

# Implementation of competency-based approach in interactive teaching of future Masters of Education

## Implementación del enfoque basado en competencias en la enseñanza interactiva de futuros docentes

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#### ABSTRACT:

The article deals with the actual problem of forming the content of professional training of future teachers and its implementation on the basis of a competency-based and interactive approach. The authors specify the key pedagogical concepts according to the modern requirements of the Federal State Educational Standards of Higher Education of the third generation (FSSES of HE 3+, 3++). The study presents a content model of innovation activity, including axiological, cognitive and activity components; in particular; the creative components of this process are described. The experience of interactive teaching of university students (Ryazan State University named for S. Yesenin) is considered. The essential foundations of pedagogical collaboration in the interactive educational process are in the primary focus; the importance of interactive educational process for the professional and personal development of the subjects of pedagogical activity is also stressed. The structural elements "to know", "to be able", "to master" are clarified in accordance with the certain academic disciplines in the master's program "Higher School Pedagogy". The paper considers the forms and methods of interactive learning in the implementation of the educational program. In addition, the indicators of the formation of professional and creative

#### RESUMEN:

El artículo aborda los problemas para producir contenido para la formación profesional de futuros docentes y su implementación sobre la base de un enfoque interactivo basado en competencias. Los autores presentan los conceptos pedagógicos claves de acuerdo con los requisitos modernos de Estándares Educativos del Estado Federal de Educación Superior de la tercera generación (FSSES de HE 3+, 3 ++). El estudio presenta un modelo de contenido de actividad de innovación, que incluye componentes axiológicos, cognitivos y de actividad; en particular se describen los componentes creativos de este proceso. Se considera la experiencia de la enseñanza interactiva de los estudiantes universitarios (Universidad Estatal de Ryazan llamada así por S. Yesenin). Los fundamentos esenciales de la colaboración pedagógica en el proceso educativo interactivo están en el foco principal. El documento considera las formas y métodos de aprendizaje interactivo en la implementación del programa educativo. Además, se especifican los indicadores de la formación de rasgos de personalidad profesionales y creativos, logrados por los graduados del programa de maestría en el proceso de aprendizaje interactivo, teniendo en cuenta los requisitos del FMAM VO 3+.

**Palabras clave:** Educación innovadora, Enfoque

personality traits, achieved by graduates of the master's program in the process of interactive learning, taking into account the requirements of GEF VO 3+, are specified.

**Keywords:** innovative education, competency-based approach, interactive approach.

basado en competencias, Enfoque interactivo.

## 1. Introduction

Currently, innovation processes in higher education in Russia are being realized in three spheres: socio-economic, organizational, and psychological and pedagogical. The structure of innovation processes in education includes the following components: activity, subject, level, content, management. All of them are closely connected with the professional training of future specialists. In pedagogical education, one of the key problems of development is the problem of organizing the content of future teachers' training on the basis of constantly updated federal state educational standards.

As is known, in modern conditions the development of higher educational institutions is hardly possible without the use of new ideas, innovative approaches, systems and models, content and pedagogical technologies. It is also impossible without the interaction and collaboration of scientists, practicing teachers, teachers, and students. The implementation of innovations requires scientific substantiation and approbation, verification of time. Gaining new experience, searching for optimal solutions, ensuring the quality of pedagogical staff training requires competent and interactive formation of the content of training future masters of education, taking into account the requirements of the Federal State Educational Standards of Higher Education of the third generation. In clause 7.3. the corresponding document states: "The implementation of the competency-based approach must provide the extensive use of active and interactive forms of conducting studies, combined with extracurricular work, in order to develop students' professional skills in the educational process. As part of the training courses, meetings with representatives of Russian and foreign educational institutions, scientific state and public organizations, master classes of experts and specialists should be provided" (Federal State Educational Standard of Higher Professional Education, 2009).

At the meeting of the heads of pedagogy departments of the Russian universities, a well-known Russian researcher and professor A.P. Tryapitsina (Russian State Pedagogical University named after AI Herzen) underlined: "At present, when we are taking efforts to identify and justify systemic changes in pedagogical education, that meet the challenges of the time, it is important to analyze the existing experience in forming the content of professional training of future teachers <...> The focus should be on models and technologies for preparing students to live and gain the experience of modern education, oriented on human resources" (Tryapitsina, Piskunova, 2009).

According to this thesis, the authors of the article have formulated the problem and goal of the research: to search for new approaches of formation of the innovative content of professional training of future Masters of Education. In our opinion, there are still problems in the implementation of the competency-based approach in the educational process of the university, and they should be solved first. That is the creation of the necessary conditions for the active involvement of students in practical activities (interactive approach). It is known that the solution of this problem is based on the integration of information and educational, practice-oriented, research and experimental activities. The existing theoretical concepts and educational practices, aimed at creating conditions for the effective implementation of socio-pedagogical initiatives and modernizing educational institutions and their further quality development, must be taken into consideration.

## 2. Methodology

Studying the problem of vocational training of future Masters of Education, the authors relied mainly on competency-based, activity and interactive approaches, taking into account the interrelation between other methodological approaches: humanistic, axiological,

communicative, personality-oriented, systemic, creative, technological. All of them, when solving a scientific problem, were employed as a whole with regard to the topic, purpose, and focus of the research. The main research methods were retrospective analysis, review of the literature and analysis of the views of famous Russian scientists-teachers on the problem; observation, questioning, interviews, design, modeling, experiment, analysis of the personal experience of the teachers of the Department of Pedagogy and Management in Education of Ryazan State University named after S. Yesenin.

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### 3. Results

It is known that the problem of updating the content of pedagogical education of future Masters of Education on the basis of the FSES of HE 3+, 3++, with regard to methodological approaches, is being actively studied by philosophers, teachers, and psychologists. We have studied the works of methodologists, scientists and teachers who have been developing conceptual ideas of the problem under study in order to improve the quality of education of future teachers on the basis of the competency-based approach: E.F. Zeer (2007), V.I. Zagvyazinskiy (2008), A.F. Zakirova (2008), V.V. Kraevskiy (2006), E.V. Korotaeva (2007), T.A. Matveeva (2007), A.P. Tryapitsina (2006), G.K. Selevko (2006), V.A. Slastenin (2002, 2004), A.V. Khutorskoy (2008), and others. Competency-based approach is defined by scientists as the orientation of education towards the achievement of a sufficiently high level of knowledge and experience, necessary for carrying out professional activity in various disciplines. In the materials of the modernization of education, competency-based approach is considered to be the most important conceptual position of updating the content of vocational education. In turn, scientists define competency as "meaningful generalizations of theoretical and empirical knowledge, presented in the form of concepts, principles, meaning-making provisions" (Zagvyazinskiy, Zakirova, 2008, p. 61, 132).

The analysis of the conceptual definitions allowed to reveal and theoretically substantiate the interrelation and interdependence of the main concepts of competency-interactive education in pedagogical activities, as well as to ensure the creation of the necessary conditions for their use in order to organize educational and cognitive activities at the university at a higher quality level. Consequently, the essence and content of the key concepts under consideration are united by the common semantic meaning - communication, people's influence on each other and, accordingly, interaction, cooperation, dialogue, and collaboration.

Researchers single out basic and key competencies. Basic competences include: multifunctional, interdisciplinary and transdisciplinary competencies, as well as general scientific, socio-economic, civil law, information and communication, polytechnic, general professional, general cultural ones. Competences of a wide range of use with certain universality are called key competencies (Zagvyazinskiy, Zakirova, 2008, p. 132, 133).

The competency structure includes: activity, creative, motivational and emotional-volitional spheres. Experience, that is integration of human scientific knowledge, individual actions, methods, and techniques for solving professional problems, is considered to be one of the important components of competency.

Researcher Khutorskoy A.V. defines educational competency as "a set of semantic orientations of knowledge, skills, abilities, and experience of the student's activities in relation to a certain range of reality objects that are necessary for carrying out personal and socially significant productive activity" (Khutorskoy, 2003, pp. 58-64).

E.F. Zeer writes that "competency-contextual and personal-developmental education with a set of training, education and development technologies adequate to the competency-based approach should come to replace the cognitive and activity paradigms of education" (Zeer, 2007, pp. 355, 356).

T.A. Matveeva, analyzing the conceptual definitions of the Competency-based Approach in Vocational Education, stresses that its implementation at the university "requires an appropriate organization of the educational process, changing the role of the teacher, mastering relevant pedagogical technologies, in which the emphasis is placed on methods

that stimulate learning through action, integration, exchange experience, creative problem solving... believes that the competency-based approach strengthens the practical orientation of education, its pragmatic, subject-professional aspect" (Matveeva, 2007, p. 359).

In modern conditions, the interactive approach has been increasingly used by scientists and practitioners in the research and organization of practical activities in various fields of scientific knowledge. The use of the interactive approach in pedagogical science, in our opinion, should be considered both from the point of view of the education methodology and from the point of view of the theory and practice of pedagogical activity (Grebenkina, 2016, pp. 330 – 336). Thus, the interactive approach in pedagogy is considered as an innovative principle of organizing the system of education, revealing the nature and degree of interaction between objects and subjects of activity. Interactive learning suggests well-organized feedback between subjects and learning objects, with two-way information exchange between them.

The encyclopedia of educational technologies (G.K. Selevko) provides the classification parameters, conceptual positions, gives examples of specific interactive technologies. Among them are distance learning technologies, computer technologies, development of critical thinking through reading and writing, discussion technology, technology "Debates", training technologies (discourse, "family circle", lesson - problem workshop, psychological and pedagogical counseling) and others (Selevko, 2006, pp. 239, 243, 246, 251, 261). According to methodologist V.V. Kraevskiy, interactive technologies are an integrating innovation, including technologies for interaction between the subjects of educational process.

E.V. Korotaeva, studying the history of the formation and development of the category "pedagogical interaction", emphasizes the ambiguity of understanding this category and comes to the conclusion that this definition should be viewed from two positions: theoretical and methodological (conceptual) and practice-oriented (technological). Their integration can be presented as interactive learning and interactive technologies (Korotaeva, 2007, pp. 31-32, 97).

Modern Master's programs of pedagogical profile are aimed at forming a set of students' competences, meeting the requirements of time and profession, so the educational process is structured in the way that is as close as possible to the ideal teacher's image.

In practice, the competency-interactive approach is implemented as a particular type of activity related to the study of the educational material content in the course of interactive lessons with the maximum students' activity. When organizing interactive learning, interactive technologies are used (a type of communication technology that provides interaction and feedback between subjects and learning objects, with two-way exchange of information between them). Consequently, the organization of interactive learning involves modeling of life situations, use of role-playing games, general solution of issues based on the analysis of the given situations.

In our study, the focus is on the use of the competency-interactive approach, which implies interrelation and use of interactive technologies, active forms and methods of learning, interaction of the subjects in the context of interactive learning. We made sure that interactive technologies allow to reproduce various official and personal roles in the educational process and to master them, creating a future model of communication for people in a professional activity. They also make it possible for the student to be as close as possible to real situations and be involved in the studied phenomena. Interactive technologies motivate to active actions, make the student experience the state of being a success, accordingly he starts motivating his behavior and gets prepared for future profession.

In modern conditions in institutions of higher vocational education, the entire software system is updated on the basis of the requirements of the FSES of HE + +. The main goal of the requirements is to achieve the level of future specialists' professionalism on a competency-based basis, using innovative technologies in the educational process, including active (interactive) tools, forms and teaching methods and teaching methods. At the same time, it is taken into consideration that the competency-based approach in education focuses on the achievement of a sufficiently high level of knowledge, skills, and abilities, professional

and personal qualities by graduates of a university. It is also aimed at formation of students' information awareness, diverse communication, and interaction in various fields and areas of experimental, sociocultural and educational activities, as well as readiness for independent work.

At the same time, analyzing the current state educational standards from the point of view of updating the content of education, scientists also single out, along with other types of educational activities, the creative component (creative educational activities).

With regard to the conceptual ideas of the competency-interactive approach, the Department of Pedagogy and Management in Education of Ryazan State University named after S.A. Yesenin has elaborated and has been implementing a model of innovative activities in training future Masters of Pedagogy. The model's content includes the substantiation for the goal of interactive learning and education, expanding students' opportunities for interaction, dialogue and independent work of students. The model reflects innovative thinking, spiritual and moral content of the worldview, patriotic and civic position, physical development, creative environment for the formation of cooperation through the improvement of professional and socio-cultural competencies. Special attention was given to the use of interactive tools, forms and methods of training and education, innovative developmental and educational technologies, development of activity and independent work of students. Opportunities for interaction between teachers and students of higher education were identified in the process of organizing a holistic pedagogical process, based on the implementation of the requirements of the FSES OF HE. In particular, the influence of interactive forms and methods of training and education on improving the professional competency of future masters of pedagogy was studied (Greibenkina, Kopylova, 2013, pp. 276-281). The interactive technologies were understood by the authors as innovative technologies, involving the maximum use of active forms and teaching methods in the educational process and ensuring the interaction and joint activities of teachers and trainees. These included developmental, gaming, problem, project educational technologies.

The analysis, made by the authors, showed that classroom and extracurricular active forms of training and education were organized with regard to the modern educational and methodical complex of the Department, interactive technologies, so they contributed to the professional and personal growth of future teachers. In our practice, dialogues, discussions, blitz games, analyzing situations and solving pedagogical problems, competitions for innovative projects, presentations, preparing and protecting portfolios, developing programs for creative self-development of students and others showed good results.

While preparing and conducting interactive classes, the teacher together with students works out a plan and implements it in the educational process, the teacher also elaborates a student's way to achieve certain goals and objectives in training and education. In this case, teachers support the so-called "vertical" interrelations. For example, senior students become organizers and participants of studies and extracurricular activities in junior courses, which allows them to develop successfully professional skills, change the social status of the student, and form an adequate self-assessment of their own development. Involvement in pedagogical activity allows students to adjust their motivational sphere: they develop motivation to achieve success in their future profession, demonstrate activity and initiative, the awareness of the correctness of professional choice, the desire to continue their work in education, at school and university are strengthened.

Taking into consideration the needs of developing innovative education, at Ryazan State University special attention has been paid to creative, innovative and project research activity for several years. This kind of activity meets the requirements of the time and is aimed at shaping the professional and research competency of each student. The results and research findings of Ryazan scientists on various aspects of the problem of the professional and personal development of the future teacher are described in a joint monograph (Martishina, et al., 2016). In addition, they are published in the journals and conference proceedings covered in Web of Science and Scopus (Greibenkina, et al, 2015; Eremkina, et al., 2018).

The analysis of the FSES of HE in Master's degree 44.04.01 Pedagogical Education

(qualification "master"), approved by the order of the Ministry of Education and Science of Russia No. 1505 dated 11/21/2014 (the training of future pedagogical staff is currently being carried out according to it), showed that the FSES of HE contains competences that the student (the future teacher) should master. All of them demonstrate his professionalism, although, from the point of view of updating the content of education, there is a need to implement the creative component as an appropriate competence (organization of creative educational activities). This is indicated not only by scientists but also by practicing teachers and trainees. So, evaluating this phenomenon, students enrolled in the Master's programs of pedagogical profile, most often note subject-technological and psychological-pedagogical competence. Detailing the professional and personal characteristics of the teacher, they enumerate sociability, creativity, mobility. In addition, they emphasize that it is impossible to consider a teacher with a low level of general and professional culture to be a professional, creative person in the field of pedagogical activity.

Taking into account the importance of the creative parameter, the staff of the Department of Pedagogy and Management in Education of Ryazan State University, that have worked out and implemented the Master's program "Higher School Pedagogy", introduced a special discipline "Pedagogical Creativity" into it. While studying, students master the general cultural competence 1 (GCC – 1) which included the ability to abstract thinking, analysis, synthesis, the ability to improve and develop intellectual and general cultural level. Dividing GCC 1 into "know", "be able", "master" structural elements, it is possible to describe its content in the following way:

- to know the specifics of abstract thinking, analysis, synthesis, the ability to improve and develop one's intellectual and general cultural level;
- to be able to think abstractly, analyze, synthesize, improve and develop one's intellectual and general cultural level;
- to master the methods and techniques of abstract thinking, analysis, synthesis, improvement, and development of one's own intellectual and general cultural level.

Professional competence 6 (PC – 6) is directly connected with creativity: the readiness to use individual creative abilities to solve research tasks independently.

- to know the possibilities of using individual creative abilities for independent solution of research tasks;
- to be able to use individual creative abilities for independent solution of research tasks;
- to master the methods and techniques of using individual creative abilities for independent solution of research tasks.

Throughout the period of training in the magistracy "Higher School Pedagogy," we carry out diagnostics, allowing to evaluate the features and effectiveness of the processes of professional and personal development and students' development. Various tests, survey options (interview, questioning), analysis of students' answers in classes, tests, exams, as well as products of their activities (creative tasks, professional essays, practice reports) are employed.

Since opening the full-time magistracy "Higher School Pedagogy" in 2012 and distance learning magistracy in 2014, about 200 people desired to enroll in the specified educational program. Already during the entrance exam, the majority of applicants (up to 85%) noted that creativity is the most significant characteristic of a teacher and teacher of higher education. It should be noted that, according to the results, not all candidates, who passed the entrance exam, were enrolled in groups. The most prepared, professionally-oriented applicants became graduate students. By the time of graduating from the magistracy, this opinion is typical for all graduates (100%). This is explained not only by the inclusion of a specialized academic discipline in the master's program but also by the fact that this aspect is always important when teaching all subjects and during practical training period.

Analyzing the creative professional characteristics, describing teacher's professionalism, the graduates mentioned a set of parameters (an average index of 5 graduating classes of the full-time magistracy and the 2 graduating classes of distance learning magistracy). 71 postgraduates graduated from the magistracy "Higher School Pedagogy" of the Department of Pedagogy and Management in Education of Ryazan State University (37 students

graduated from the full-time magistracy, 34 graduated from distance learning magistracy). When specifying percentages, the principle of rounding to the integer number was used:

- ability to think creatively - 89%;
- knowledge of the features of pedagogical creativity - 89%;
- knowledge of the pedagogical technologies of creativity, creative forms and methods of organizing the educational process, as well as the ability to put them into practice - 89%;
- the ability to apply knowledge of creative pedagogical tools in practice - 89%;
- creative activity - approximately 87%;
- ability to creative dialogue - 87%;
- the ability for creative self-development - 85%;
- the ability to create an atmosphere of creativity in the course of the educational process - 84%;
- the acceptance of the creativity of their pupils, the willingness and ability to support and develop it - 83%.

It must be noted that all graduates mention the teacher's developed creative abilities and skills, but not all detail this category. Among the particularly significant creative parameters of pedagogical activity are: innovations in the educational process - 88%; co-authorship of participants in the educational process - 86%.

The creative component of the professionalism of the graduate of the magistracy "Higher School Pedagogy" can be considered as a combination of several interrelated components: axiological, cognitive and activity components. The first of them, axiological, reflects the acceptance of creativity, pedagogical creativity, the creative personality of the teacher and his student as a value, and the desire to perform his professional activities, with respect to these values. The second component is cognitive, it includes knowledge about the nature of creativity, pedagogical creativity, the characteristics of the creative development and self-development of the individual, knowledge of the creative forms, methods, technologies of training, education, development, as well as understanding the creative nature of pedagogical activity. The third one is activity component, integrating creative abilities and skills, the creative mastery of pedagogical tools. The results are given in table 1.

**Table 1**

The evaluation of the creative component in the educational activity of the students of full-time and part-time magistracy "Higher School Pedagogy"

<b>Component</b>	<b>Average index</b>	<b>Index of the students of full-time magistracy</b>	<b>Index of the students of distance learning magistracy</b>
Axiological component	100%	100%	100%
Cognitive component	89%	89%	89%
Activity component	87,5%	86%	89%

For the first two components, the indicators matched. As we have already noted, in the entrance exam, the majority of applicants showed a clearly expressed value attitude to creativity in the teaching profession; in the learning process this attitude only became stronger. If we evaluate the agreement of the cognitive parameter, we note that this is influenced by a number of factors. Firstly, full-time students have much more time for classroom training compared with correspondence courses. It makes it possible to work out much more information on all aspects of pedagogical activity and development of the personality of a modern teacher, creative aspects in particular. On the other hand, among

part-time students, the majority work in various types of educational organizations. Consequently, they acquire creative knowledge both in theory and in practice. We emphasize that it is intensive professional activity that is simultaneous with studying at a higher educational institution, which influences higher indexes of the activity component of extramural students.

The results achieved are due to the fact that from the very beginning, the teachers of the department, working under the program, aimed at combining the best examples of traditional forms and technologies of education with effective educational innovations. Students were offered problem lectures and visualization lectures, binary lectures, and lectures with elements of practical classes, seminar discussions, workshops, and trainings. In the educational process, roundtables on topical issues of pedagogy and education are widely used. Under the guidance of the teachers of the department, students were involved in design, collective, creative and collective cognitive activities. They mastered gaming technology, work with cases. Pedagogical lounges, pedagogical studios, pedagogical workshops, master classes were very popular among students. It is important to note that for a number of students, for example, those working at Artek, the teachers of the department developed individual educational routes, implemented largely due to distance education technologies. Undergraduates take part in various scientific conferences, along with the teachers of the department (their supervisors), participate in the work of the author's seminars and advanced training courses of famous Russian teachers. In spring 2018, they took an active part in an educational seminar on humanistic pedagogy under the motto "Love the future - the wings will grow" (Sh. A. Amonashvili) and advanced training courses for academic teaching staff on the theme "Psychological and pedagogical foundations of competency- contextual approach in education" (A. A. Verbitskiy).

As part of the study, assessing the professional ideal of a teacher, the authors of the article paid attention to the activity of students in the interaction, in particular, to such a significant parameter as communicative culture. It is considered to be a dynamic integrative professional-personal phenomenon, uniting motivational-axiological, cognitive, and activity-related elements. Communicative culture helps the teacher create non-conflict and effective communication with other subjects of the educational process.

The prolonged development of creativity and communicative culture during all the years of study at the master's program "Higher School Pedagogy" is one of the priorities of the teachers in the Department of Pedagogy and Management in Education, implementing this program. The future teacher's communicative culture is formed in the context of all the disciplines included in the program, in the course of research work, professional education, free communication of graduate students with each other and with the teachers. It should be noted that several years ago, a special subject "Culture of professional communication" was introduced into the program of this magistracy. When studying this discipline, general professional competence 1 (GPC – 1) is formed. It includes the readiness to professional communication in oral and written forms in Russian and foreign languages to solve problems of professional activity. It includes the following positions: "to know", "to be able", "to master":

- to know the characteristics of the implementation of professional communication in oral and written forms in Russian for solving problems of professional activity;

- to be able to implement professional communication in oral and written forms in Russian to solve problems of professional activity;

- to master the methods and techniques for the implementation of professional communication in oral and written forms in Russian for solving problems of professional activity. In addition, general professional competence 3 (GPC – 3) is formed and involves willingness to interact with the participants in the educational process and social partners, to lead the team, having tolerant attitude to social, ethnic, religious and cultural differences. General professional competence 3 can also be presented as a set of three positions:

- to know the characteristics of interaction with the participants of the educational process and social partners, leadership of the team on the basis of tolerant perception of social, ethnic-confessional and cultural differences;



- to be able to interact with the participants in the educational process and social partners, lead the team, having tolerant attitude to social, ethnic, religious and cultural differences;
- to master interacting with the participants of the educational process and social partners, leading the team, tolerantly taking social, ethnic-confessional and cultural differences.

The study of this discipline is structured in such a way that the theory is naturally supplemented with cases, exercises for the development of communicative knowledge and skills, workshops, training and games that allow to simulate and analyze various pedagogical situations.

For several years, we have monitored the level of development of the communicative culture of postgraduate students. For this purpose, we used the appropriate diagnostics (a test of communicative skills by L. Mikhelson in edition of Yu. Z. Gilbukh (Gilbukh, 1995), a test of the dominant psychological defensive strategy in communication by V. V. Boiko in edition of D. Ya. Raygorodskiy (Raygorodskiy, 2011), an express-diagnostics of empathy by A. Mehrabian and N. Epstein in edition of G. U. Soldatova (Soldatova et al., 2008).

The results of our study are given in average; data from all graduating classes are taken into account. So, developed communication skills were demonstrated by 88% of those who entered the magistracy, and 100% by the graduates. The optimal dominant psychological defensive strategy was chosen by 78% of those enrolled in the 1st year of the master's program and 99% of its graduates. The normal level of empathy was recorded in 65% of master's first-year students and 77% of those who graduated from magistracy. The data presented show the positive dynamics in the development of the communicative culture of postgraduate students of the master's program "Higher School Pedagogy", which is provided with a complex of well-thought-out mechanisms, technologies, forms and implemented psychological, pedagogical, and diagnostic support.

The effectiveness of this program is supported with successful participation of postgraduates and current students in competitions of professional skills and creativity. In 2018, three students, studying at magistracy, became laureates of the city competition "Pedagogical Debut". The undergraduates became the winners of the university competition for the best student research paper twice. They became the winners and prize-winners of the university competition for student innovative projects. Many working teachers, who study in the magistracy "Higher School Pedagogy", gained promotion, new qualification categories. 7 graduates started working at the university, one of them was invited as an assistant to the department of pedagogy and management in education, which implements this program. At present, 5 university teachers are trained in the master's program. The program proves its relevance: among applicants and graduates are students from Ryazan, Moscow, Moscow region, Smolensk, Tambov and other cities.

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## 4. Conclusions

The solution of the problem under study was carried out on the basis of integrating information and education, practice-oriented, research and experimental activity. The authors took into consideration the existing theoretical concepts and models, educational practices, aimed at creating the necessary conditions for the effective implementation of socio-pedagogical initiatives in order to modernize educational institutions and their further qualitative development.

Modern Master's programs of pedagogical profile are aimed at forming a set of students' competences, meeting the requirements of time and profession. The educational process is structured in such a way that graduates are as close as possible to the ideal teacher's image.

Considering the conceptual ideas of the competency-interactive approach, a model of innovative activity in training future masters of pedagogy was developed and implemented. Its content reflects the background for the purpose and content of interactive learning and education, expanding opportunities for students' interaction, dialogue and independent work. Its content includes innovative thinking, spiritual and moral content of the worldview, patriotic and civic position, physical development and creative environment for the formation

of collaboration among the subjects through the improvement of professional and sociocultural competences. Special attention was paid to the use of interactive tools, forms and methods of training and education, innovative developmental and educational technologies, the development of creativity, activity and independent work of undergraduates. Opportunities for interaction between teachers and students of higher education were identified, used and implemented in the process of organizing a holistic pedagogical process based on the implementation of the requirements of the FSES of HE 3+. In particular, the influence of interactive forms and methods of training and education on improving the professional competency of the future master has been proven. The emphasis is laid on the development of student's spirituality, communicative culture, creativity, mobility, general cultural, subject-technological, psychological, educational, diagnostic competency. Together, these parameters make a graduate a master in his profession, able to respond to the challenges of a rapidly changing world. The systematic use of updated content, interactive forms and ways of teaching, the thoughtful practical implementation of a competency-based approach in education, the creation of necessary conditions made it possible to solve the study problem. The productive feedback from the subjects of education, two-way exchange of information between them, and involvement of students in creative, practical interactive activities also facilitated the solution to the problem.

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