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вития детей, учитывая преемственность программ дошкольного и начального школьного образования.

Актуальность специализации обусловлена необходимостью подготовки педагогов, способных реализовать содержание образовательной работы, охватывающей разные сферы детской деятельности, обеспечивать интеграцию предметных областей знаний, формирование базовой культуры личности, что позволит воспитанникам в дальнейшем полноценно овладевать теоретическими знаниями и прикладными умениями в начальной школе, сформирует потребность в организации личного досуга.

Реализация образовательных задач должна быть связана с развитием самостоятельной игры как ведущей деятельности в дошкольном возрасте: в ней ребенок познает разные смыслы человеческих отношений, формируются мотивы других видов деятельности, развивается потребность познания, происходит переход от деятельности, реализуемой ребенком–дошкольником под непосредственным руководством педагога к относительной самостоятельности, что в дальнейшем с успехом может использоваться в учебной деятельности школьника.

Портфолио как модель школы без неуспевающих учеников.

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Представления новой концепции описательной оценки – это всего лишь один из целого ряда аспектов, появившихся благодаря использованию широкого спектра интерактивных методов, которые существуют в новой реформированной системе образования.

Окончательный описательный балл или оценка как подлинная неповторяющаяся единица, основанная на полном и тщательном анализе информации путем следования и проверки действий и результатов учащегося. Портфолио – это банк (коллекция, собрание) данных о продвижении и достижении студента. Это полная оценка и суждение (вывод) основанное на многократном повторении практических

и продуктивных действий учащихся. Портфолио – это материал, демонстрирующий процесс обучения и мышления, доказывающий, что обучение и мышление – это виды деятельности, которые порождают критическое мышление и стратегическое мышление, которое дает возможности для обучения по выбранной студентом модели в зависимости от его способностей и темпов обучения.

Учащийся, обладающий возможностью такого вида обучения, становится частью образовательного пространства без низких оценок, т.е. школы без слабых учащихся.

Ключевые слова: портфолио, первоначальный, избирательный, корректирующий, перерабатывающий.

1. The educational system of the Republic of Macedonia

After becoming an independent state, the Republic of Macedonia makes efforts to introduce new models of educational work into primary school and preschool education. So in the frames of its global endeavors in teaching there are obvious changes in both contents and teaching methods in primary schools that mean opening towards Western experiences, and particularly towards the pedagogical teaching of John Dewey.

Out of a number of new models of educational work which, starting from the school year of 1994/1995 are being realized in primary education in Macedonia, we would like to mention Active teaching-interactive learning, Step by step and With reading and writing to critical thinking. At the beginning these were all functioning as experimental programs in a certain number of schools. The interest shown by our Ministry of Education for these reflects the new reform direction of the state policy in education.

If school should be regarded as "a pupils' friend", the child has the right to be curious, to ask questions and receive answers to those questions, to prove and disagree, to try and make mistakes, to know or not know something, to create and be spontaneous, and to be recognized and respected. Each pupil is a separate individual and learning with different speeds and in different ways.

School directed towards pupils gives a new role to the teacher. The modern teacher is a mediator; he/she organizes activities and provides materials, stimulates, guides and

es advice. Thus pupils have an opportunity to learn how to learn, that being the foundation for continuous lifelong learning. A democratic school provides pupils with power in the very process of learning. It allows them to participate in planning, realization, and evaluation of their education.

2. Testing, evaluation, assessment

The reform models of educational work inevitably impose the need for changes in the system of evaluation and assessment of the pupils' achievement and their progress in primary school. There appeared a need to overcome the weaknesses of the existing system, especially regarding the numerical evaluation of pupils at an earlier age.

Although not completely, Macedonia made a step forward in this sense by introducing descriptive evaluation in the first two grades and the first semester of the third grade in all subjects and educational areas. Based on continuous monitoring and by using various ways of testing the pupils' achievements, teachers make analytical and descriptive evaluation, in accordance with the new goals of educational work. Aiming to do this, teachers collect and record different information, using standardized procedures, instruments and instructions.

This new process of introducing innovations in our education also imposes the need for building a state strategy for a continuous professional improvement of teachers, especially if we have in mind the concept of lifelong learning.

3. Portfolio

A strategy for self-evaluation in a school without weak pupils

The application of active learning and critical thinking are the first serious impulses for the implementation of the concept of analytical descriptive evaluation.

The team of primary school teachers from the primary school "Vancho Prke" in tip, Macedonia, who have been realizing several interactive projects since the school ar 1997/1998, agree that descriptive evaluation is almost impossible without the use of a rtfolio.

A portfolio is a strategy for self-evaluation in the concept of analytical descriptive evaluation in the model of a SCHOOL WITHOUT WEAK PUPILS that we aspire to. Namely, a portfolio enables pupils to understand and take over their own responsibility for their learning, i.e. to become lifelong learners. They become partners in the evaluation process, they take over the responsibility for understanding what they know or can do, they start to clearly perceive their own achievements and the need for development, and they are enabled to formulate plans for achieving better results.

When teachers and pupils alike want to perceive how each pupil progresses compared to other peers, then the foundations of a school without weak pupils is created.

Forms of a portfolio (folder) for the first grade

In the first grade the portfolio has the form of a **folder** with the favorite symbol of the respective pupil. It contains notes about the whole curriculum, and the teacher makes current notes in his/her notebook about the activities that cannot be measured quantitatively. In this case **columns** are used with explicit statements about general skills, ability to discover relations, ability to write and work in groups.

The evaluation of a portfolio usually begins by explaining to pupils and parents the goals of learning during a given period of time. The teacher, pupils and parents have to agree about the kinds of data that will be considered a relevant proof that pupils have met these goals.

Pupils put their papers into their folders daily so that they could return to them if they are not finished.

What is gained from evaluating a portfolio?

Even though much more effort must be made than for other forms of evaluation, this is what we gain by using a portfolio:

- School for children with rights
- Greater engagement of pupils and parents

- Enhanced responsibility for one's own advancement
- A wide range of activities for answering questions that do not have only one correct answer
- Easier diagnostics and formative testing and evaluation of pupil's achievements
- Real summative descriptive evaluation
- Pupils without low marks
- A class without weak pupils
- SCHOOL WITHOUT WEAK PUPILS.

Second grade (three rings)

In the second grade the form and the model of the folder changes. It is now a **FOLDER WITH THREE RINGS**. The pupil is the one who decides on his own what to put into those rings. By selecting their papers the pupils control the contents of the portfolio, evaluate it in pairs or individually. The teacher is also engaged in selecting.

As for the pupils' papers, performances and answers, the teacher makes oral remarks or written notes when he/she thinks it is necessary, not all the time. These records are still not marks but short descriptions, registered data and results of tests, revisions, and achieved goals. They are merely objective descriptions of what was observed about a pupil, without any marks and strict comments. These are records of achievements, not failures and negative statements should be avoided. From time to time the teacher systematizes these, analyzes them, uses them for regular informing of parents, for setting the pace of the pupils' advancement, as well as for a more successful planning and organization of teaching.

There are no ready patterns, schemes or forms; the teacher is the one who builds an economical and clear system for making notes.

Third grade (rolled portfolio)

In the third grade the information and marks are meant to help the diagnostics of the

situation, i.e. for the pupil to gain insight into his/her progress (what he/she succeeded or failed).

The teacher should get a clear picture of difficulties and an insight into his/her work (how successful his/her method of work is). That is why in this grade the portfolio gets a new form - rolled portfolio. Its aim is to focus on pupils' mistakes and weaknesses, choice of strategies and procedures for inducing pupils to learn better, and the teacher to teach better, because teaching others is the supreme form of learning.

Rolled portfolio is a long paper strip about 70 cm wide. A pupil's written paper, A4 format, is attached to the beginning of the strip. It contains the problem that is going to be processed. In the presence of the teacher the pupil discovers his/her mistakes, underlines them and finds out alone which are the things he/she does not know.

A self-analysis is noted on the strip about 20 cm beneath this attached paper. After a while, when the same problem is met and pupil makes the same mistake, a second sheet of paper is attached to the first one. The pupil and the teacher compare these together, and the pupil comes to a conclusion and writes it down.

The self-analysis of an individual's abilities is turned towards the question "what can I do best". Pupils make informative books - displays - with their papers and they serve as an example of their progress evaluation for their classmates.

The portfolio is then rolled, tied and put away in a visible place until it is used again.

Fourth grade (commercial portfolio)

A **commercial portfolio** is the pupils' choice and it is limited to its physical dimensions and keeping possibilities. First the criterion of a topic is determined with the pupils, and parents also contribute to this. The criteria are kept in the frames of the state standards.

The portfolio in this grade is a method for collecting proofs that pupils have learned to participate adequately in the activities which induce critical thinking. Namely, the teacher asks the pupils to bring their papers demonstrating the usage of some learning or thinking strategy. For example their written versions of the guided reading and thinking activity, a proof that they effectively use tables (I know, I want to know, I am learning); a

proof that they used the I.N.S.E.R.T. strategy and table, etc.

The whole process of this strategy always provides opportunities for encouraging self-guided learning. The pupils increasingly think independently if they are asked to choose from a number of papers, and then justify the choices they made, to list their achievements or to work out their mark.

The portfolio also helps to make appropriate choices concerning school-related activities, discovering talents and suitable professional orientation of pupils.

The decentralization of education, as part of the wider process of decentralization in general in the Republic of Macedonia, has an ultimate goal - NEW SCHOOL - with enhanced efficacy of the educational system concerning care, supervision, means, and quality.

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