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PROBLEMS OF TRAINING OF MASTERS IN RUSSIAN UNIVERSITIES

Annotation

The article substantiates the reasons of the transformation of methodological approaches to the preparation of masters. Foreign and domestic concepts of training of undergraduates are analyzed. The results of the research of motivation to learn undergraduates of two universities are discussed. Disclosed methodological, substantial and technological basis for the development of Master's programs in NCFU and SFU. Attention is accented on the advantage of using the competency approach and the possibility of using foreign concepts of constructive alignment of D.Biggsa and taxonomy of B. Bloom. The article draws attention to the resources of interactive forms and methods of training of undergraduates, is disclosed features of module-rating technology training. Showing satisfaction with the first year of graduate training on the basis of the survey. Theoretically substantiated conditions to increase of the effectiveness of training of masters in the context of modern requirements.

Keywords

Concepts of training of masters, motivation of training, competence, taxonomy of learning objectives, interactive forms and methods of training, modular and rating technology, conditions of increase of efficiency of training of masters.

1. Introduction

Modern trends in the development of multi-level national education are in many respects connected with search of ways of overcoming of crisis which has struck society, in general, and system of Russian education, in particular.

Many domestic scholars (Baydenko, 2005, Tatur, 2006) point out that the post-industrial stage of development of society calls for the formation of another type of intelligence, thinking, relationship to the rapidly changing production and technical, information, social realities. Moreover, they point to the existence of the following problems in the preparation of masters:

* Lack of evaluation needs of industries in the masters on the whole range directions and specialties, which makes difficult the forecasting and regulation of structure of training;...

* Increasing complexity in the implementation of one of the main components of the master training - implementation of research, due to the slow process of renovation, research and testing equipment, as well as because of the difficulties in the organization of research practices;

* A reduction of research in universities, which violates the principle of the unity of the educational process and scientific research, and as a result reduces the quality of training of graduates, and to a further decline of innovative processes in the production.

Existing educational traditions in the higher school substantially were focused on formation of the knowledge, skills necessary for future expert. It was to some extent justified for the closed society existing in our country in rather near past, but it is absolutely unacceptable in a real situation. In the latest period in the history of Russian society have been significant changes: open borders, the involvement of Russia in the processes of globalization, dynamic information processes, development of modern technologies for production of new materials based on nanotechnology, all this is reflected in the educational process in high school. Higher education is no only just a means of assimilation of ready knowledge, it becomes a source of identity formation of a new type of specialist that has not only the necessary professional, but also general cultural competence, capable constantly to be improved and trained during all life.

In the modern national higher education there is a process of methodological reflection of multilevel training. Among the most debated issues in teaching science remains the problem of theory and methodology of training undergraduates at the university. In this context, there is the contradiction between the modern requirements for content and technology graduate training in high school and lack of development of the problem in the theory and practice of education, underscoring the relevance of the chosen theme of research

1.1 Review of literature

Foreign researches of scientists are devoted to development of methodological concepts of training of students in higher education institution. In a basis of the concept of constructive alignment (D. Biggs, 2003) put idea about obligatory compliance of the purposes and results of training. The taxonomy (B. Blum, 1995) offers classification of the purposes of training according to which types of educational activity of the trained are defined. Now problems of improvement of quality of preparation are investigated (Kohler, 2003). Actual in foreign science is a studying of the academic mobility of undergraduates (Dervin, 2006)

In domestic pedagogical science are being discussed issues of implementing of competence-based approach to the preparation of undergraduates (Baydenko, 2005). Also studied issues: academic mobility, the formation of the European

educational space, improving the quality of graduate students, the development of motivation of training and others (Znovenko, 2007), (Odenbah, 2011), (Tkach, Senashenko, 2015).

2. Methods of research

In research were used theoretical and empirical methods. As a result of the analysis and synthesis concepts were specified, extended: the conception, the contents, technologies of training of undergraduates, motivation of training, the academic mobility, valuable orientations, competence, taxonomy of learning objectives, interactive forms and methods of training, modular and rating technology, conditions of increase of efficiency of training of undergraduates.

2.1. Empirical methods of research

For research of motivation of training was used the technique "Valuable orientations" of M. Rokich which is based on direct ranging of the list of values. This technique allowed to define a place of values of training among other values. Besides, other methods were used: survey, the analysis of products of activity, conversation which gave additional diagnostic information and allowed to make more informed conclusions

3. Results and discussion

In the context of studies have been developed and offered to entrants Masters Degree in NCFU and SFU, which were based on competence learning format, one of the master's program provides bilingual training (NCFU) to form the academic mobility of undergraduates. Designing of content was built with account of the characteristics of the future professional and scientific activities and technology training it was provided for the use of interactive forms and methods of teaching. It should be noted that at entrants interest in master preparation increased now, however the judgment of future professional activity after the termination of a magistracy didn't occur yet as a magistracy as the educational institute in Russia there is in a formation stage.

In order to clarify the individual needs of undergraduates, as well as the necessary adjustments of the content of master's programs we conducted a research in the motivational sphere of undergraduates, using the technique "Value orientations" of M. Rokeach. The study included 67 undergraduates of NCFU and 69 of SFU.

The results obtained after the diagnosis showed that undergraduates in the first place set value - terminal "financially secure life (lack of financial difficulties)," instrumental - rationality (the ability to think logically and sensibly, make informed, rational decisions); - 22% masters of NCFU and 19% masters of SFU. in the second place were the values - an interesting job "and" duty (discipline) "- 20% masters of NCFU and 17% masters of SFU. ; in third place, respectively - "freedom (autonomy, independence of judgment actions)" and "strong will (the ability to insist on his own, not to give in to difficulties)" - 17% masters of NCFU and 15% masters of SFU., in fourth place were the values - "interesting work" and "Education (good manners)" - 12%

masters of NCFU and 10% masters of SFU; In fifth place was the value - "Productive Life (fullest possible use of their capabilities, powers and abilities)" and "strong will (the ability to insist on his own, not to give in to difficulties)" - 8% masters of NCFU and 9%, masters of SFU values such as "knowledge (the opportunity to expand their educational horizons, general culture, intellectual development) and "Education (breadth of knowledge, high general culture)" ranked sixth - 6% masters of NCFU and 7% masters of SFU, and values - "productive life (maximum utilization of its capacity, effort and abilities) "and" efficiency matters (hard work, efficiency in work) "took seventh place - 4% masters of NCFU and 5% masters of SFU, in eighth place turned out to be the value of" development (work on yourself, the constant physical and spiritual perfection) "and" self-confidence (inner harmony, freedom from internal contradictions, no doubt) "- 3% masters of NCFU and 4% masters of SFU, with the remaining value of recognized masters from SKFU and SFU uneven and ranged from 2% to 0.5%. Analysis of studies of value orientations of M. Rokeach method showed that values of professional in both groups of undergraduates occupied sixth place in the rank of the other values.

In addition, we have developed profiles that allowed undergraduates to evaluate the significance of selected master's program. Answers to the questions revealed features of the motivational and valuable sphere of undergraduates, their relation to the chosen profession, the predicted vital plans, understanding of the importance of professional abilities, knowledge, skills.

Each statement was estimated by undergraduates by the following criteria: very much attracts – 4 points – the high level of readiness, attracts – 3 points rather – the average level, doesn't attract – 2 points – low level rather and doesn't attract at all – 1 point – low level.

Masters of NCFU- 48% and 58% masters of SFU noted that the chosen Master's program is highly significant. Your relationship with yourself ("I - the future master, very attractive - 24% master of NCFU and 26% master of SFU is more attracted - 37% and 40, rather than draws - 25% and 27%, and does not appeal - 14% and 7 %. The values of professional knowledge and skills are very attracted 25% of masters of NCFU and 31% - masters of SFU is more attracted to - 39% and 35%, most do not attract - 20% and 19%, did not attract - 16% and 15% .

Very much attract creativity values in professional activity – 41% masters of NCFU and 24% masters of SFU, attract these values rather – 11% and 38%, don't attract – 24% and 31% rather and don't attract at all – 16% and 7%. The need for self-realization, installation on achievement of success in professional activity very much attract 57% masters of NCFU and 31% – masters of SFU, attract rather – 31% and 46%, don't attract rather – 10% and 13%, don't attract at all – 2% and 10%. Active and creative interest in research professional activity and presentation of scientific achievements very much attracts 45% masters of

NCFU and 32% – masters of SFU, attract rather – 40% and 45%, don't attract rather – 10% and 15%, don't attract at all – 5% and 8%.

Ideas of undergraduates of values of future professional activity were studied also by method of the content analysis of free descriptions of the valuable content of some concepts: Finish thought: "I chose the master program because...".

Undergraduates of NCFU and SFU noted 24% and 21% that it will allow them to self-actualize in life; 34% and 37% noted that she will allow them to make good money.

The analysis of the conducted researches showed that undergraduates chose consciously master program and they want to get not only knowledge, skills, and to create ability to independent training.

For purity of a pilot study we developed indicators and levels of formation of readiness of undergraduates for training to professional and personal development. Results are presented in fig. 1

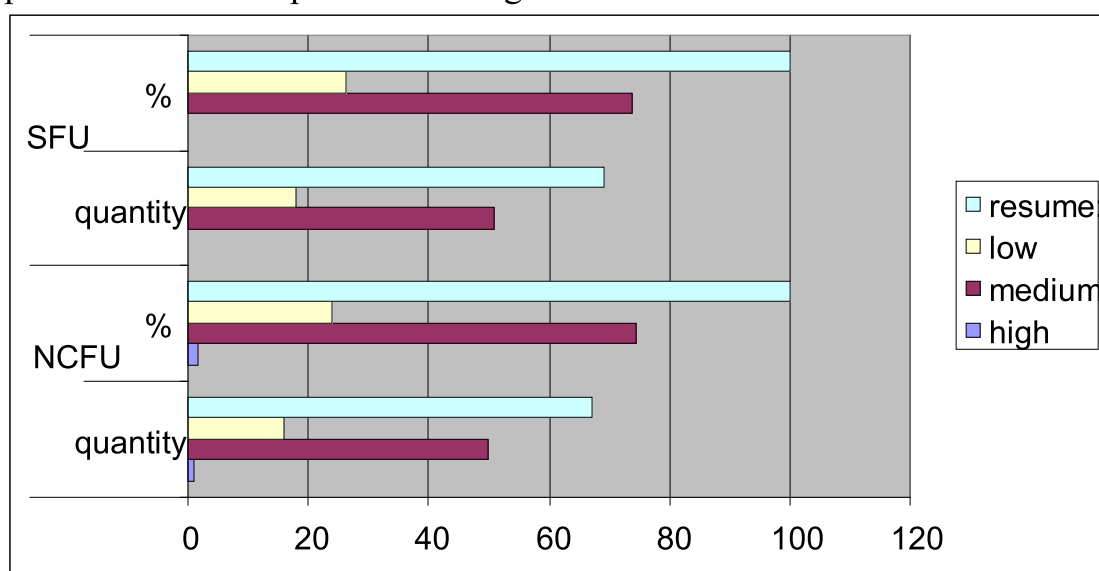


Fig. 1 – Motivational component of readiness of undergraduates for training process

This research allowed to make certain changes to programs of training taking into account the requirements which are trained. Questioning showed that undergraduates want to seize abilities independently to solve informative, communicative, organizational, moral and other problems. According to it competence-based approach was the basis for training of undergraduates. We will highlight that in the pragmatism orientation competence-based approach can't be opposed to knowledge as strengthens a role of experience, abilities, ability practically to realize knowledge. The designated approach as tools of achievement of the objectives of education uses such educational constructs as "competences" and "competency". Competence and competency are the mutually subordinated components of activity of the subject. Competence is a

potential activity, readiness and aspiration to a certain kind of activity. Competency is an integrated quality of the personality or successfully realized competence of activity. Competence approach suggests that, leaving the walls of the university, the graduate should possess certain competencies - relevant professional qualities and the potential which will be updated in the course of professional activity, and to testify about his competence.

According to the Federal state educational standard we have been updated common cultural and professional competence, which should have a masters upon completion of training.

Besides, in preparing of masters we use the concept of constructive alignment of D. Biggs which allowed to construct programs of disciplines, where teachers created environment which stirred up activity of undergraduates, and undergraduates had a clear idea of results of training and criteria of estimation (Biggs, 2003).

Some programs of disciplines were constructed on the basis of B. Blum's taxonomy when the purposes of studying of discipline directly depended on hierarchy of thought processes, such as: remembering; understanding; applying; analyzing; evaluating; creating. Respectively for each level of the purposes were provided certain actions of students (D. Blum, 1994) (table 1.)

Based on these concepts in the designing of the contents of Master's programs included the use of various interactive forms and methods of training: simulation of production processes and situations, designing of business plans, presentations, moderation, discussion, "brainstorming" method "round table", a method of "business game" contest of practical work with their discussion, role-playing games, training, collective decision of creative tasks, case-method (analysis of the specific work situations), practical group and individual exercises, and various programs, group work with illustrative materials, discussion of special videos, including record own actions, etc.

Programs of training of undergraduates involved the use of modular technology of training, which allowed to create conditions for:

- * maximum activity of undergraduates and a constant reinforcement of their actions on the basis of self-control;
- * The problem of construction of educational material;
- * Construction of the content of educational material in complete independent complexes (information blocks), the assimilation of which is carried out in accordance with a specific purpose, which determines not only the volume of the studied material, but the level of its assimilation;
- * realization of the leading principle of modular training – the principle of a combination of the complex, integrating and private didactic purposes. At the same comprehensive didactic purpose had two levels: the level of learning content by students and focus on its use in practice.

Table 1. Taksonomiya of pedagogical objectives in the cognitive field.

Levels of the educational purposes	Specific actions of students
<i>Learning</i> This category denotes a memorization and reproduction of the studied material - from the specific facts to a holistic theory.	Reproduces the terms concrete facts, methods and procedures, basic concepts, rules and principles
<i>Understanding</i> An indication of the understanding could be the transformation of the material from one form of expression - to another, the interpretation of material, assumption about the future events, occurrence.	It explains the facts, rules and principles; It converts the verbal material to mathematical expressions; It describes the future impacts arising from the available data.
<i>Application</i> This category denotes a the ability to use the studied material in specific circumstances and new situations.	It applies the laws, theories in individual cases; It uses the concepts and principles to new situations.
<i>Analysis</i> This category denotes the ability to divide the material into components so that we can see the structure.	It isolates the parts of a whole; It defines the principles of organization of the whole; sees errors and omissions in the logic of the argument; It draws a distinction between facts and consequences; appreciates the importance of the data.
<i>Synthesis</i> This category designates ability to combine elements to get whole, possessing novelty.	Writing speeches, reports, abstracts; offers the plan of carrying out experiment or other actions; whole, possessing novelty. Makes schemes of the purpose.
<i>Estimation</i> This category designates ability to estimate value of this or that material.	Estimates compliance of conclusions to the available data; estimates the importance of this or that product of activity.

Realization of the above indicated approach in preparing of undergraduates positively influenced on process of training of masters. After one year were received some results. Answers to questions of questionnaires showed that in general undergraduates of higher education institutions of NCFU and SFU are satisfied with preparation process: satisfaction with structure of the program; NCFU-of 75%, % SFU-71, satisfaction with conditions of implementation of the program - NCFU-of 64%, % SFU-68, satisfaction with educational and methodical providing of the program - NCFU-of 54%, % SFU-51, satisfaction with material support of the program - NCFU-of 84%, % SFU-88, the general satisfaction with quality of providing educational services in the program - NCFU-of 87%, % SFU-82,

4. Conclusion

The theoretical analysis of a problem of research showed that an important tendency in training of undergraduates is its orientation to competence-based approach which is based on such vectors of education as: self-determination, self-updating and development of identity.

The effectiveness of the process of training of undergraduates depends on system of conditions:

- objective (creation of the reflexive and developing educational process allowing to undergraduates to open for itself personally significant sense in educational, research activity);
- substantial (optimization of the content of invariant educational disciplines; development and realization of variable courses of business and innovative subject, facultative classes in the actual directions of science and practice, workshops on business communication and management)
- technological (use of the modular and rating system in the course of studying of disciplines allowing to develop a subject position of the trained; development of design, heuristic forms and methods of training on the basis of problematical character and dialogicity; expansion of opportunities to choice undergraduates forms and methods of cognitive activity, including participation in scientific cooperation abroad; movement of emphasis from process of teaching on process of independent training.

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