PORTFOLIO – CHALLENGE OF PRESCHOOL EDUCATION

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Abstract

Leading the pedagogical documentation includes different ways of recording observations in the educational process and the development of the child, leading to a process of professionalization of the work of the teacher.

This paper discussed the possibility of preparation of individual and group portfolio as a way of monitoring the development and progress of preschool children, preparation of professional portfolio and e - portfolio as an innovative way of monitoring the child and the professional development of educators in order to enhance and improve the quality of educational work in preschool organizations. Innovative kindergartens mean the innovative educators, so that the relationship of the teacher towards change is an important segment in the management of innovation in pre-school organizations.

Today the teacher is not only a source of knowledge, but also organized the work motivator and initiator children's activities, and he should be motivated, responsible, communicative, willing and open to continuous improvement and professional advancement.

Keywords: *portfolio, innovative educator, professionalization.*

Introduction

*„Who wants to do something, seeks,
and who wants nothing to do, requires justification"*

(Picasso)

Changes in science and technology in the last decade of the 20th century resulted in changes in the educational system at all levels from preschool to higher education. Changes in education with the introduction of new educational technologies provide the opportunity to construct a system of knowledge, with the institution and the book is not the only source of knowledge. In this sense, the choice of education - the educational content is desirable to follow the general guidelines for the development of society and social needs, and the development of individuals and their educational needs. Changes in society caused by changes in information technology require educators to its contemporary work and gain new skills. New competencies relating to information knowledge for the 21st century and that means to be a teacher capable of independently prepared teaching materials in electronic form, often using the computer as a modern tool for the implementation of the program content with children in preschool, to

replace overhead projectors, cassette, stereopticon, movie projector, episcope and other obsolete equipment and technical aids.

Facing the challenges of a new age in kindergartens need innovative educators who can not cope with the challenges of information technology. The development of skills and knowledge of information communication technologies are the basis for the development of lifelong learning skills through various forms of formal and informal education. The creation of new roles and tasks impose a need for continuing professional development of educators to continually improving the knowledge, skills, abilities and developing professional competencies (Velickovic, 2014). In order for the educator to use the computer in educational work with children of preschool age, it is necessary to have professional competence covering knowledge and skills needed for the use of these technologies in the educational process and their application. Pedagogical-methodical competence, however, those that allow the teacher to adequately utilizes new media technologies and working with children from preschool age as aids in the educational process.

The purpose of this paper is to focus attention on the pedagogical public to a new approach to monitoring and recording the changes in the development of the individual. This issue is considered in terms of the application of the portfolio as a modern procedures and tools in the evaluation system, through which provides integration and interpretation of changes in the overall portrait and development of the individual. It is the application of individual and group portfolio, as an innovative way of monitoring the development and progression of pre-child and his teachings in order to enhance and increase the quality of educational work in preschool organizations. Favoritism and development of a professional portfolio that leads to the process of professionalisation of the work of the teacher, with special emphasis on the production of electronic portfolio as a challenge to the new information age in which we live today.

Portfolio in the monitoring of the development and advancement of preschool child

Portfolio as a means of monitoring and documenting child development today are increasingly used in educational practice. Portfolio is a collection of neat chronological materials and information on children in the educational group, created together with them, so be organized in order to provide insight and overview of learning and child development in different areas. Usually prepared shaped fascicle, notebook, or box. According to the authors (Krnjaja, Mishkeljin, 2006) portfolio differs from any other work file in that it represents a collection of the best papers is one whose portfolio himself elected, and that the portfolio represents not just a place to store the papers but basically self-evaluation of its own performance and progress.

A positive way of evaluation and assessment of a child's development, not only allows you to send a child's development, it allows the teacher to evaluate their work, and others to evaluate its performance. In terms of teacher, portfolio represents a way of self-evaluation and evaluation of the program and gives guidelines for future work. In this respect the author Mishkeljin said: "portfolios as a way of organizing and understanding the data collection that give insight into the pedagogical action of the educator, is focused on quality, not quantity, and as such represents a "living"

document and a good basis for reflection, evaluation and self-evaluation (Mishkeljin, 2009: 598).

The portfolio may include: images, audio and video recordings, drawings, anecdotal notes, the scale of assessments. Indispensable and comments by the teacher to the child's attitude towards other children, his behavior in conflict situations ... The content of the portfolio can be in the form of sentences: What I can do; What I know; How I behave; My friends; How am I; What interests me .....

Many elements that make up the content of a portfolio representing content and versatile teacher diaries, scrapbooks, diaries parents. Many families, after the birth of their child, have their own version of the portfolio. These contain various data, such as images of children, lock of hair in the first trimmers, other audio, and video recordings, notes the first words, sentences, first written letters, art, sports and other achievements.

The difference between the portfolio and the album, diary for parents or log educator, is that the portfolio provides insight into child development. Portfolio in the garden is a logical extension where image development and advancement of the child should further upgrade. Implementation of the portfolio in the garden provides an opportunity and guidance to the teacher and the parent, which may affect the better development of the child to those areas where it is most needed.

Portfolio as a document of monitoring the development and progress of the child can be traced to the teacher during the admission of children / students in school (Barakoska, Velickovic, 2013). In this way the teacher can give an insight into the skills, abilities, interests, or difficulties and problems that have been observed in some children to better inform each child and her work in accordance with their abilities, interests, needs, which of course is very important for the successful launch of the children in the school and the preservation of continuity between preschool and primary education.

When it comes to the application of the portfolio in preschool education as an innovative way of modeling of educational work, we can say that is the very beginning of its development. Unfortunately, "it is quite a small number of preschool organizations that have documentation (portfolio), recording the process of development of each child." (Barakoska, Velickovic, 2013: 139).

E-portfolio

The intensive development of information technology in the last decade of the 20th significantly contribute to the innovation of the educational process in preschool education and education. The first link in the educational system must become the foundation and preparation for technological and media literacy to new generations. In such circumstances, the individual will be forced to repeatedly throughout his life to innovate and to confirm their knowledge and participate in technological change. The aim of the application of modern technology in the educational - educational work of teachers is to exploit all the experience of ICT in daily educational - educational work to create a positive impact on children's development (Stošić, 2006).

The electronic portfolio (e-portfolio) is the digital collection of documents that show progress, development and achievements of individual, group or institution. Good knowledge of the working people, because many assists in advancing the career. Today, it is increasingly recognized its opportunities in education. The abbreviation in

the title means the use of digital technology in gathering and organizing the contents of the portfolio. In education, e-portfolios can be used to record students' work and achievements in the educational process, and for personal reflection and exchange of ideas. Also provides students the opportunity to develop communication skills, creativity, multimedia and digital literacy. Lately, when more talk about non-formal education, and the importance of learning whole life (lifelong learning), e-learning software become increasingly popular in the world. One of such software, whose educational opportunities are still not sufficiently explored, is of course e-portfolio.

E-portfolio as a reflection of the new technological civilization must become part of daily work and educator as an important tool that can provide very useful information and data for the development and promotion of children and his professional work. It is a pedagogical challenge where teacher often asks the questions: What track? Why follow? What further? On the other hand it is a challenge to research new Web tools and their capabilities in the often asked question: Which Web tool to use and why?

E-portfolio is one step more, as an opportunity for learning. It stops to be a portfolio of learning and growing and starts a portfolio for growth and learning. (Angelković, 2008). The central question that the teacher should set him not only the children, but children's need to work and study in mostly contributed to further children's development and learning.

It is a collection of multimedia materials incurred in common work of children, parents and educators, display the events and achievements of children in the educational group and generally in kindergarten. And this type of portfolio is designed to send and encourages child development. E-portfolio has three parts, each part has its own characteristics and peculiarities, such as: part for children; part for parents, and part for educators. In addition, all participants in the educational process may have certain benefits from its use. A key role in the design of e-portfolio has educator.

Certainly in the creation of e-portfolio encountered countless dilemmas and issues thatstudiousshould be considered in addition to answer: How to preserve the privacy of the child in the process of creating e-portfolio? As educators can cope with time and effort should be invested in the preparation of the portfolio for each child? What standards are used in the observance and documentation of child development? What tools should be used? Are there programs W-tools that can help in this? How educators dealing with the development of e-portfolio can be supported in the preschool organization?What are the future of e-portfolios in preschool education and upbringing? The answers to these and other questions may favor elimination the reasons cited as questionable for the application of e-portfolios in preschool education and training, lack of equipment, vehicles, training of educators, adequate software that would be for the purpose use of preschool age. It is necessary to create the on-line programs to create an e-portfolio, which in a simple way can be used by preschool children. That's why it is necessary professional development of educators in the field of information technology, and teacher training colleges that educate staff working with preschool children, the content of curricula for courses in the field of information technology should be represented on issue making electronic portfolio.

Conclusion

The portfolio is sufficiently explored and accepted idea of preschool education since it is relatively new. The portfolio is not intended only for preschool organizations,

but for all educational institutions for all age categories. It offers the opportunity to explore the limits and strengths of children and to overcome the limits of preschool education and training. The idea of the portfolio, especially for e-portfolio needs more to get close to the educators. Every educator should use the portfolio in their work, to devise, plan and organize, and as such to be adequately didactic tool in education that can provide very useful information and data. The application portfolio as the authentic collection of works by children and teacher can enhance the complex activity of evaluation and self-reflecting the daily activities of children and teacher in kindergarten.

What are the future of e-portfolios in preschool education and upbringing? The answers to these and other questions may favor elimination the reasons cited as questionable for the application of e-portfolios in preschool education and training, lack of equipment, vehicles, training of educators, adequate software that would be for the purpose use of preschool age. It is necessary to create the on-line programs to create an e-portfolio, which in a simple way can be used by preschool children. That's why it is necessary professional development of educators in the field of information technology, and teacher training colleges that educate staff working with preschool children, the content of curricula for courses in the field of information technology should be represented on issue making electronic portfolio.

The electronic portfolio keeps a small number of authors and researchers. E-portfolio in developed countries has proved a very useful tool in educational workin kindergartens realizing the opportunities and advantages in other educational institutions. What is particularly important for e-portfolio is to make transparent the process of learning and development of the child, including the child in its creation? Certainly for its application in educational practice requires creative, highly motivated and educated teachers to cope with the expansion of educational technology and the challenges of the information age in which we live today

Meeting the creative potential that it holds information technology to raise the quality of educational work, represents a motivating factor that encourages educators to expand their IT knowledge. The facts and research results (published in the world and in our country) indicate that the introduction of information technology in preschool educational system is responding to the needs and interests of children posing a major factor for the active participation of teachers in the process of introduction of information technology in preschool educational system (Angelković, 2008-a).

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