

# The principles of organizing the modern master's education (based on the example of a far Eastern Federal University)

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## Abstract

The problem with the development and the scientific basis of a modern system for training master's degree students according to the new environment, new goals, and new principles for organizing a master's of education is discussed. This paper highlights the most significant organization for master's training conditions of the information society and the principles of the organization of the educational process and considers the content of the principle of individualization of postgraduate education.

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*Keywords:* Principle; Information society individualization; Postgraduate training; Needs; Individual educational path

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The problem with the development and scientific basis of a modern system for training master's degree students under the new conditions and for new purposes based on new principles of organizing master's education is highly relevant. Our research focuses on the need to consider the new possibilities that are opened with the new information society.

Today, training master's level specialists is defined as the main educational program according to the second level in the system of higher education. For each specialty, the master's program provides educational opportunities at higher levels. In addition,

master's training can be carried out in a direction different that of an undergraduate degree. The characteristics of master's training include the following:

- Training of masters only at those universities that have sufficient material and human resources;
- As a rule, professors and teachers conducting master classes are invited who have active research activities and extensive practical experience (often invited from leading universities in Russia and abroad);
- The masters learning process to is more flexible and the student is often given the opportunity to choose an individual schedule and form of education;
- A master's degree provides graduates with the opportunity to either continue to work or continue their education in graduate school (both in Russia

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and abroad, as recognized by most countries of the world).

The multilevel system of specialist training (bachelor and master) is firmly established in the Russian practice of higher vocational education. Today, many discuss improving the content and quality of educational processes at various levels of higher education. We examine the second stage of higher education: master's training in the information society.

The most significant new conditions of the information society are [13]:

- Qualitative technological leap in the production, storage, accumulation, processing and transmission of information;
- Significant increase in the role of information, knowledge, and information technology in the lives of society as a whole and each person individually;
- Access to global information resources, effective communication, and the emergence of a global information environment;
- Transformation of the information sphere in social life systems and natural conditions of life.

The terms of the information society open up new possibilities for the organization of various spheres of life, including education. Education, in the methodological aspect and in terms of its organization, is based on certain principles, the observance of which largely determines the quality of education. Given the conditions outlined above, in our opinion, the revised principles and organization of the educational process in higher education should include:

1. Fast response: the creation of new master's programs as the reaction of the research and educational community to the challenges of time. As a result, the programs will provide a guaranteed demand for graduates of the graduate labour market.
2. Temporality of the master's program: the time frame is determined by the relevance of the implementation of the current needs of the market, society and state. As a consequence, a team capable of implementing an educational program is not necessarily "bound" to the issuing department and includes, where appropriate, representatives of academia, leading universities in Russia and abroad, and highly qualified specialists of the manufacturing sector.
3. Dualism of collective interaction to implement master's programs: system interaction with other

structural components of the university as a met-system and cluster cooperation with the public, municipalities, government agencies and business communities. As a consequence, the roles external to the university environment (which largely determines the relevance of the program) will be significantly strengthened in the preparation of the popular staff.

As a part of the content of master's training, it seems appropriate to focus on the following principles:

1. Author's character of the master's program as a reflection of the existing teaching staff in scientific ideas, schools, and interests.
2. Online master's program support using modern communication technologies to ensure a comfortable interaction of all of the participants in the educational process in time and space [1].
3. Educational cooperation by changing the function of a teacher to (mostly) training for (mainly) advice and creating situations of joint scientific research [11].
4. Individualization of the educational process with flexible curricula, a wide range of disciplines and the rights of their choice, and the possibility of constructing individual educational programs [7].

The principle of individualization in our research has a special role because it is, in our opinion, of particular importance for the organization of educational processes in higher education in the information society. Many researchers discuss the need to customize education. That category is understood in different works in different ways: as a strategy [6,8], as a system [6], as a process [2], as a principle [3,5,7], and so on. We agree with the authors who consider customisation to be the principle of individuation. The essence of the principle of individualization in high school is to provide each student the opportunity to build their own educational trajectory in accordance with their needs and with the "learning ability" of the student. This understanding of individualization requires the treatment of two categories: the need and the trajectory. In psychology [10] and in educational research [4] it is defined as stating needs in certain circumstances of life, activity, material objects, people or certain social factors, without which the individual feels a state of discomfort. The need-motivational sphere varies throughout life and at different stages. In our research, this is a period of training in the magistracy.

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