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BACKGROUNDS OF INFORMATION SYSTEM CREATION OF STUDENT'S ACHIEVEMENTS ASSESSMENT

The paper studies some backgrounds of information system creation of student's achievements assessment. The structure of one of the information system subtasks (process of assessment on the basis of a student's portfolio) is also proposed.

Key words: *students' achievements, complex of pedagogical conditions, educational services, vocational training, consumers of services, total rating, development trends, technology of a portfolio, information system.*

Problem statement and relation with important scientific and practical tasks. Considerable results in creation of new PCs, program and software, information transmission systems, telecommunications systems, etc. are received in recent years. All this promotes extensive use of the PC in new spheres of activity including educational process [1].

The specifics of the information system (IS) application for student's achievements assessment in higher education institution for quality management of specialists training are that the control object has two-level structure at which 1st level is the control of the student by means of educational process and the 2nd — the management of educational process. So, this IC should be reflexive, that is consider the purposes and motivations of both students and teachers and to exercise control by use and correction of these purposes and motivations.

Currently cumulative indicators of success assessment of students' educational cognitive activity are widely used in work practice of higher education institutions. These indicators are basis of rating control systems [2-4]. However the existing techniques do not consider specific features of students, formation of educational cognitive activity skills and their creative abilities [5]. In this regard there is a need of creation of the IS which will allow to provide transition to a new level of functioning of a instruction method.

Presentation of the main material of a research with justification of the received results.

The purpose of the IS can be presented as a complex of tasks, subtasks, procedures, that is to construct a functional structure of a system and also to develop providing components for execution of the provided procedures. Thus, the IS should include two main components: functional and providing. The functional subsystem should include a complex of functions, tasks, subtasks, procedures. The providing subsystem includes the following components: informational, technical, mathematical, program, technological, organizational, legal, ergonomic providing.

One of the problems of information support is the creation of an assessment system of students training quality of higher education technical institution.

Essential features of the assessment system of students training quality of higher education technical institution is orientation of educational process to disclosure of specifics of disciplines, inclusion of organized disciplines, personally significant for the student, use of pedagogical technologies and a complex of actions. In general it provides development of the personal vocational education which is motivational and defined the relation to process.

The technology of a portfolio is used in higher education institutions as a form and a method of complex assessment of educational and other achievements of students and teachers.

Portfolios are becoming an increasingly common component of higher education programmes, serving as constructivist learning spaces where students can reflect on their learning journeys, as centralised collections of work on which students can be assessed, and as integrated showcases where students can demonstrate their accomplishments to potential employers. At the same time, many working professionals are currently being required or encouraged to build e-portfolios which demonstrate continuing learning for the purposes of maintaining employment, seeking promotion, and applying for new positions.

The cornerstone of this method is the authentic results estimation of educational and professional activity. Such approach can be applied to quality assessment of education, on the one hand, the qualities of educational achievements, on the other hand - the qualities of conditions at which they are possible. The essence of use of a portfolio as a technology and as a document package is to provide effective interaction of students with the teachers and research supervisors, curators while studying and also with potential employers before and after the termination of a higher educational institution.

It is necessary to use modern means of communications for implementation of this method, for instance, such as the website, a personal account of the user where the student will fill up the portfolio.

Today it is possible to select the general and specific components of a portfolio in institutions of higher education. The general components of a portfolio (table 1) are intended to connect internal resources of the subject, to motivate it on their creation, to cultivate and to use them for the purpose of the professional uniqueness development and competitiveness.

Table 1. The common components of portfolio use.

Students and teachers	Potential employers in labor market
<ul style="list-style-type: none"> - discussion of training results with groupmates and teachers; - inclusion of the student in development of professional competences taking into account specifics of future professional activity; - students` self analysis; - demonstration of individual style of student training ; - opportunity to define independently the parts of a portfolio; - students opportunity to establish connection between the mastered and new knowledge; - inclusion of the student in development of the competences; - assessment of intermediate achievements. 	<ul style="list-style-type: none"> - student inclusion in the process of professional competencies development, taking into account the specifics of the future professional activities; - the final assessment of the student achievements and active participation in his future professional activities.

Use of a portfolio has bilateral character. On the one hand, teachers and students, on the other hand, potential employers are interested in the use of a portfolio. Portfolio is a complex of student's attainments for determination of educational progress and scientific achievements which give an idea of its readiness for professional activity. This accumulation of personal achievements of the student shows the actual level of its acquirement and activity in different educational and extra-curricular activities in institution of higher education and beyond its limits. Based on the analysis [2-5] and the accumulated practical experience of educational work, a generalized portfolio structure was proposed (Table 2).

Chapter 1. Introduction	Short biographic information, the purposes portfolio, its structure and features.
Chapter 2. My documents	Copies of educational documents
Chapter 3. My achievements	Materials of recognition by people around and understanding by students of the achievements; life, educational, preprofessional, professional, research and scientific experience.
Chapter 4. I in the world of people	Materials, evidence of the accumulated experience of social life, interpersonal contacts, relationships, interests, etc.
Chapter 5. Prospection	Materials containing the student's self-esteem of his values and ideals, ideas about himself, his strengths and weaknesses, individual mission.
Chapter 6. Achievements and their implementation in the future	Materials (documents), testifying to the interest of individuals and legal entities in the implementation of personally acquired achievements of university graduates, their life experience in improving the efficiency and quality of functioning of their own structures.
Chapter 7. Conclusion	Generalization of the accumulated material about the most important features of your personality, competence, life and professional experience, life and professional plans.

Conclusion and development prospects.

Consequently, summarizing the above, we can state the following:

1. Due to the changes in the world labor market there is a need for training of specialists on competitive skill level that, in turn, should affect technologies of their education and the assessment of their achievements.
2. Higher educational institutions should be oriented to mobile corrections of the specialist model, provide individualization of educational programs and ways of their assimilation depending on degree of professional learning capability and the interests of students. The student has an opportunity to build an individual educational trajectory, to set the educational purposes, to select the contents and forms of education, that is to participate in the development of own standard of education.
3. The proposed structure of the student portfolio can be taken as the basis for the further development of IS, including software.

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У статті розглянуті передумови створення інформаційної системи оцінювання якості студентських досягнень. Так само пропонується структура є однією з підзадач інформаційної системи, як процес оцінювання на основі портфоліо студента закладу вищої освіти.

Ключові слова: досягнення студентів, комплекс педагогічних умов, освітні послуги, професійна підготовка, споживачі послуг, сумарний рейтинг, тенденції розвитку системи, технологія портфоліо, інформаційна система.

В статье рассмотрены предпосылки создания информационной системы оценки качества достижений студентов. Так же предлагаемая структура является одной из подзадач информационной системы, как процесс оценки на основе портфолио студента учреждения высшего образования.

Ключевые слова: достижения студентов, комплекс педагогических условий, образовательные услуги, профессиональная подготовка, потребители услуг, суммарный рейтинг, тенденции развития системы, технология портфолио, информационная система.

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