

DIDACTIC POTENTIAL OF PORTFOLIO-BASED ASSESSMENT IN TRAINING FUTURE OLIGOFRENOPEDEGOGUES

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Abstract

This article analyzes the didactic potential of portfolio-based assessment in the process of training future oligofrenopedagogues (special educators for individuals with intellectual disabilities). The portfolio is highlighted as an effective assessment tool that serves to systematically collect the results of a student's educational and practical activities, provide step-by-step monitoring of their methodical preparation, and foster the development of professional reflection. The research outlines the content and structural components of the portfolio, as well as the advantages of its application within the field of special education. The findings substantiate that portfolio-based assessment positively influences the formation of competencies such as methodical thinking, the design of Individualized Education Programs (IEP), the planning of correctional-developmental sessions, and self-assessment skills among future oligofrenopedagogues.

Keywords: Portfolio, assessment, oligofrenopedagogue, methodical competence, reflection, monitoring, IEP, special education.

Introduction

In the contemporary system of special education, one of the most pressing tasks is to enhance the quality of education, systematically develop methodical competencies, and implement transparent and objective assessment mechanisms during the professional preparation of future oligofrenopedagogues. According to modern educational requirements, a future specialist must not only possess theoretical knowledge but also master practical-methodical training, professional reflection, and the skills to apply individualized approaches. From this perspective, portfolio-based assessment technology is recognized as an effective didactic tool that enables the step-by-step monitoring of students' professional preparation, identification of their individual development dynamics, analysis of methodical activity results, and the cultivation of self-assessment skills. This approach plays a crucial role in providing continuous support for students' professional growth, refining their methodical developments, and preparing them for real-world pedagogical situations.

This study analyzes the didactic potential of portfolio-based assessment in developing the professional competencies of future oligofrenopedagogues. In its essence, a portfolio is a systematic collection of documents that aggregates the results of a student's educational and



practical activities, reflects their methodical approach, and is oriented toward reflexive analysis. Within the field of special education, a portfolio may include designs for correctional-developmental sessions, results of psychological-pedagogical observations, Individualized Education Program (IEP) projects, diagnostic materials, analyses of case studies (problematic situations), internship reports, and reflective journals.

Literature Review

The portfolio technology began to be widely implemented in the educational process as an innovative form of assessment in the late 20th century. Notably, Paulson defined the portfolio as "a purposeful collection of student work that exhibits the student's efforts, progress, and achievements," emphasizing the reflexive and developmental nature of the assessment process. Furthermore, Helen Barrett substantiated the possibilities of using portfolios in both electronic and traditional formats, presenting them as a tool for developing a student's self-assessment competence. According to the researcher, a portfolio does not merely record the final result but reflects the learning process itself, thereby serving as a mechanism for formative assessment. The role of the portfolio in professional training has also been extensively studied by scholars from the CIS countries. For instance, Nina Kuzmina established the significance of reflection and self-control mechanisms in forming pedagogical competence. According to her conception, a teacher's professional mastery is inextricably linked to the ability to analyze and improve one's own activities.

In the field of special education, specifically in training specialists dedicated to working with children with intellectual disabilities, issues are interpreted based on Lev Vygotsky's cultural-historical theory of development. According to this theory, education is the leading factor of development, and a pedagogue's methodical skill is determined by the ability to identify and support a child's "Zone of Proximal Development" (ZPD). The portfolio allows for the precise documentation and monitoring of this process.

Scientists in Uzbekistan have also researched ways to improve the quality of training for special education personnel. Their work highlights the competency-based approach, practice-oriented education, and the development of skills for designing Individualized Education Programs (IEP) as priority tasks. However, the specific didactic potential of portfolio-based assessment in the process of training oligofrenopedagogues has not yet been systematically investigated. Therefore, this study is significant as it aims to scientifically substantiate the portfolio as a tool for forming professional competencies within the specialized field of pedagogy.

OTBET Gemini

Maqolangizning "Metodologiya" (Methodology) va "Tadqiqotning ilmiy yangiligi" (Scientific Novelty) qismlari xalqaro jurnallar talab qiladigan mantiqiy izchillik va terminologik aniqlik bilan ingliz tiliga o'girildi.

Methodology

This research was conducted based on pedagogical experimental-testing activities. The professional training process of future oligofrenopedagogues studying in the field of special education was selected as the object of the study. The study involved 32 students in their 3rd



and 4th years of study. The research was carried out in three distinct phases: diagnostic, formative, and control stages.

Diagnostic Phase: During this stage, students' methodical competence, their ability to design correctional-developmental sessions, proficiency in developing Individualized Education Programs (IEP), and their level of reflexive analysis were clarified. Diagnostic tasks, pedagogical observation charts, and expert assessment criteria were utilized for this purpose. The obtained results allowed for the determination of the students' baseline level of preparation.

Formative Phase: In this stage, a portfolio-based assessment system was implemented. The portfolio included designs for correctional-developmental sessions, results of psychological-pedagogical observations, IEP projects, diagnostic materials, internship reports, and reflective journals. Students systematically analyzed their own activities, while the instructor provided interim monitoring and methodical recommendations. This phase enabled the gradual development of students' professional competencies and the tracking of their individual growth dynamics.

Control Phase: In the final stage, a comparative analysis of initial and final results was performed. Changes were evaluated based on percentage indicators and qualitative analysis. Research methods included pedagogical observation, document analysis, expert assessment, content analysis of reflective journals, and comparative-statistical analysis. Assessment criteria were established based on the accuracy of methodical planning, diagnostic justification, the individuality and logic of the IEP, the depth of reflexive analysis, and the level of professional autonomy.

Scientific Novelty and Practical Significance

The scientific novelty of this research lies in the systematic substantiation of the didactic potential of portfolio-based assessment in the training of future oligofrenopedagogues and the development of a structural model for portfolio content within the field of special education. Furthermore, a mechanism for using the portfolio as a tool for monitoring methodical competence was proposed, and the effectiveness of developing competencies in IEP construction and correctional activity design through the portfolio was empirically proven.

The research findings can be applied to improve the educational process in higher education institutions specializing in special education, monitor the methodical preparation of future oligofrenopedagogues, form skills for developing Individualized Education Programs, and implement a transparent mechanism for assessing the internship process. The portfolio-based assessment system serves to develop professional reflection, methodical independence, and pedagogical responsibility.

Research Results

During the research process, the effectiveness of monitoring the professional preparation of future oligofrenopedagogues through portfolio-based assessment was analyzed. The results highlighted the following key aspects:



Development of Methodical Competence:

Students who maintained a portfolio achieved higher indicators in setting clear objectives, selecting appropriate methods and tools, and analyzing outcomes when designing correctional-developmental sessions. It was observed that their methodical thinking became systematic and consistent.

Strengthening of IEP Construction Skills:

The regular development of Individualized Education Program (IEP) projects within the portfolio framework enhanced students' competencies in planning based on diagnostic data, differentiating goals, and establishing monitoring criteria.

Activation of Reflexive Analysis and Self-Assessment:

Through reflective journals, students gained the ability to identify their own methodical errors, develop strategies to overcome them, and evaluate their professional growth dynamics. This significantly increased pedagogical responsibility and autonomy.

Integration of Theory and Practice:

Activities conducted through the portfolio developed students' abilities to adapt theoretical knowledge to real-world pedagogical situations, analyze case-based problems, and propose effective correctional solutions.

Establishment of Individual Development Trajectories:

Based on monitoring results, the strengths and weaknesses of each student were identified, allowing for the formulation of individualized methodical recommendations. This enabled the organization of the educational process in a person-centered manner.

Conclusion

Portfolio-based assessment serves as a vital didactic mechanism for forming methodical competencies, strengthening practical training, and developing professional reflection in the preparation of future oligofrenopedagogues. The research findings indicate that the portfolio enables the systematic documentation of a student's educational and practical activities, the monitoring of professional growth dynamics, and the step-by-step evaluation of methodical preparation levels.

The assessment process organized through the portfolio has had a positive impact on the development of students' consistency in methodical thinking, planning based on diagnostic approaches, constructing Individualized Education Programs (IEP), and designing correctional-developmental sessions. Notably, the competency to analyze one's own activities, identify errors, and develop mitigation strategies through reflective journals improved significantly. This, in turn, enhances the professional autonomy and pedagogical responsibility of the future specialist.

Furthermore, portfolio-based assessment ensures the integration of theory and practice, strengthening students' readiness for real-world pedagogical situations. This approach allows for the definition of individual development trajectories, identification of methodical gaps, and



the formulation of correctional recommendations. Consequently, the educational process transforms into a person-centered, differentiated, and monitoring-based system.

In conclusion, the systematic implementation of portfolio-based assessment in higher education institutions contributes to improving the quality of special educator training, comprehensively developing their professional competencies, and refining transparent and objective evaluation mechanisms. In the future, enhancing this approach in the form of digital (e-portfolio) platforms and investigating its effectiveness on a broader scale remains a pertinent scientific direction.

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