



ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR IMPROVING THE PROFESSIONAL TRAINING OF FUTURE MASTERS OF ELEMENTARY EDUCATION TO INNOVATIVE ACTIVITIES

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Abstract

Relevance. The urgency of the research: the social mandate of modern Ukrainian society is the personality of a competitive teacher oriented to innovation. Therefore, ensuring an appropriate system of future professionals' professional training and the formation of their professional readiness for innovation should be an important component of the educational-bringing-up process in higher education institutions. However, in higher education institutions it is necessary to create appropriate conditions for the training of a competent specialist, oriented towards innovation activity, constant professional growth that will ensure further high level of competitiveness, productivity of professional activity and, as a result, of career growth and self-realization.

The purpose of the research is to substantiate the organizational and pedagogical conditions for improving the professional training of future masters of elementary education to innovative activities.

Methods: theoretical (learning and analyzing of philosophical, psychological and pedagogical literature, comparison and generalization of scientists' priority ideas to solve this problem, study of normative legal documents, analysis of training programs for higher (second) master's degree); empirical (peer review methods); statistical (partial analysis of test of statistical hypotheses); systematization and generalization in order to formulate scientific conclusions of the case study.

Results: various scientific approaches to understand the essence of the concepts of "vocational training", "professional readiness to innovation activity", "condition", "organizational and pedagogical conditions" were generalized in the article. The organizational and pedagogical conditions for improving the professional training system of future masters of elementary education to innovation activities had been substantiated. These conditions are as follows: integration of innovation activity into a united educational process at higher education institutions; availability of material and technical foundation, which encourages future masters of elementary education to innovation activity; forming of motivation to innovation activities in the future masters of elementary education via establishing the subject subjective interaction among all participants of the educational process; updating and systematization of the vocational training content, which helps to form innovative competences and professional readiness to innovation activity in master's degree students; the availability of forms and methods for organizing the professional training of future masters of elementary education to innovation activity. The choice of organizational and pedagogical conditions for improving the professional training system of future masters of elementary education to innovation activity was carried out basing on the analysis of psychological and pedagogical sources, their own assertions and the results of the ascertaining experiment.

Conclusion: The complex of organizational and pedagogical conditions for improving the professional preparation system of future masters of elementary education to innovation activity was proposed by the author. It ensures the meeting a goal and objectives of professional training; coherence and interaction of content, forms, methods for preparation of master's degree students. It also contributes to the creation of an innovative educational environment to shape the professional readiness of future masters of elementary education to innovation activity.

Keywords: *system, professional training, future masters of elementary education, higher education institution, innovation activity.*

Introduction. Today, the Ukrainian higher education system faces a number of strategic tasks that need urgent solution. They are as follows: determination of the strategic priorities for higher education; education quality control; connecting with production; active integration of science and education; economic support for fields of research and academic activities; establishing a mechanism for rational financing; effective implementation of the latest educational technologies and etc. It is worth mentioning that in accordance with current requirements higher education institutions should pay considerable attention to the training of a competent, responsible professional, who could be competitive in the labor market, professionally prepared to work effectively in a chosen specialty up to the world standard, able to social and structural mobility as well as to constant professional growth and self-improvement.

We believe that the mastering of the education content and the personal enhancement of the higher education applicants should take place not in the process of their informing, but in the process of their own intense activity. This is a specific feature of professional training in higher education institutions, especially during master's degree program. The future master should receive such training, which would consist of mastering a set of necessary general theoretical knowledge, professional skills and abilities for successfully performing the professional duties. That training should also include the development of intelligence at a high level, regulated by a general standard of higher education, according to which masters form a whole picture of the future professional activity.

Sources. Scientific studies prove that the professional training theory and practice of future professionals to innovation activities is still underdeveloped in accordance with a new pedagogical reality. V. Andrushchenko, O. Bazaluk, V. Kremen and others studied the problem of humanization, humanitarianization and education philosophy. N. Bulhakova, V. Ortynskyi, T. Turkot, M. Fitsula and others reviewed the peculiarities of higher education pedagogy. Scientific studies by A. Aleksyuk, H. Vasianovych, O. Dubaseniuk, I. Ziazun, L. Khomych and others are devoted to the issues of teachers' vocational pedagogical training and strategies of forming their professionalism. Studies by H. Ball, N. Pobirchenko, V. Rybalka, V. Semychenko, L. Onyshechuk and others are concerned with the psychology of professional activity and the teacher's professional development. The importance and implementation of innovative pedagogical technologies in education institutions are reflected in

the works by R. Hurevych, I. Dychkivska, V. Lozovetska, H. Sazonenko, L. Shtefan and others.

The purpose of the study is to substantiate the organizational and pedagogical conditions for improving the professional training system of future masters of elementary education for innovation activity.

Results and discussion. Generalization of different scientific approaches in order to understand the essence of the concept of "professional training" gives us the ability to formulate our own definition. In dealing with this issue, "professional preparation of future masters of elementary education for innovation activity" is understood as a *system of organizational and pedagogical conditions*, appropriate educational environment of higher education institutions and availability of learning and teaching support material aimed at forming the professional readiness of master's degree students to innovation activity. We interpret the professional readiness of future masters of elementary education for innovation activity as a result of professional training, an integrative personal entity, characterized by a combination of cognitive (knowledge about the profession content and innovation activity), motivational (motives for innovation activity and interests), reflective (ability to analyze the results of their own innovation activity) and praxeological (actualization of innovative competence) components that allow to perform professional tasks of innovative nature.

Summarizing the above-mentioned, we believe that the professional training system of future masters of elementary education to innovation activity has certain peculiarities, so the success and effectiveness of its implementation depends on a set of sufficient principles, functional learning orientation, innovative forms, methods, techniques, tools and specially defined organizational and pedagogical conditions that contribute to its improvement.

First of all, we consider the essence of the concept of "condition", which in dictionaries is interpreted as a necessary factor that makes it possible to effect, to create something, or to contribute to something; the circumstances, the particularities of the today's realities where anything happens or is done; rules are established in a specific industry, activity; a set of data, provisions at the heart of anything.

In philosophy, the concept of "*condition*" is interpreted in three aspects: 1) the environment in which the subject exists; 2) the situation in which something happens to the subject; 3) circumstances affecting the subject. The object itself is regarded as been caused by something, and the condition – as an external, objective influence in relation to it (p. 707). (Philosophical Encyclopedic Dictionary, 1983).

Therefore, conditions determine the particular environment, circumstances, situation, surroundings, factors that influence (are necessary) over the formation, realization or improvement of subjects or phenomena.

Defining the conditions for improving the professional training system of future masters of elementary education for innovation activity, we have defined the concept of "pedagogical condition", which is considered in the studies of many researchers.

The determination by the researcher O. Kolodnytska is successful because she interprets "pedagogical conditions" as a set of objective and subjective possibilities, forms, methods and pedagogical techniques aimed at an environment creation for stimulating the future teacher's professional self-development (Kolodnytska, 2012, p. 8).

At the same time, the definition by L. Motorna is the one that closely coincides with our vision (Motorna, 2008), because she believes that pedagogical conditions are a pedagogical activity form, the purpose of which is the formation of a highly qualified specialist, and they ensure the implementation of the national standard for educational activities.

Thus, generalizing the features that characterize the concept of "pedagogical conditions" in the foregoing definitions, we believe that they are circumstances, forms, methods, conditions, real situations. By pedagogical terms we mean a set of interrelated features and ways of organizing and implementing the professional training of future masters of elementary education for innovation activities.

In addition to pedagogical, organizational conditions are differentiated that outline the organizational aspects of the educational process. According to I. Podlasyi, the organization as a pedagogical category is "the regulating of the didactic process according to certain criteria, providing it with the necessary form for the best achievement of the set goal"). (Podlasyi, 2002, p. 237). Considering the systemacity and integrity of the educational process, most researchers join pedagogical condition to organizational condition creating the organizational and pedagogical one.

T. Fedirchuk demonstrated an original approach to defining organizational and pedagogical conditions in a study devoted to the development of a young teacher's pedagogical professionalism in higher education. She attributed to them such conditions as regulatory, organizational and managerial, personnel, motivational, scientific methodological, informational, material-and-technical, financial and economic. At the same time, the researcher believes that regulatory conditions are a complex of regulatory framework that controls a young teacher's professional development;

organizational and managerial conditions ensure the management of the professional and personal development process of young teachers by the creation of new management structures, the organization of systemic management, the relationship with social institutions; personnel conditions are focused on creating the human resources, that requires reasonable choice and formation of academic and teaching staff, its training and education; informational conditions are created to the teacher's information provision in the development process of their pedagogical professionalism; material-and-technical conditions are a complex of scientific and technical support of the educational system, where the development of the young teacher's professionalism is present; financial and economic conditions produce opportunities to support innovation processes in an education institution (Fedirchuk, 2016).

We understand that organizational and pedagogical conditions mean the set of interrelated factors and ways of organizing the educational process in higher education institutions, which in some way influence the professional preparation process of future masters of elementary education and contribute to the formation of their professional readiness for innovation activity.

We will focus on the analysis of organizational and pedagogical conditions that provide improving the professional preparation system of future masters of elementary education to innovation activity:

- integration of innovation activity into a united educational process at higher education institutions;
- availability of material and technical foundation, which encourages future masters of elementary education to innovation activity;
- forming of motivation to innovation activities in the future masters of elementary education via establishing the subject subjective interaction among all participants of the educational process;
- updating and systematization of the vocational training content, which helps to form innovative competences and professional readiness to innovation activity in master's degree students;
- the availability of forms and methods for organizing the professional training of future masters of elementary education to innovation activity.

It is worth noting that all conditions are interrelated and interdependent. Let us find out the substantive content in more depth.

The first organizational and pedagogical condition – integration of innovation activity into a united educational process at higher education institutions – is perceived as a direct consequence of using the systems approach to the identified problem. In the context of our study, it is appropriate to cite I. Havrysh's reasoning: "... the future teachers' preparation to

innovation professional activity should be holistic, reflecting its content and structure in its logical deploy..." (Havrysh, 2006).

Organizational and pedagogical condition is the availability of material and technical foundation, which encourages future masters of elementary education to innovation activity. Experience has shown that existence of a high quality material and technical foundation in higher education institutions is an important aspect of professional education development, since it is impossible to train a modern (innovative) specialist in an environment that does not meet the innovation requirements. We believe that equipping the rooms with new models of technical teaching aids is appropriate. Opening specialized places for teaching and self-guided work will improve the training process for higher education applicants. Those places are online classrooms, multimedia classrooms where teaching process is conducted with multimedia technologies. It is important to constantly supplement and update the library stock of the higher education institutions.

Creating an innovative educational environment supposes a quality update of the learning content and its forms through an integrated combination of classic teaching approaches with innovative ones, which gives the ability to get the versatility, diversity, flexibility and efficiency of the modern educational process. All these facilitate to the motivation development to innovation activity and improving its quality in the participants of the educational process.

Let us focus on the motivational sphere and the degree of value orientations in higher education applicants. This leads to an analysis of the next organizational and pedagogical condition, namely: forming of motivation to innovation activities in the future masters of elementary education via establishing the subject subjective interaction among all participants of the educational process.

I. Vitenko's affirmation is interesting for our study, because he states that "motive is a conscious need and only in certain cases it becomes the basis of the individual's focused actions. The next author's opinion is important for us, because it states that when we talk about a motive as a conscious impulse for certain actions, such as training, innovation activity. It should be remembered that the motive itself is not the cause of their purposefulness. It is only the result of reflecting the body needs in the mentality caused by external or internal objective phenomena. That is, the needs and motives are closely related to the interests, beliefs and ideals of the individual" (Vitenko, 1994).

Scientific studies prove that the leading educational motives of higher education applicants are "professional motives" and "personal prestige", less meaningful motives are "pragmatic" (obtain a diploma

of higher education) and "cognitive" (Ilin); career opportunities; participation in international projects, trainings, meetings, roundtables and social networks; study or work abroad; participation in international educational programs and etc.

The problem of professional motivation arises in the process of preparing future masters of elementary education for innovation activities, starting with the study of motives that stimulate the vocational choice and continuing with the studies of the motivational sphere in professional activity, in particular, innovation one. According to Z. Dornyei (Dornyei, 2001), without sufficient motivation, even very capable students will not be able to succeed in studying at a well-created academic curriculum or to master the content of a particular field of knowledge by themselves. Therefore, it is important to form a strong motivation for professional (innovation) activity.

Their own experience and scientific studies give grounds to highlight strategies that motivate master's degree students to innovation activity, such as: recognizing the efforts and achievements of master's degree students by lecturers (timely approval and psychological support in the event of difficulties while mastering knowledge, promoting confidence); positive evaluation of the educational process result (using effective innovative teaching methods), stimulating them to work harder (even if some difficulties arise); creating a friendly atmosphere in the classroom, using a variety of creative tasks, discussing interesting and up-to-date news; promotion of unity and cooperation in groups of master's degree students (desire to share personal experience and to express an opinion about the relevance of the topic using the knowledge of professional orientation, encouragement to work in order to achieve the goal (individually or in a group): presentations, researches, projects).

We believe that effective ways of creating the motivation of future masters of elementary education to innovation activity are as follows: organizing a creative atmosphere in the classroom; using the clean-cut recommended practices and explanations within the study of academic subjects; taking into account the individual needs and characteristics of master's degree students; active collaboration in collective researches and projects; combination of one-on-one trainings, group modes of study and self-guided work; the use of situational and creative tasks.

The organizational and pedagogical condition is the updating and systematization of the vocational training content, which helps to form innovative competences and professional readiness to innovation activity in master's degree students.

In the context of our study, the content of future masters' professional training is a system of psychological and pedagogical, methodical,

specialized knowledge, practical skills and abilities oriented towards innovation activities. The combination of educational and research and evaluation of master's degree students is also an equally important component. Curricula should be filled with scientific knowledge, which is the theoretical background of the disciplines. And we also should take into account the regularity of interconnections and interdependencies in the development of science and practice, as well as the integration and differentiation of different fields of knowledge. Systematic content also provides for taking into account the body of professional training principles, the content focus on the formation of innovative thinking and competence in the master's degree students; systematization and integration of all professional training disciplines in specialists of educational master's degree level; establishing the interdisciplinary relationships between pedagogical disciplines and teaching techniques; program coherence of invariant, variable and optional academic subjects and courses.

The next organizational and pedagogical condition is the availability of forms and methods for organizing the professional training of future masters of elementary education to innovation activity.

Choosing organization forms of the professional preparation process of future masters of elementary education to innovation activity, we focused on the organization forms of the educational process and types of academic studies, provided by the Law of Ukraine "On Higher Education" No. 1556-VII dated 01.07.2014 (the Law of Ukraine "On Higher Education", 2014), as well as the alternative forms, in particular interactive ones. Thus, according to Article 50, the educational process in higher education institutions shall take the following forms: training sessions; self-guided works; practical training; monitoring activities. The main types of the academic studies in higher education institutions are as follows: lecture; hands-on, seminar class, one-on-one session; tutorial. We also offer interesting innovative methods that are successfully used in the professional preparation of future masters of

elementary education to innovation activity. They are follows: the coaching method, gaming methods, the inversion method, the Disney method, the case method, brainstorming and etc.

The use of these teaching forms and methods of master's degree students in higher education institutions will allow them to acquire the disciplines from the psychological and pedagogical course, professional teaching methods; know the content and organization of elementary education, its programs and textbooks; be able to use the normative legal documents regarding training and education; be able to apply the acquired knowledge in practical work, to possess methods of pedagogical researches, to integrate the research results into practical innovation activity; to have communication and organizational skills, sense of delicacy; be able to organize their own activities in accordance with professional tasks in order to determine its priorities in a particular institution; to adapt the organization peculiarities of professional innovation activity to the requests of different public spheres.

Conclusions. Thus, we can make a conclusion that the proposed set of organizational and pedagogical conditions for improving the professional training system of future masters of elementary education to innovation activity ensures the achievement of the professional training purpose and tasks; coherence and interaction of content, forms, preparation methods of master's degree students. This set also contributes to the creation of an innovative educational environment to form the professional readiness of future masters of elementary education to innovation activity. We review the introduction of reasoned conditions as a significant, specially designed impact on the educational process in higher education institutions, which envisages the target achievement, that is, the formation of the professional readiness of future masters of elementary education for innovation.

We connect the prospects of further scientific exploration with the substantiation of the professional preparation system of future masters of elementary education to innovation activity.

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Організаційно-педагогічні умови удосконалення професійної підготовки майбутніх магістрів початкової освіти до інноваційної діяльності

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Реферат.

Актуальність. Соціальним замовленням сучасного українського суспільства є особистість конкурентоспроможного педагога, орієнтованого на інноваційну діяльність. Тому важливою складовою освітнього процесу в закладах вищої освіти має бути забезпечення відповідної системи професійної підготовки майбутніх фахівців, формування їхньої професійної готовності до інноваційної діяльності. Утім, у закладах вищої освіти повинні створюватися відповідні умови для підготовки компетентного фахівця, орієнтованого на інноваційну діяльність, постійний професійний розвиток, що у подальшому сприятиме підвищенню рівня конкурентоспроможності, продуктивності професійної діяльності і як наслідок – кар'єрному зростанню та самореалізації.

Мета: обґрунтувати організаційно-педагогічні умови вдосконалення професійної підготовки майбутніх магістрів початкової освіти до інноваційної діяльності.

Методи: теоретичні (вивчення й аналіз філософської, психологічної та педагогічної літератури, порівняння й узагальнення пріоритетних ідей науковців щодо вирішення означеної проблеми, вивчення нормативно-правових документів, аналіз навчальних програм підготовки здобувачів вищої освіти другого (магістерського) рівня); емпіричні (методи експертного оцінювання); систематизація та узагальнення – для формулювання наукових висновків дослідження проблеми.

Результати. На основі аналізу психолого-педагогічних джерел та результатів експериментального дослідження обґрунтовано організаційно-педагогічні умови вдосконалення професійної підготовки майбутніх магістрів початкової

освіти до інноваційної діяльності, а саме: інтеграція інноваційної діяльності в освітній процес ЗВО; наявність матеріально-технічної бази, що спонукає майбутніх магістрів початкової освіти до інноваційної діяльності; формування у майбутніх магістрів початкової освіти мотивації до інноваційної діяльності шляхом налагодження суб'єкт-суб'єктної взаємодії між усіма учасниками освітнього процесу; оновлення та систематизація змісту професійної підготовки, що сприяє у магістрантів формуванню інноваційної компетентності та професійної готовності до інноваційної діяльності; реалізація форм і методів організації професійної підготовки майбутніх магістрів початкової освіти до інноваційної діяльності.

Висновки: автором запропоновано комплекс організаційно-педагогічних умов удосконалення професійної підготовки майбутніх магістрів початкової освіти до інноваційної діяльності, який забезпечує досягнення мети і завдань професійної підготовки; узгодженість і взаємодію змісту, форм, методів підготовки магістрантів; сприяє створенню інноваційного освітнього середовища для формування професійної готовності майбутніх магістрів початкової освіти до інноваційної діяльності.

Ключові слова: *система, професійна підготовка, майбутні магістри початкової освіти, заклад вищої освіти, інноваційна діяльність.*

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