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**Educational Studios:
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Monograph

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2.9. FEATURES OF THE PREPARATION OF MASTERS IN INSTITUTIONS OF HIGHER EDUCATION OF UKRAINE

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Abstract. *Based on the analysis of normative legal documents as well as historical and pedagogical sources the specifics of graduate students' training organization at Ukrainian universities at the present stage are highlighted in the article. The main requirements for master's degree candidates are described (pass exams and credits, perform individual tasks provided by the curriculum; conduct scientific research on the chosen topic; write and defend master's thesis). The role of graduate students' self-reliant work as an integral part of the educational process is determined. Main tendencies and characteristic features of graduate students' training content and forms evolution are considered, its theoretical and methodological principles are defined, perspective direction for graduate students' training improvement as an integral part of degrees education is established.*

Key words: *master's degree, graduate students' training, the Bologna process, university, higher education, self-reliant work, thesis.*

Integration of Ukraine into European and global educational space, according to the regulations of Berne Declaration (2005), Tuning project (2006), European Union strategy "Europe 2020" (2010), stipulates the transition of higher education to degrees system (Bachelor's – Master's), within which the Master's degree courses are intended to serve as an educational institution for formation of the intellectual elite of Ukraine. On the one hand, this causes the necessity to bring national standards of master's degree training to international requirements, and, on the other hand, this calls for designing new forms, methods, prospective directions for improving the quality of graduate students' training, developing a mechanism for their implementation, taking into account national educational practice.

Fulfilment of the specified tasks is provided by execution of the Law of Ukraine "On Higher Education" (2014), the Cabinet of Ministers Decree "On Approval of the National Qualification Framework" (2011), the Ministry of Education and Science of Ukraine Order "On the Concept of the Organization of Masters' Training in Ukraine" (2010), according to which the master's degree training is carried out at the second cycle of higher education and provides for candidate's successful completion of corresponding educational program (academic or professional), which serves as the basis for the award of a master's degree.

Research of scientific and pedagogical literature as well as universities practical work gives us reason to conclude that the theory and methodology of graduate students' training remains inadequately developed in terms of needs of modern reality.

The objective of this article is to carry out the analysis of graduate students' training at the present stage, based on normative legal documents.

In the process of research, has been used a set **of methods**, namely: general science (historical and pedagogical analysis, synthesis, generalization, comparison of scientific literature, normative legal documents), which became the basis for determining the dominant ways of problem study; historical and structural - contributed to the development of the structure of research, systematization of historical and pedagogical sources; historical and prognostic - formed the basis for determining the prospects of realizing pedagogically valuable experience in the system of preparation of masters in the universities of Ukraine of the XIX century in modern conditions.

A wide range of scientists devoted their research to the problems of graduate students' training at various historical stages of its development. Thus, given problem has been reflected in the works of V.Bondar, O.Byndas, N.Batechko, S.Vitvytska, O.Gluzman, O.Gura, O.Yeremenko, K.Korsak, V.Lugovy, N.Machinska, R.Gurevich, S.Sysoyeva and others. The focus on creation of a single European higher education space has urged contemporary scholars to study the experience of European countries concerning graduate students' training in particular. So, this problem is in the scope of scientific interests of S.Bobrov ("Practical-oriented Masters of Education training at universities of Germany"); K.Bohomaz ("Bologna process: international and domestic experience"); V.Mayboroda, V.Manko, N.Ivanova ("Graduate students' training in the context of Bologna process: history and the present"); Y.Belmaz characterizes the specifics of pedagogical education of future master's degree holders in England; L.Zayats analyses the defined problem with regard to university education in the Netherlands; I.Kovchyna - in view of elucidation of graduate education system reform in Poland. The analysis of scientific works and conducted research on graduate students' training suggests that, despite a large number of studies, the problem remains relevant.

The entry of Ukraine into the global educational community, the intensive nature of modern technological processes development, and other states' interest in our country necessitate modernization and updating of all structural units of universities educational activity, in particular, adjusting the educational process in accordance with the Bologna Declaration. The official start date of the process is considered to be June 19, 1999, when the Bologna agreement was signed. The Bologna process is a process of structural reform of national higher education systems throughout Europe, educational programs changes and institutional reorganization in higher education institutions [2, p. 26-31].

In the aspect of the research problem, we find it interesting, that after the events of October 1917 in Ukraine, as a part of the USSR, the awarding of degrees, including master's degree was canceled by the order of the Russian Soviet So-

cialist Republic People's Commissariat of Education dated December 1, 1918, as a relic of the "old regime". Only in 1991 the master's degree in Ukraine was restored. According to the Law of Ukraine "On Education" (1991) four consecutive educational qualification levels were established – junior specialist, bachelor, specialist and master which had no analogues neither in the countries of Western Europe nor in the USA. The master's degree in Ukrainian universities began to be widely introduced in 1991–1997 (Vinnytsia, Lviv, Kiev, Donetsk). Vinnitsa National Technical University was the first one in Ukraine to start training students for master's degree in 1991 as an experiment. It is a known fact that in May 2005 Ukraine joined the Bologna Process. In doing so, it undertook commitments that determined the directions and outlines for the reform of higher education [1]. With the introduction of a two-level system of higher education, which provided for training specialists for the educational qualification levels of bachelor and master, a number of issues arose concerning basic and vocational training contents formation at the national higher education institutions.

Participants in the Bologna process approved the two-stage system of higher education, specifying that the introduction of such a system is desirable in other European countries as well. The two-step system of higher education was introduced on the basis of two key training cycles: incomplete higher (undergraduate) education and complete higher (graduate) education, with the duration of the first cycle to be no less than three years.

Upon completion of the first cycle of higher education the scientific (academic) bachelor's degree is awarded. The final result of the second cycle of training for 1–2 years is the scientific (academic) master's degree, as in most European countries. Both the student and the scientific supervisor take active part in drafting the individual program for the second cycle of studies [3]. Thus, the documents of the Bologna Process, signed by representatives of European countries, regulated the two-cycle higher education system, its unification preserving its national features at the same time.

In September 2014 the new Law of Ukraine "On Higher Education" came into force, the purpose of which was to bring the legislation of Ukraine in the field of higher education to the requirements of the Bologna process and to create more favorable conditions for the acquisition of higher education by Ukrainian citizens. According to the law, the following educational and qualification levels and degrees are established: junior bachelor, bachelor, master, doctor of philosophy and doctor of sciences. Master's is an educational degree obtained at the second level of higher education and is awarded by a higher education institution as a result of successful completion of a relevant education program by a graduate student. Master's degree is acquired upon completion of an academic or a professional program. The extent of a professional program for master's degree constitutes 90–120 ECTS credits, the extent of an academic program – 120 ECTS credits. An academic program for the master's degree necessarily includes a research component of at least 30%. A person has the right to obtain a master's degree provided that he or she has a bachelor's degree. The term of study for master's varies from 1.4 to 2 years depending on the specialty [5].

The certification of people who wish to obtain a master's degree may be carried out in the form of a unified state qualification specialty examination and in accordance with the procedure established by the Cabinet of Ministers of Ukraine [5, art. 6 p. 2]. An integral part of a Master's Diploma is a European Standard Diploma Appendix, which contains structured information about the completed training. The diploma appendix contains information about the person's training results, which consists of the names of disciplines, the received grades, and the number of obtained ECTS credits, as well as information on the national system of higher education in Ukraine [5, art. 7 p. 5].

The conducted research shows that graduate students' self-reliant work is an essential part of the educational process. It includes classroom work (various types of individual and group activities that graduate students perform at lectures, seminars, laboratory and practical classes, during practical training under teacher's supervision, but without their direct participation) and extracurricular activities (work, which graduate students perform outside the educational institution: attending libraries, archives, working with scientific publications, reference books, viewing online lectures by teachers from different countries, etc.).

Self-reliant work tasks must be specific and clear. Their contents should correspond to the program, familiarize graduate students with modern methods of problem-solving in a certain discipline. It needs to be specified, what knowledge and skills the graduate student should master as a result of fulfilling the task. In addition, they must include questions for self-monitoring and self-check, tests and benchmark questions to assess and self-assess the level of knowledge and skills acquired [9].

In the process of self-reliant work graduate student can master theoretical material on the discipline under study (certain topics, specific issues of the topic, theoretical propositions, etc.); consolidate theoretical knowledge using the necessary practical skills (solving problems, doing tests, including self-check tests). They can apply acquired knowledge and practical skills to analyze the situation and make the right decision (preparation for discussion, written analysis of a particular situation, project development, etc.); to form their own position or theory (writing articles, research work, etc.). The final result of self-reliant work is writing a master's thesis. The main task of its author is to demonstrate the level of their proficiency, the ability to independently conduct a scientific search and solve specific scientific problems [8].

The popularity of graduate school in Ukraine is constantly growing. Among reasons for this we find that in contrast to a bachelor's degree, students and their parents see a master's degree as the factor that guarantees success and career advancement; faculty members associate more prestigious academic roles with it; employers make their choice in favor of holders of master's degree as more qualified, competent and ready to work in companies engaged in high-tech spheres.

Unlike undergraduate programs, graduate students' training is significantly more individualized and profound. It provides for not only the synthesis and broadening of previously acquired knowledge, but also the opportunity to real-

ize an individual academic program, which reveals creative abilities and skills of the graduate student. According to N.Machynska, holders of master's degree are those specialists who are capable of solving current topical problems, and they are the necessary potential of higher education and the basis of innovative development of society in general [7, p. 97].

Master's degree sets the educational level, the received education is aimed at scientific research and pedagogical activity, the acquired skills are necessary for a scientist-teacher. A graduate student who has mastered the main education program is a competent erudite specialist with fundamental scientific training, proficient in methodology of scientific and pedagogical creativity, modern informational technologies, prepared for scientific and pedagogical work.

Graduate school does not substitute or duplicate postgraduate studies, its academic part of the program is of great significance for the overall success of specialized graduate students' training. It is graduate school that is the best form of preparation for postgraduate studies. Graduate school originates and evolves most successfully where there is scientific infrastructure and real research and educational schools.

Graduate school can be defined as a promising form of higher education. V. Zhygir, O. Chernieha note that the main components of graduate students' professional training are: "... knowledge of the subject area, knowledge of a foreign language, computer literacy. Graduate studies are aimed at preparing a graduate who is able to successfully solve scientific problems in a particular professional area. Graduate students' training involves conducting scientific research, the results of which can be published or reported at conferences and seminars" [4, p. 185].

At the same time, according to the National Qualifications Framework and European experience summarized in the results of "Tuning Educational Structures in Europe" project, the following basic competencies for master's degree holders are defined: master the latest methods and technologies, theories and their interpretation in the subject area; critically monitor and reflect on the advances in theory and practice; use methods of self-reliant research and be able to explain its results at the scientific level; be capable of making an authentic contribution to a certain subject area; demonstrate originality and creative approach in scientific research or activity; master competencies at a professional level [6, p. 26].

However, the practice of the present testifies to the presence of certain disadvantages in the organization of master's preparations at the National High School (weak interdisciplinary synthesis of modern science and education, lack of a clear mechanism for the implementation of educational, scientific and scientific programs, insufficient use of scientific and pedagogical potential of foreign and domestic higher education, low social status of master's degree master) which determines the necessity of studying and constructive use not only of foreign samples, but also of domestic experience.

The greatest scientific interest in this said plane causes the organization of master's training at the universities of Ukraine of the XIX century, because precise-

ly in these chronological boundaries valuable experience has been accumulated both in the direction of legislative regulation of master's training, and in the sphere of its practical implementation taking into account socio-political, socio-economic and educational-scientific determinants.

In the context of those tasks that have not yet been implemented in the reform of the higher educational level in Ukraine and in connection with the problem to be addressed, that entering into the European educational space should be based on the best traditions and experience of domestic education, and not just mechanically adapt to the educational system of foreign countries. In this regard, we consider the use of content, forms, and directions of masters' training at the universities of Ukraine of the XIX century to be sufficiently valuable for realizing the challenges of reforming the higher school.

The generalization of the theory and practice of masters training at the national higher school of the XIX century gave grounds to outline certain perspectives for the implementation of pedagogically valuable experience in accordance with those reform processes that are currently taking place in the system of master's training nowadays:

- Strengthening the responsibility of the university for the selection of applicants for the master's degree in separate areas, "having strong knowledge of the subject is not yet a guarantee that a young person can become a good teacher";
- the expansion of the range of specializations, which is awarded the master's degree, taking into account the dynamics of the subject field development;
- coordination of the list of the main and auxiliary subjects subject to the tests for obtaining the master's degree test in accordance with the specialty and direction of preparation of masters for educational-professional, educational-scientific and scientific programs;
- the introduction of the practice of foreign trips for masters who have high academic achievements in studying and distinguished by their abilities for scientific activity;
- giving the master's thesis the status of a dissertation, which requires its disclosure and public defense for the full mastery of undergraduates methodology, methodology and procedure of scientific research [10].

Consequently, based on the research of the scientific positions outlined above, it was concluded that graduate school, being the second level of higher education system, should become the foundation not only for graduates' professional training, but also for research, educational and managerial personnel, whose level of academic, professional and managerial training meets the requirements of the constantly changing society. **The prospect of further research** of the problem should be aimed at the experience of graduate students' training in Western European countries.

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2.10.CREATIVE SELF-REALIZATION OF TEACHERS AND STUDENTS OF THE SECONDARY SCHOOLS IN THE CONDITIONS OF EDUCATIONAL REFORMATION IN UKRAINE

UDK 37.026.9

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Abstract. *The article is devoted to the results of a survey of the teachers of secondary schools on the formation of the readiness of students and teachers for creative self-realization in the educational process. The article focuses on the need to form creative self-realization in adolescence. It is noted that the totality of pedagogical conditions for the organization of educational work positively affects both the teenager and the teacher regarding the formation of readiness for creative self-realization. It is proved that the organization of the educational interaction between the teacher and the students requires the formation of a new pedagogical thinking, the essence of which is the creation of an educational space based on the interaction of participants in the educational process, where the teacher and students act as subjects of education.*

Key words: *secondary school, self-realization, creative self-realization, educational process, teenagers*