware of the topic, problem, or an issue based on certain sources.

All of them express possession of professional competences. When analyzing resources for citation index we find that professional competence is observed on functional (teaching, developing mindset, professional orientation), intellectual level (retrieving professional information and turning them into a form of knowledge), situational level (working on an unexpected problem, or providing the next stage of the development for a process), social level (providing organic unity of subjectivity and objectivity). All of the above mentioned are clearly expressed in managing the activity of a higher educational establishment (a university, department, faculty, and etc.). This, in its turn, requires a manager to develop a management competence. Therefore, working with e-portfolio requires a targeted use; and pedagogical significance of using e-portfolio in order to develop professional competence of managerial staff at higher educational establishments could be expressed by the following hypostasis [12, p. 202]:

- e-portfolio is an electronic source containing the information (experiences) about educational content acquired by the managerial staff of higher educational establishment in the process of forming and developing individual components of professional competence;
- a methodological-electronic source for making projects of problems possible to arise in the process of managing, choosing a proper decision, i.e. skills important in managerial practice;
- an educational-electronic source providing universities with a personal choice of individual specialization of education and the opportunity to get rid of a subject orientation (focusing on the existing situation or a problem, instead of studying factors bring it about);
- an electronic database making it possible to exchange management experience in order to materialize important components of managerial competences (use them in practice);
- an electronic database containing information relating to the management of a higher educational establishment, covering different thematics and contexts, providing the provision of educational rights;
- an e-database conducting the diagnosis and forecast of the competency of managerial staff, and demonstrating qualitative criteria of administration;
- an e-database illustrating the ways of choosing and applying management methods at higher educational establishments;
- an e-database functioning as an additional software resource for managerial staff of higher educational establishments to acquire main components of management competences.

Hypostases- e-portfolio allows management staff to plan their education (gaining experience) by forming and developing their managerial competences, having their individual managerial tact, managing with individual approach [13]. Hypostasis is a multi functionally programmed educational means covering various methods.

E-portfolio is an electronic database which has all required components to establish interactive person oriented programmes to develop competences necessary to conduct administrative activity at universities.

Managing a university is an important element of realizing socio-economic process. It has its own objectives, subjects, resources, and content. As a result of the conducted theoretical and empiric researches, the followings can be important elements of managing a higher educational establishment:

– **the aim of management:** to provide a university with educational, methodological, financial, technical resources to organize effective education; to form a system meeting standards to education by the society; to identify functions of the personnel in order to organize their activity; to form a social environment, and to define the tasks to the subordinate personnel. In order to realize the aim, one will have to develop a long-term (strategic) and short-term (tactic) objectives of the university taking into account the national standards and requirements to the managerial cadres, as well as international experience and market demand. To be able to do it, they will need to possess the following competences: social, linguistic, legal, economical, political, pedagogical, analytical, IT, cultural, management, and etc. Which in training managerial staff requires a functional approach, and educate them so that they develop certain competences. As for e-portfolio, it serves as an appropriate means of developing (informing, wide-spread of experiences) components (elements) of the above mentioned competences;

– **the subject of management:** planning and realizing educational process at a university; implementing education based on national benefits; to adjust international experience by researching it and considering the demand on the specialist in the job market. This, in its turn requires to include into the e-portfolio information containing elements of cognitive component (acquiring new knowledge using the information), affectful component (formation of emotional relationships), regulative component (to direct to a certain activity), rational (behaving in an appropriate way), and emotional component (to ignore interior and exterior sources of negative emotions);

– **sources of management:** an administrator must be aware of Uzbekistan’s five areas development strategy for 2017-2021 [14], Decrees and resolutions of the President of Uzbekistan, Resolutions of the Cabinet of Minister’s, achievements and research results in the following spheres: science and technology- philosophy of education, sociology of education, psychology of education, theory and history of education, economics of education, legislation in education, medicine in education, technics and technology in education, and others. To do this, heads of universities must be able to demonstrate the ability to use the resources in their practice. Therefore, e-portfolio must contain tasks that develop legal, scientific and vocational, social and cultural competences;

– components of administration: **the system consists of the following types of relations:** “Head (Rector) ↔ Vice Rectors”, “Rector ↔ Deans”, “Rector ↔ teaching staff of the university”, “Rector ↔ teaching staff ↔ Teachers’ team ↔ knowledge ↔ family ↔ students’ team ↔ education ↔ information ↔ nature ↔ society ↔ State”. This requires e-portfolios to contain information on the experience in working with the subordinate managers.

The information related to the following issues important for management is recommended to be included into e-portfolio:

- The information connected with the image and reputation of the university;
- Information related to conceptual plan of education;
- Information related to technical-technological provision of the educational process;
- Information related to the organization of model pedagogists’ work;
- Information related to the development and enhancement of pedagogical personality and pedagogical activity.

Managing an educational establishment has its own functions and it serves for the effective and smooth run of pedagogical activity in the society.

E-portfolio is used to develop managerial competences of managers at higher educational establishment:

- firstly, to provide their professional educational creativity (to develop management aim targeting at achieving the commitment of the teaching staff to socio-pedagogical and psychological, organizational, intellectual-cognitive, special professional, and etc.);

- secondly, in order to select and retrieve information related to their professional are (to accept expanding their professional skills and knowledge with the results of latest researches as a professional value, possibilities for a professional development; developing the skills of distinguishing “needed”, “would be in need”, and “unnecessary / insignificant” types of information);

- thirdly, to gain respect (to understand management post as a profession, to demonstrate it as a professional skill, and thus gain respect of the pedagogical team and students);

- fourth, to achieve personal professionalism (to understand the priority of performing their tasks in the order of their significance, develop managerial skills, and perform their tasks in a proper way);

- fifth, in order to achieve using a new approach in professional activity (clearly defining management aim, and continuously working on oneself in order to achieve that aim; finding practical answers to such questions as follows: “What is the university’s expectations of me?”, “What should I expect from educational system?”);

- sixth, in order to develop individual professional (managerial) tact (the ability to control oneself in a professional (managerial) career, acquiring the ways and techniques of influencing students and teaching staff, ability to demonstrate coping manner);

- seventh, in order to develop as a person and professionally (ability to identify weaknesses in their personality and professional performance, and to be able to correct themselves and their techniques).

To conclude, e-portfolio is found to be crucial in modernizing professional development of administrative staff as it’s functional-structural roles are instrumental in drawing diagnostic conclusions of the abilities and needs of administrative staff, ability to differentiate personal and professional problems, willingness to change long-established thinking stereotypes, ability to evaluate themselves and their performance, to develop personal and professional values, to acquire the norms of administrative conduct, to study the social environment in order to demonstrate themselves, to develop innovative behaviour. Therefore, we find it desirable to introduce a course called “Technology of preparing e-portfolio” at the Master’s level of higher educational establishments (as Master’s level graduates form our administrative stock).

References / Список литературы

1. *Петренко М.А.* Концептуализация педагогической интеракции в условиях самоорганизации // Международная научно-практическая конференция «Уровневое образование как пространство профессионально-личностного становления выпускника вуза. Ростов-на Дону, 2010. С. 58-65.
2. *Писарева С.А.* Рекомендации по оценке результатов образовательного процесса в системе бакалавриата и магистратуры. РГПУ им. А.И. Герцена. М., 2003. [Электронный ресурс]. Режим доступа: <http://www.socspb.ru/> (дата обращения: 16.01.2019).

3. Красильникова В.А., Запорожко В.В. Использование электронного портфеля при подготовке будущего учителя информатики // Информатика и образование, 2007. № 12. С. 99–100.
4. McCrea B. Evolving the E-Portfolio at Penn State / Campus Technology. 06.04. 2011. [Электронный ресурс]. Режим доступа: <http://campustechnology.com/articles/2011/04/06/evolving-the-eportfolio-at-penn-state.aspx/> (дата обращения: 16.01.2019).
5. Williamson W. Managing a successful programme – VMLE: Mission critical // Conference proceedings: ePortfolios, identity and personalized learning in healthcare education. – Newcastle upon Tyne: The Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine, 2008. 198 p.
6. Могилевкин Е. Портфолио карьерного продвижения как современная технология планирования и развития карьеры выпускников вузов // Управление персоналом, 2006. № 5. URL: <http://www.UHR.ru/> (дата обращения: 16.01.2019).
7. Banks B. E-Portfolios: Their Use and Benefits. A White Paper. FD Learning Ltd. Tribal Technology, 2004. [Электронный ресурс]. Режим доступа: <http://www.life-l.org/publications/eportfolio/documentation/doc/fd/> (дата обращения: 16.01.2019).
8. Dudina I. Institutional Responses to ICT Application in Pedagogical Interaction. Readings in Technology and Education. Proceedings of ICICTE 2004 / In Ken Ferstrom [Ed] Proceedings of the International Conference on Information Communication Technologies in Education. 8-10 July. Athens: National and Kapodistrian University of Athens, 2004. P. 463-469.
9. McKinney D., Dyck J.L., Luber E.S. iTunes University and the classroom: Can podcasts replace professor? // Computers & Education. 52 (3), 2009. P. 617–623.
10. Bukhantseva N.V. Model elektronnogo portfolio с ispolzovaniyem Google Sites dlya otsenki rezultatov osvoyeniya program bakalavriata (The model of e-portfolio involving the usage of Google sites for evaluating the results of acquiring programmes of Bachelor's level). [Электронный ресурс]. Режим доступа: [nina.buhantseva@volsu.ru/](mailto:nina.buhantseva@volsu.ru) (дата обращения: 16.01.2019).
11. Yegorovs G.I. Intellektualizatsiya professionalnoy podgotovki spetsialista texncheskogo vuza (Intellectualization of professional training of a technical university specialist) // Dissert. DS of pedagogics. SPB., 2009. P. 64.
12. Hypostasis (Greek. foundation, essence). Dictionary of borrowings. M., 1988. P. 202.
13. ERDAC 'What is an e-Portfolio?' [Электронный ресурс]. Режим доступа: <http://www.erdac.org/description.php/> (дата обращения: 16.01.2019).
14. [Электронный ресурс]. Режим доступа: strategy.regulatoin.gov.uz/ (дата обращения: 16.01.2019).