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## INFORMATION AND INNOVATION IMPLEMENTATION AS AN EFFECTIVE MECHANISM IN THE TRAINING OF SPECIALISTS

### ІНФОРМАЦІЙНО-ІННОВАЦІЙНІ ВПРОВАДЖЕННЯ ЯК ДІЄВИЙ МЕХАНІЗМ ПРИ ПІДГОТОВЦІ «МАГІСТРІВ»

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Higher education institutions in Ukraine face the problem of introducing effective ways and innovative approaches that will contribute to the quality training of future specialists in various fields of science and technology. Among the effective ways of solving the problem, the main one can be considered the process of mastering the information space, which contains many new technologies and serves as a starting point for the implementation of ideas that can ensure the development of any industries and economic sectors in our country [1, c. 189–190].

Information technology in the educational process is not only a powerful learning tool that allows you to quickly master information, but also an environment of interactive interaction between representatives of different professional, national, age and other groups of users, regardless of their location. According to many experts, information technology makes it possible to update the organization and cooperation of subjects of educational activities, to increase its effectiveness by implementing a differentiated approach and ensuring the formation of the necessary professional competencies and personal qualities of university graduates [2, c. 9]. However, most of the innovative developments are not based on a holistic, systematic, integrated application in the education system, which leads to one-sided recommendations that the student can not be used in real practice, while working at the enterprise. This is especially true of the problems that arise when writing a diploma thesis and pre-diploma practical training, where the student has a precedent for the need to match the knowledge acquired at the university with the requirements for skills put forward to specialists at enterprises [3, c. 300].

The purpose of the work was to conduct a study of information and innovation implementations that are effective and motivational during the study and writing of the master's thesis.

Practical tools for applying innovations were considered on the example of ensuring a competency-based approach to the learning outcomes of the Master's degree. This is due to the fact that when obtaining a master's degree, research work is planned and more time is provided for practical skills.

The previous mass, "conveyor" training led to the fact that in most cases the diploma project or thesis was of an educational nature, since the constructive, innovative component was usually insignificant, that is, the thesis was characterized as a graduation work, not a qualification work. Now a significant step forward has been made and thanks to the active involvement of masters in research and practical work, it was possible to return to the diploma work as a comprehensive practical study of a real

problem, which should demonstrate the creativity of a graduate specialist in entrepreneurship, trade and exchange activities.

At the same time, along with the traditional skills and abilities to analyze literary sources, our graduates have to conduct a number of personal scientific and practical studies to determine the quality of goods presented in the trade network, as well as to form the properties of a new range of goods and determine the strategy for developing their competitiveness in the target market. In the process of performing tasks of the diploma work, the student acquires practical skills in using the methodology of expert research, analyzes the features of the functioning of individual methods in different types of market environment. Systematization and critical comprehension of information make it possible to understand the strategy and tactics of decision-making, to predict trends in the development of a certain quality parameter and to coordinate their forces in time to perform the necessary task.

That is, the master's thesis is a well-developed qualification document, which includes not only the theoretical part, but also contains an in-depth practical and information-analytical study of the problem, in accordance with the topic set by the supervisor. The relationship of these components of the diploma depends on the task and direction of research. The main condition for the design of the research and information-analytical sections is the emphasis on factual analysis and minimization of interpretation of facts. In turn, the research section consists of the results obtained during the practical implementation of the idea, during the internship at the enterprise or in laboratories. The analytical section of the thesis contains mainly logical reasoning for comparing various facts, explaining market trends and their interrelationships, as well as formulating general conclusions and forecasts of the commercial situation. A similar approach to the development and writing of a thesis is considered effective by other experts [4, c. 47].

It should be noted that during the writing of theses, students use a wide range of information resources, among which, in addition to traditional literary sources present in scientific institutions in paper form, up to 80% is the Internet resource (information and digital forms – sites, blogs, forums, e-mail, audio-video conferences, social networks, messengers (Viber, Telegram), and so on).

One of the most widely used, students and teachers consider the platform Google-academy, which allows a full and quick search for the text of scientific publications, allows you to create a personal page of the author [5, c. 11; 6, c. 28–29]. Also, Open Journal Systems, ORCID, PUBLONS

and Scopus platforms are becoming more and more popular. Also, internal university information and software search engines, which are convenient tools for students, are not ignored.

Of particular importance, innovative implementations are at the final stage of writing a thesis, when it is necessary to demonstrate skills in customs clearance of the range of goods that are the object of research in the thesis. As part of this task, it is expected to demonstrate the ability to fill out a certain list of customs documents.

This emphasizes the need for practical training, which should be an integral component of the educational, research and research activities of students.

An important role in the organization of the practical component of master's training is played by such an innovation as the introduction of tasks with teaching skills that require brainstorming of knowledge acquired during previous years of study. To help students, a special discipline "Teaching Methods" is preliminarily introduced, where students receive the theoretical knowledge necessary for the competent conduct of classes, the development of educational and methodological documentation. It is during this period that there is close cooperation between the teacher and the student. This allows us to determine the professional preferences of the student, his personal qualities and inclination to analytical work, or to science, or to solve practical and entrepreneurial problems. This stage of training allows us to identify masters with scientific thinking, which the department offers for further postgraduate studies.

Thus, the system is applied, in which the teacher not only teaches, but also becomes a partner in the implementation of the tasks ensures the work of innovative management, which is based on ensuring the effect of the presence of the teacher as a partner, which successfully motivates the learning process by forming cognitive interest and maintaining a hedonistic tone during the implementation of joint work.

As a result of the introduction of an integrated approach to learning and writing theses, it was concluded that innovative technologies update the educational process, make it mobile, differentiated and individual. Thus, the use of innovative implementations during the preparation of masters gives students new opportunities to develop their brain potential, get results in research work, organize their knowledge and determine the future, which can be implemented both in business structures and in the research field. Teachers, introducing new innovations, have the opportunity to implement ideas, expand the range of knowledge, be a direct participant in the preparation of the scientific potential of the country and promote the

individual development of future specialists. Thus, innovative components give a certain impetus to improving the efficiency of management of the educational process and education in general.

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