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PERSONAL AND MOTIVATION CRITERIA DEVELOPMENT OF MASTERS IN PRIMARY EDUCATION TO INNOVATIVE ACTIVITIES

The article is devoted to the actual problem of professional preparation of future masters of elementary education for innovative activity. The author points out that the realities of the modern world, the transformation processes in the education system, the social procurement of the labor market encourage the revision of certain established views on the goals and objectives of higher education in general and the professional training of future masters of elementary education in particular. In this regard, there is a need to organize a system that would provide a purposeful process of forming the masters' professional readiness for innovation activity. The study of this process allowed us to identify the main components of masters' professional readiness for a specific activity, such as cognitive, motivational, reflexive, praxeological.

In the context of the of the study, the motivational component determines the formation of motives for innovation as a pledge of self-realization and self-development of undergraduates; interest in innovation as an important source of professional needs, personal growth, a strong interest in creativity and more.

In the article the level of the personality-motivational criterion is: conscious attitude of future masters of elementary education to innovative activity; formation of motives for professional self-improvement and self-development; stable orientation on humanistic values in pedagogical innovative activity; formation of professionally significant personality traits; the need for innovation; formation of creative potential; professional mobility.

In the article the level of formation of personality-motivational criterion (motivational component) of professional readiness of future masters of elementary education for innovative activity at the indicative stage of the experiment is analyzed.

Key words: future masters of elementary education; innovative activity; motivational component; personal-motivational criterion; professional readiness.

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Introduction. Reforming higher education in Ukraine requires dynamic qualitative changes in the system of professional training of specialists in higher education institutions, which determines the needs of modern society in competent, competitive and mobile personnel. In the context of our research, it is of great importance to find an effective system of professional preparation of future masters of elementary education for innovation. Despite the fact that various aspects of this problem have repeatedly been violated by a significant number of scientists, the theoretical and methodological foundations of professional training of Masters in Primary education to innovate activity remain undefined.

They examine methodologically the major studies of identified problems at systemic, current, and the highest level that exist in the verified system. In the various stages of experimental use, the following groups of methods were used: theoretical: use, synthesis, comparison, use of scientific work and educational literature, and study to be used, it is possible to study the study of its scientific development, using scientific development, using

questions, whether please use methodological principles. the problem under study; empirical: diagnostic (talk, questioning, testing, diagnostic techniques, ranking, methods of performance research, reliable assessments), which requires a total number of experts contributing to the safety of personal and motivational issues, and there is a sufficient number of opportunities for future masters, in particular, to other innovations; psycho-diagnostic methods used to collect empirical research data: a technique of modern motivation for professional activity (K. Zamfir, modification by A. Rean).

Analysis of recent research and publications. Scientific reconnaissance proves that the theory and practice of professional training of future specialists in innovation remains insufficiently developed in the context of new pedagogical reality. The foreign specialists (A. Maslow, K. Rogers) and domestic (G. Abramova, O. Bondarenko, M. Boryshevsky, L. Burlachuk, N. Zubaliy, N. Kolominsky, O. Makarenko) addressed the issues of professional training of future specialists. S. Maksimenko, V. Morgun, V. Tatenko, T. Titarenko, M. Savchin, V. Panok, T. Yatsenko, etc.) researchers. Due attention was paid to the research of

educational and pedagogical innovations, innovative development of educational systems and innovative processes in the works of leading scientists I. Beha, N. Bibik, L. Vashchenko, L. Danilenko, D. Puzikova, G. Shchekatunova and others.

The purpose of the article is to determine the level of formation of the personal-motivational criterion of professional readiness of future masters of elementary education for innovative activity at the ascertaining stage of the experiment.

The ascertaining stage of pedagogical experiment. Experience shows that the professional readiness of future masters of elementary education to innovate is the basis of the professional-pedagogical position of a modern teacher, teacher, teacher, competitive specialist, the basis for his self-development and self-improvement. In our opinion, the professional readiness of future masters of elementary education to innovate is a combination of cognitive (knowledge about the content of profession and professional activity), motivational (motives of activity and interests), reflexive and praxeological (actualization of professional knowledge, skills and competences). Readiness is achieved in the course of professional training, and it is the result of innovative activity.

Let us pay attention to the motivational component and determine the level of formation of the personal-motivational criterion of professional readiness of future masters of elementary education to innovative activity.

In the context of the research, the motivational component assumes that future students have a cognitive and educational need, as well as strong-willed qualities aimed at innovation. Indicators of the personality-motivational criterion are: conscious attitude of future masters of elementary education to innovative activity; formation of motives for professional self-improvement and self-development; stable orientation on humanistic values in pedagogical innovative activity; formation of professionally significant personality traits; the need for innovation; formation of creative potential; professional mobility.

To confirm the relevance and feasibility of the study, we conducted a pedagogical experiment in the educational process of higher education institutions. Having outlined the theoretical and functional and substantive characteristics of the professional readiness of future masters of elementary education to innovate, a sample of the statement stage of the study ($n = 425$) was included from the outlined general sample set, which included undergraduates of the first and second year of study: Vasyl Stefanyk National University ($n = 146$),

V. G. Korolenko National Pedagogical University ($n = 124$), Chernivtsi National University Yuriy Fedkovich University ($n = 112$), Kherson State University ($n = 43$). Of course, the proposed sample reproduces the general set of the phenomenon under study and meets the basic requirements: representativeness, reliability and randomness.

The ascertaining stage of pedagogical experiment is aimed at determining the levels of professional readiness of future masters of elementary education for innovative activity. The identified tasks of the ascertaining stage of the experiment were solved using the methods of empirical level (questionnaire) and theoretical (generalization of the obtained results), the totality of which allowed to obtain objective data on the current state of professional training of Masters in primary education for innovation.

In order to study the personality-motivational criterion, we applied the methodology of studying the motivation of professional activity K. Zamfir, modification of A. Rean. This technique is recommended by its authors for diagnosis of motivation of professional and pedagogical activity. The motives for professional activity (by the method) are: money earning, career aspirations, the desire to avoid criticism from the leaders or colleagues, the desire to avoid possible punishment or trouble, the need to achieve social prestige and respect from others, the need to achieve social prestige and respect from others, pleasure from the process and the result of work, the possibility of the most complete self-realization in the chosen activity.

The key substantive parameters are internal and external motivations, which are central to the study of respondents' personal and motivational criteria. It should be noted that the intrinsic type of motivation can be traced when it is the content of the activity that matters to the individual. If the motivation for professional activity is based on the desire to meet other needs external to the content of the activity, in particular the motives for social prestige, wages, etc., then state the external motivation. At the same time, extrinsic motives are differentiated into external positive and external negative. External positive motives are more effective and much more preferable from all points of view than external negative motives.

The results of the ascertaining stage of the experiment. We offer you to evaluate the obtained individual results of the examinees, focusing on the following parameters, determined by the descriptive frequency characteristics of the arithmetic mean values (M) and the mean square deviation (SD) (see Table 1).

Table 1

The mean values and mean square deviations in accordance with the measures of «The Professional development motive methodology» ($n=425$)

№	Measures of investigated parameters	Arithmetic mean, M	Mean square deviation, SD
1	2	3	4
1.	Intrinsic motivation, <i>IM</i>	4,15	1,31
2.	External positive motivation, <i>EPM</i>	4,31	1,12
3.	External negative motivation, <i>ENM</i>	4,11	1,13

The obtained data provide extremely interesting material in the scientific notion, which is crucial for the next stage – the development of the experiment. It is expected that the arithmetic mean of intrinsic motivation ($M = 4,15$) is inferior to external positive motivation ($M = 4,31$), while at the same time it is no lower than external negative motivation ($M = 4,11$). The general formula of the ascertainment sample is as follows: $EM < EPM > ENM$. This means that external positive motives are prevailing, which in turn made it possible to coordinate the creation of a system of formative and developmental influences along the lines of extrinsic motivational incentives.

In the table 2 there are values of low, medium and

high levels of parameters of motivation of master's degree students that were obtained experimentally. Results that referred to below the lower boundary level are belonging to the extremely low and, accordingly, higher results above the higher boundary level – referred to the extremely high.

The differences in motivation measures are significant enough by the Kolmogorov-Smirnov λ -criterion, which are statistically confirmed at a reliable level $p \leq 0.05$. After determining the motivation levels, the empirical results of the methodology were processed.

Let us present the percent frequencies of empirical data distribution according to the parameters of examinees motivation. (See Fig. 1).

Table 2

Metrical diagnostic characteristics by «The Professional development motive methodology»

№	Measures of investigated parameters	Extremely low results	Low level	Medium level	High level	Extremely high level
1	2	3	4	5	6	7
1.	Intrinsic motivation, <i>IM</i>	...<0,23	0,22 – 2,83	2,84 – 5,46	5,47 – 8,08	8,09<...
2.	External positive motivation, <i>EPM</i>	...<0,93	0,94 – 3,18	3,19 – 5,43	5,44 – 7,67	7,68<...
3.	External negative motivation, <i>ENM</i>	...<0,70	0,71 – 2,97	2,98 – 5,24	5,25 – 7,51	7,52<...

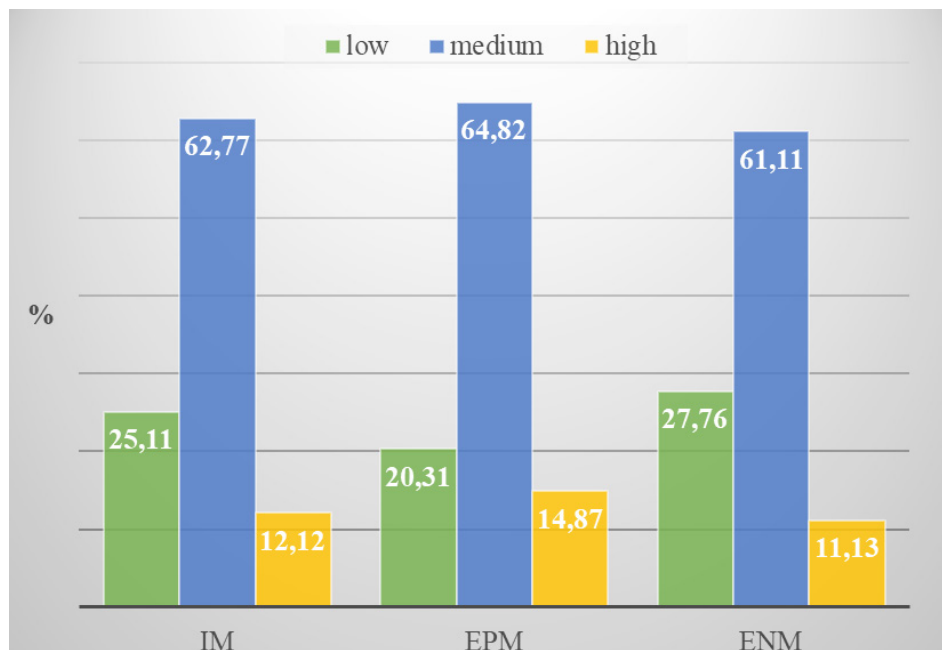


Figure 1. Levels of parameters of examinees' motivation

Note: *IM* – intrinsic motivation;
EPM – external positive motivation;
ENM – external negative motivation.

Thus, according to the results of the empirical study, the profile of the ascertainment selection in compliance to the levels of the parameters of examinees' motivation ($n = 425$) showed a relatively similar curve of distribution of empirical results with each other and accordingly similar to the Gaussian curve. Normally high results of the average levels were

recorded according to the formula obtained earlier: $VM < PM > ZNM$ (62.77% <64.82%> 61.11%), a similar distribution was obtained in high results (12.12% <14.87%> 11.08%). In the low results (25.11% <20.31% <27.81%), respectively, the formula will get the opposite consistent pattern, that is, the highest results of the low level are observed in the

external negative motivation at the level of 27.76%, in n = 118 examinees.

Conclusions from the results of the provided research can be embodied in the development, implementation and realization of a training-methodological complex, which will contribute to the effective preparation of future master's degree students of first degree education

for innovative activities and the formation of a high level of personal-motivational criteria.

The conducted research does not exhaust all aspects of the raised problem; therefore, we consider it necessary to carry out a study of the level of professional preparation of future masters of first degree education in cognitive, reflexive and praxeological components.

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СФОРМОВАНІСТЬ ОСОБИСТІСНО-МОТИВАЦІЙНОГО КРИТЕРІЮ ПРОФЕСІЙНОЇ ГОТОВНОСТІ МАЙБУТНІХ МАГІСТРІВ ПОЧАТКОВОЇ ОСВІТИ ДО ІННОВАЦІЙНОЇ ДІЯЛЬНОСТІ

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Стаття присвячена актуальній проблемі професійної підготовки майбутніх магістрів початкової освіти до інноваційної діяльності. Наголошено, що реалії сучасного світу, трансформаційні процеси в системі освіти спонукають переглянути певні сформовані погляди на цілі та завдання вищої освіти загалом та професійну підготовку майбутнього майстри початкової освіти зокрема. У зв'язку з цим існує потреба в організації системи, яка б забезпечувала цілеспрямований процес формування професійної готовності майстрів до інноваційної діяльності. Дослідження цього процесу дозволило визначити основні компоненти професійної готовності магістрантів до означеної діяльності, а саме: когнітивний, мотиваційний, рефлексивний, праксеологічний. Здійснено аналіз рівня сформованості особистісно-мотиваційного критерію (мотиваційний компонент) професійної готовності майбутніх магістрів початкової освіти до інноваційної діяльності на констатувальному етапі експерименту. У контексті проведеного дослідження мотиваційний компонент визначає сформованість мотивів інноваційної діяльності як запоруки самореалізації і саморозвитку магістрантів; зацікавленість інноваційною діяльністю як важливим джерелом професійних потреб, особистісного росту, стійкий інтерес до творчості тощо. Показниками особистісно-мотиваційного критерію визначено: усвідомлене ставлення майбутніх магістрів початкової освіти до інноваційної діяльності; сформованість мотивів до професійного самовдосконалення та саморозвитку; стійкі орієнтації на гуманістичні цінності у педагогічній інноваційній діяльності; сформованість професійно значущих якостей особистості; потреба в здійсненні інноваційної діяльності; сформованість творчого потенціалу; професійна мобільність.

Ключові слова: інноваційна діяльність; майбутні магістри початкової освіти; мотиваційний компонент; особистісно-мотиваційний критерій; професійна готовність.

СФОРМИРОВАННОСТЬ ЛИЧНОСТНО-МОТИВАЦИОННОГО КРИТЕРИЯ ПРОФЕССИОНАЛЬНОЙ ГОТОВНОСТИ БУДУЩИХ МАГИСТРОВ НАЧАЛЬНОГО ОБРАЗОВАНИЯ К ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ

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Статья посвящена актуальной проблеме профессиональной подготовки будущих магистров начального образования к инновационной деятельности. Исследование этого процесса позволило определить основные компоненты профессиональной готовности магистрантов к указанной деятельности, а именно: когнитивный, мотивационный, рефлексивный, праксеологический. Осуществлен анализ уровня сформированности личностно-мотивационного критерия (мотивационный компонент) профессиональной готовности будущих магистров начального образования к инновационной деятельности на констатирующем этапе эксперимента. В контексте проведенного исследования мотивационный компонент определяет сформированность мотивов инновационной деятельности как залог самореализации и саморазвития магистрантов; заинтересованность инновационной деятельностью как важным источником профессиональных потребностей, личностного роста, устойчивый интерес к творчеству и тому подобное. Показателями личностно-мотивационного критерия определены: осознанное отношение будущих магистров начального образования к инновационной деятельности; сформированность мотивов к профессиональному самосовершенствованию и саморазвитию; устойчивые ориентации на гуманистические ценности в педагогической инновационной деятельности; сформированность профессионально значимых качеств личности; потребность в осуществлении инновационной деятельности; сформированность творческого потенциала; профессиональная мобильность.

Ключевые слова: будущие магистры начального образования; инновационная деятельность; личностно-мотивационный критерий; мотивационный компонент; профессиональная готовность.

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