

Organization of Master Students' Individual Educational Activities

L.V. Bayborodova^{1,a}, V.V. Belkina^{1,b}, and E.A. Tsirulnikova^{1,c*}

¹ Yaroslavl State Pedagogical University named after K.D. Ushinsky, 108/1 Respublikanskaya str., 150000, Yaroslavl, Russia

^a lvbai@mail.ru, ^b verabelkina@mail.ru, ^c e_ceryl@mail.ru

* Corresponding author

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Abstract: The article reflects the result of many years of research pedagogical work to create a system for organizing individual educational activities for graduate students of the Yaroslavl State Pedagogical University named after K. D. Ushinsky. In particular, it considers the foundations and mechanisms of individualization as an integral component of the formation of the student's experience of professional-subject interaction, and professional-personal design as the main meaningful accents. Particular attention is paid to the analysis of the most effective practices of individualization, first of all, tutor support of the educational process of Master's students.

1. Introduction

Currently, in the Russian Federation, the issues of modernization of vocational education are updated, which is reflected in the national project for the development of education, the content of professional standards, educational standards of secondary vocational and higher education. The idea of the need to create conditions for the formation of the student's ability to independently expand professional competence, the ability to design an educational space, build professional routes and a professional career can be traced in each of these documents. Based on this, the organization of an individual educational activity of a Master's student turns out to be an important managerial and pedagogical task, the solution of which involves not only the mastering of an individual educational program by a student, but also the formation of his subject experience of its development, reproduced in future professional situations. Designing an individual educational activity of a student is the most important means and condition for the individualization of the educational process and the priority task of modern education.

2. Materials and Methods

In recent years, the theory and practice of the individualization of education in higher education have been highlighted by the following researchers: N. A. Astashkina, N. V. Bordovskaya, T. V. Burlakova, N. N. Gordeeva, E. A. Dzyuba, O. Yu. Zaslavskaya, O. A. Zimovina, V. M. Monakhov, B. A. Sazonov, B. A. Takhokhov, S. V. Frolova, and other scientists. In the context of our research, we will note the theoretical and methodological development of the foundations of the organization of the educational process at the university, aimed at the professional development of the future specialist. The works of T. A. Borovskikh, E. V. Goverdovskaya, I. A. Zimnyaya, Z. K. Kargieva, F. Kh. Kirgueva, N. B. Romaeva, V. A. Slastenin, Yu. G. Tatur, L. A. Kharaeva, and other scholars [1, 2, 3, 4, 5, 6, 7] are devoted to these problems.

Problems of analysis and synthesis of scientific literature, as well as the study of experience and experimental activities, have been applied in our research.

3. Results

The results obtained in the course of experimental studies carried out over a decade by the authors of the article, their doctoral students, graduate students, and applicants with the active participation of problem groups of teachers of educational organizations in several regions of Russia formed the basis of our author's theory of the individualization of the educational process.

Based on the provisions of the L. V. Bayborodova and T. V. Burlakova's theory, we consider *individualization* as a dynamic, internalized process of pedagogical interaction, adequate both to the system of social requirements and goals, and to the personal and educational potential of a person; a process that provides mastering the ways of knowing the world and yourself for self-realization in this system [1, 2, 6].

We interpret *the design of individual educational activities* as a pedagogical process of joint activities of a teacher and a student, in the course of which goals and tasks, ways and means of professional self-development of a student are determined.

The study of the design of individual educational activities was organized on the basis of the Faculty of Social Management of the Yaroslavl State Pedagogical University named after K. D. Ushinsky. The analysis of the contingent of students on the Master's programs, implemented by the faculty, shows that a significant number of graduate students are the individuals with higher non-pedagogical education and working in educational institutions of Yaroslavl and the region. Each applicant enrolled for training in Master's programs has his/her own social and professional experience; these students demonstrate different levels of learning motivation and cognitive activity, differently see the goals of their training in the Magistracy. All this necessitates the individualization of the educational process through the design of various training options for teachers in the framework of the implementation of Master's programs. Individualization of the educational process in the magistracy, therefore, should be carried out at various levels, ensuring the integration of all types of student activities: academic, extracurricular, research and various types of practices.

The maximum individualization of the educational process, considering the qualifications and place of work of the Master's student, is ensured at the faculty as part of **the training activities** by providing students with the opportunity to choose the tasks to be performed (including homework), as well as the ways to complete the tasks. Using the potential of educational organizations in which students work through the organization of individual training sessions directly at the Master student's workplace, using them as a practice base for Undergraduate students (Master's students playing the role of mentors) is also advisable. Due to the fact that for the most part, graduate programs must implement practice-oriented content, inviting specialists to study at "the request" of students and discussing individual topics of the disciplines based on the professional experience of individual students, which turns out to be effective.

It is important that in the course of the Master's program, future teachers have gained a subjective experience of teaching. Therefore, attracting Master's students to conduct classes with undergraduate students (and not only during practice) is an important means of individualization. The transfer of a number of pedagogical functions to Master's students is also advisable in situations involving the definition of general and individual objectives of the lesson; planning your own activities in class and in preparation for it; assessment of achievements, conducting classes and individual fragments of classes by a student; participation of Master's students in the development of a rating system of knowledge.

Modifying the content of individual academic disciplines on the basis of flexible transformation depending on the professional and scientific interests of Master's students is an important condition for the implementation of the above provisions, which is performed at the faculty. Thus, the educational activities of Master's students are organized in the framework of forms involving subject-subject interaction between the teacher and students ("round tables", discussions, "questions and answers", etc.) and the implementation of the partnership position of all participants in the educational process.

Extracurricular activities of university students also have great potential for the formation of professionally significant competencies. In order for it to become an integral part of the subject-oriented educational environment, Master's students are actively involved in the student self-government system of the faculty and the university through engaging in activities organized by students and for students (including at the planning stage, setting goals and analyzing activities) and to work in the student government bodies of the faculty and the university as a whole. Using the experience of organizing extracurricular activities that are available to individual Master's students, and the institution where they work also helps to ensure their active position in educational activities and contributes to their professional growth.

Research activities are fully organized taking into account the needs and professional interests of the student. Free choice of the topic of Master's thesis, self-development of a plan of work on the thesis is an

integral part of the process of building an individual educational route for the Master's students, which ensures the active participation of the student in scientific conferences (both student and teaching) and the preparation of publications (individually or together with the supervisor).

It is important that the design by Master's students of individual educational activities not only helps to solve the problem of improving the quality of teacher training, but also contributes to the formation of a specialist's ideas about the implementation of individualization technology in the field of educational activities, which further allows him to carry out an individual-oriented approach in working with his students.

In the process of managing the individual educational activities of a Master's student, designing the actions of all participants in the educational process is an important task, while we are guided by a number of principles:

- Motivational support of the design process for all participants, suggesting their subject position and personal interest in success;
- A competence approach as a basis for setting goals, objectives and results;
- Algorithmic actions of design subjects, ensuring reproducibility of technology;
- Continuity, defining the base on the results of the previous stage and the continuity of the process, involving the design of a general route of professional development and its detailing for each stage;
- Variability in the content and operational component of the design stages necessary for the realization of individual preferences, the level of professional development and aspirations;
- Reflexivity from the point of view of self-analysis and self-esteem by the subject of the components of their own route and on the part of determining the appropriateness of the forms and techniques used in the design that implement the technology.

In determining the design algorithm of the individual educational activities of the future teacher, several provisions reflecting the specifics of the design object should be considered:

- When developing a project, it is necessary to focus on identifying the pedagogical conditions that must be observed when designing students' individual educational activities;
- The project reflects the implementation of individual and professional plans of the student, which may change in the learning process;
- The project and its implementation are interconnected, and it is constantly being finalized in accordance with the changed tasks;
- The design of individual activities is carried out in order to resolve contradictions, problems of the future teacher;
- In developing projects, reliance on students' past experience is necessary, and an understanding of how this experience will be taken into account in their future development.

First of all, we consider the design of an individual educational activity of a Master's student as a subject-oriented educational technology, for the realization of which a special position providing support for the process of self-development and individual educational search is necessary. The experience of our work shows that solving this problem is most effective in the context of deploying tutor support, where the entire design process is represented by a system of tutorials whose key components are problematization, objectification of needs and motives, and reflexive mediation of activity.

A good managerial effect is demonstrated by the tutorial in designing the individual educational activities of first-year Master's students. Second-year Master's students, who are studying under the program "Tutoring in the sphere of general and vocational education," serve as tutors accompanying the specified process. These Master's students help first-year students update and realize their educational needs, reasonably formulate goals and objectives based on self-diagnosis of their level of preparedness for learning and determine the request for education, as well as individualize the curriculum for each discipline.

Table 1 presents how the position of undergraduate correspondence students of the program “Tutoring in general and vocational education” in the process of learning changes.

TABLE 1. DESIGNING THE INDIVIDUAL PLAN OF STUDENTS TAKING INTO ACCOUNT THEIR SUBJECTIVITY

Teach me	Master’s students of the 1st course are taught to create an individual plan under the guidance of Master’s students of the 2nd course.
I study myself	Master’s students of the 1st course (second semester) make a plan on their own, Master’s students of the 2nd course advise them.
Learning to teach others	Master’s students of the 2nd course independently make their own individual plan and learn to perform the functions of a tutor in relation to freshmen.
Teach others	Master’s students of the 3rd course act as experts of second year students based on the analysis of the implementation of their individual plans.

The design of students’ individual educational activities is carried out throughout the entire period of training in the magistracy and is an incremental process of subject professional experience. The general logic of the design of individual educational activities can be represented as follows.

The initial design stage is the motivation of Master’ students to participate in the design process of their own educational activities, awareness of the need and importance of design for becoming a student as a future professional, understanding the importance of the teaching profession, the requirements for the teacher will be the result of the step. Motivation is supported by the analysis of professional and personal potential, own resources and deficiencies, which can be identified both in the course of psychological and pedagogical diagnostics, and by assessing the importance of each student’s competencies that he/she must master in the process of Master's studies. Awareness of one’s own potential and unfulfilled needs makes it possible to more accurately target our own activities. This stage assumes familiarity and discussion with students of the content of training at the university, awareness of their own goals and prediction of educational results. The following questions can act as incentives to ensure this process: “Why are we developing?”, “What do you think should be done to achieve results?”, “Is it enough to learn something new to develop?”, “Copying leads to self-improvement?”, “How to organize the learning process, if 2/3 time is allocated for independent work during correspondence education?”, “What is the peculiarity of training in the magistracy?”, and others. Projecting an image of oneself in a future profession, developing ideas about its implementation strategies is the result of this stage of work.

Further, the planning of individual educational activities is carried out through the objectification of educational needs with respect to the future profession. *The student's individual work plan* becomes a reflection of the implementation of the above steps. Scientists and educators dealing with the problems of individualization draw attention to the need to consider it as a two-way process, involving, on the one hand, the creation of conditions and the provision of opportunities for building an individual trajectory of professional development. On the other hand, they emphasize the emergence of an inner need in a person to make professional choice and go “own way” in the framework of professional development. An individual plan is a means of ensuring such bipolarity and allowing preserving the integrity of individualized training for a Master’s student.

The individual plan determines the content of the individual Master’s program, the content of additional courses and assignments, reflects the schedule of research work of a master student, the calendar plan for the preparation of a Master’s thesis, participation in scientific and socially significant events (competitions, conferences, volunteer events, etc.), records personal initiatives and individual achievements. It is important that the individual plan also serves as a platform for fixing the level of formation of competencies provided for by the relevant standard and is also one of the system-forming factors of the professional development and development process of a specialist.

At the planning stage, a teacher (or a senior student) may use the following questions: “What do you think is the proposed Master student’s individual plan?”, “Why is it an individual?”, “How to make this plan not a burden or a formal document, but an assistant in training?”, “Are you satisfied with its form? Is it necessary to modify it?”, “How could we tie together the goal, plan, and competence?”, “What is mandatory in the plan?”, “What should be different?”, etc.

Thus, the result of the design is an individual educational project of a student for the entire period of study. It is important that throughout the entire period, an individual plan can be refined, adjusted and supplemented in the process of reflexive analytical work and taking into account the changing needs and educational needs of students.

4. Conclusion

The recognition of not only the uniqueness of each person, but also the unequivocal recognition of human freedom as the highest value, the right to freely choose the types and activities in education are the starting points of individualization. Without differentiating oneself among others, without understanding one's own meaning of life, there is no comprehensive education. To ensure the organization and maintenance of the individual educational activities of Master's students, it is necessary, first of all, to ensure the individualization and integration of all activities of students, and, second, to design the actions of all participants in this process. At the same time, it should not be forgotten that individualization itself should not be regarded as the main goal in the activities of teachers (this can lead to formalism in work), it acts as a means of creating optimal conditions for the personal and professional development of a future teacher, and the success of this process will determine ultimately improving the quality of education in general.

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