INNOVATIVE ACTIVITY IN MASTERS’ TRAINING
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Abstract. The article deals with new strategies of Masters training to Innovative activity. Attention is paid to the training of new professionals, their high level of education and self-education. The structural components of Masters training to Innovative activity and their functions are characterized.

Keywords: master degree, training, innovative activity, strategy of training, self-education, education.

Introduction
Analysis of modern conditions of European integration of Ukrainian High School can’t be made without taking into account the reformation of educational training system. Global civilization changes lay new innovative traditions in education. Among all human activities the education occupies the first place in informational society: information, knowledge, motivation, skills become the main factors of social and economical development of every country. Modern system of education in Ukraine is based on democratic and human statements of the Bologna Process which are directed on the training of new specialists (masters), their orientation on creative solution of educational problems, their understanding of innovation technologies, readiness to innovative activity and research work.

Masters Training in Ukraine is very topical now. This problem is highlighted by such Ukrainian and foreign scholars as N. Batechko, L. Danylenko, O. Dubasenyuk, I. Havrysh, M. Klarin, V. Slastyonin, S. Sysoyeva, S. Vitvytska, I. Zyazyun and others. But still there are some aspects for investigation, such as innovative activity in Masters’ Training and its peculiarities in multilevel education.

Development of information technology and constantly innovating educational technology causes changes in the methods and forms of teaching and organization that would be optimal in the era of mass application of Internet and electronic sources of knowledge. Education slowly opens the new technologies in relation to production, transport, services. However, young people at home and out of school live in a technologically rich environment expected changes in education in accordance with the imperatives of education for 21st century. In that sense, multimedia systems, distance learning, virtual schools and other new technologies increase the activity of students, qualitative evaluation of knowledge and progress of students according to individual abilities and prior knowledge.

Masters’ Training put into practice at the University. The role of university is to create and disseminate knowledge. That means to research and teach on the basis of innovations. Higher education is an important sector in exchanging ideas through international academic conferences, following present knowledge as it is internationally understood. For this reason it is necessary to know English as the language of international communication, of Internet and electronic sources of knowledge. It has become a modern lingua franca. More than a half of the population of the world is able to communicate this language. However, knowledge of English is not enough. Good professional shall also speak the language of tolerance, mutual understanding and acceptance towards each other.

Formulation and Solution a Problem
According to the essence of the individual, research-oriented paradigm each Master as an individual has to choose his/her program of creative activity with innovative background. As a researcher s/he should examine himself, surroundings, and the best educational experience. Consequently, the main idea of this paradigm is to create the educational environment for the development, self-development, and self-realization of Master’s degree student.
The innovations are not independent but fit together into a new and disruptive form of education that transcends boundaries between formal and informal settings, institutional and self-directed learning, and traditional education providers and commercial organizations (Wood, 1993).

Innovative education is constantly updated by knowledge and technologies, teaching means, organizational and management approaches. Its essence can be expressed by the phrase “not to catch up the past, but create the future” (Andruschenko and Oliynyk, 2008). New professionals, Masters in our investigation, they create the future of our country.

One of the most important qualities of Master, conditions of its success as a professional is his readiness to innovative activity due to the personal qualities and the existence of special theoretical knowledge and practical experience.

Innovative activity as a complex and multipurpose phenomenon, covers the interaction of individuals which is directed on the development, the object’s transformation, its transferring to a new state; system activity according to the creation, development and application of new means; special kind of creative activity which unites different operations and actions aimed at obtaining new knowledge, technologies, systems.

Innovative activity is considered by us as complex activity aimed at the creation, implementation and dissemination of innovations in educational theory and practice (Kovalchuk, 2013).

According to L. Danylenko (2000), Ukrainian scientist, who understands innovative activity as the process of introducing innovations in teaching, training and educational management, it consists of the following processes and it is called “the life cycle” of pedagogical innovation:

- the birth of the innovative educational idea;
- the development of innovation (project, technology, system);
- the determination of its nature and structure;
- the initial theoretical examination of innovation;
- experiments of different levels;
- the examination of experiment’s results;
- the approval of experiment’s results;
- the examination of proven results;
- the mastering of innovation and its implementation;
- the distribution of innovation;
- the conservation of innovation and its expansion on the educational system in whole or its components;
- the transition of innovation in tradition or norm – standardization of innovation.

The effective development of innovations depends upon the creation of conditions for creative development of gifted person: physical, informational, educational and psychological. Innovative learning is characterized by its openness, the ability to predictions based on constant reappraisal readiness for constructive action in new situations.

Under the innovative conditions a lot of problems arise to the professionals, which are associated with insufficient level of readiness to innovative professional activity. According to the innovative practice of High school we can make the conclusion that the success of specialist’s innovative activity depends upon his professional skills and personal readiness to the renewal and transformation of the educational process.

As the result of professional self-development of Master is his readiness to pedagogical innovative activity. It has its structure which consists of different components. Each of them plays a specific function. We defined the following components: motivational value, cognitive and active, analytical and reflective and communicative. They are interrelated and interconnected.

**Motivational value component** in content includes: the awareness of the importance of professional pedagogical innovation, the need for creative work, the focusing on creating the conditions for self-development, self-improvement, self-realization of the individual to master information and research culture, the awareness of the importance of innovation in education and their introduction into the educational process. This component takes the value-oriented function.

**Cognitive and active component** performs operational function and provides knowledge of psychological and individual characteristics of students, knowledge of laws, regularities and principals of the educational process in higher education, foundations of creative activity psychology, the essence and peculiarities of innovative professional activity, the modern educational models, the advanced experience, the
introduction of innovative and individual-oriented teaching and training technologies, functions, types and methods of control and self-control in traditional and innovative learning systems. Also Masters have to obtain organizational, project-making, communicative, design, teaching and creative skills.

**Communicative component** performs communicative function and includes the mastering of interaction between students, communicative culture and psychological diagnostics, the ability to defend its own view and to persuade others, the ability to self-organization sense of duty and responsibility. The knowledge of foreign language, its fluency, the openness to international communication, the exchanging ideas through international academic conferences and electronic sources are included to this component. We distinguish the human communication as leading in effective system communication as well as informational systems are effective in providing technologies. The openness, the degree of freedom, a friendly atmosphere creates a favorable climate for productive communication.

**Creative and reflective component** performs reflexive and creative function and implies the ability of the individual to the analytical and intellectual thinking, self-management (planning, goal setting), self-actualization, self-control, self-estimation, a comprehensive analysis and evaluation of innovative educational processes, analysis of pupils’ individuality, his actions and behavior; analysis and evaluation of different pedagogical concepts, techniques, forms, training methods, self-analysis and self-evaluation of their own teaching activities, their individuality and the analysis of innovative educational experience.

**Conclusion**

Intensive development of different sciences especially pedagogy and psychology, using innovative activity improves the process of Masters’ Training; provides the students’ motivation, raising the quality of learning. The new professional must master not only the theoretical knowledge and practical experience which is necessary to perform the professional duties of innovative activity but also to develop the creative approach, to enhance the main sources of intellectual capacity, to know the background of self-management, to exchange ideas through international academic conferences, to connect with English language community using video, audio or typing chat, to know how to prepare speeches, essays, reviews, technical reports, researches and micro researches, to use business games, to participate actively in various types of lectures, to be aware in research work of international community, to keep up with the latest scientific research.

**References**


