

INDEPENDENT STUDENT WORK AS A FACTOR IN THE PROFESSIONAL TRAINING OF FUTURE ELEMENTARY SCHOOL TEACHERS IN THE CONTEXT OF THE NEW UKRAINIAN SCHOOL

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Krasyuk Liudmyla Vasylivna,

Candidate of Pedagogical Sciences,

Associate Professor

of the Department of Pedagogy, Theory, and Methods of Elementary Education,

Hryhorii Skovoroda University in Pereiaslav,

Pereiaslav, Ukraine.

krasuk71@ukr.net

<https://orcid.org/0000-0003-1403-006X>

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Statement of the problem. Modern processes of transformation of the educational sector of Ukraine, caused by the implementation of national strategies for the development of education, open up new prospects for improving the system of professional training of future primary school teachers. It is the primary school teacher who plays a decisive role in the formation of students' educational activities, the formation of their worldview, value orientations and motivation for learning. The quality of a teacher's professional training directly affects the effectiveness of the implementation of modern educational technologies and the effectiveness of the educational process in general.

Modern challenges, including the expansion of the variability of educational programs, active digitalization of learning, increased requirements for professional

independence and responsibility of the teacher, actualize the need to rethink approaches to the training of students in higher education institutions. Special attention needs to be paid to the formation of future teachers' readiness for pedagogical forecasting, reflective analysis and evaluation of the results of their own professional activities. The modernization of professional training is also due to changes in primary education associated with the implementation of the State Standard of Primary Education (2025), orientation on the principles of humanization, child-centeredness, as well as the practical establishment of competency-based and personality-oriented approaches.

The implementation of the ideas of the New Ukrainian School necessitates the training of a new type of teacher – a specialist capable of professional autonomy,

continuous self-development and the introduction of innovations into pedagogical practice. In this context, the independent work of students becomes of particular importance as an important component of the educational process in higher education institutions, in particular in the system of training future primary school teachers.

Independent work of students ensures the development of responsibility for learning outcomes, contributes to the formation of critical thinking, skills to plan and organize one's own professional activities. Under the conditions of implementing the concept of the New Ukrainian School, these qualities are a necessary prerequisite for successful pedagogical activity in the primary education level.

Analysis of current research. The issues of professional development of future teachers in higher education institutions are widely presented in the works of domestic and foreign scientists. Theoretical and methodological aspects of training pedagogical personnel are highlighted in the scientific works of Sh. Amonashvili, V. Sukhomlynsky, O. Savchenko and other researchers. The issue of training primary school teachers in modern conditions is considered in the works of V. Bondar, N. Gluzman, O. Dusavitsky, L. Koval, S. Martynenko, D. Mazokha, L. Khomych, L. Khoruzha.

Of particular scientific interest are studies devoted to the organization of independent work of students. Thus, A. Aleksyuk, G. Kostyuk, O. Moroz, O. Skrypchenko, V. Onyshchuk considered it as a factor in the development of cognitive independence and the active position of students. The issue of forming students' independence in extracurricular activities is highlighted in the works of O. Dubasenyuk, V. Lozova, V. Lubents, and the conceptual principles of organizing independent educational activities are analyzed by O. Kucheryaviy and

V. Sypchenko. At the same time, the possibilities of independent work as means of purposeful preparation of future primary school teachers for professional activity in the conditions of implementing the ideas of the New Ukrainian School remain insufficiently studied.

The purpose of the article is to theoretically substantiate the role and potential of independent work of students in higher education institutions as effective means of professional training of future primary school teachers for activities in the context of implementing the concept of the New Ukrainian School.

Presentation of the main material. In the regulatory documents regulating the organization of the educational process in higher education institutions, independent work of students is defined as one of the leading forms of knowledge acquisition and formation of professional competencies, which is carried out both in the classroom and out-of-classroom time with the methodological support of the teacher. Its purpose is to deepen theoretical training, consolidate knowledge in practice, develop professional and research skills. The amount of study time allocated for independent work of students is determined by the curricula and, as a rule, constitutes a significant part of the total workload in the discipline (Hryhorii Skovoroda University in Pereiaslav, 2025, p. 12).

In scientific and pedagogical literature, independent work of students is considered as a conscious, active and purposeful activity aimed at mastering knowledge, skills and abilities, as well as at developing responsibility and the ability to self-control. According to A. Aleksyuk, the effectiveness of independent learning activity is determined by the formation of students' motivation for learning, the ability to organize their own cognitive activity, creatively approach

the solution of educational tasks and self-assessment of learning results.

Researchers emphasize that independent work contributes to the formation of such important qualities of a future specialist as educational independence, work capacity, ability to prolonged intellectual stress and self-regulation of educational activity. These characteristics are individual in nature and depend on both internal factors (level of motivation, intellectual abilities, health status) and external conditions of the organization of the educational process (Aleksiuk, 1998, p. 126).

N. Volkova emphasizes the multifunctionality of students' independent work, highlighting its educational, developmental, educational and control functions, which contribute to the formation of analytical thinking and a responsible attitude to learning (Volkova, 2007, p. 401). In the context of modern educational changes, V. Kremen emphasizes the need to reorient higher education from reproductive assimilation of knowledge to the development of the individual's ability to self-study and self-development, which corresponds to the idea of lifelong learning. Students' independent work in this aspect serves as an important mechanism for the implementation of these ideas.

Independent work creates conditions for the development of qualities necessary for a modern elementary school teacher: initiative, activity, responsibility, communication and the ability to professional reflection. Working with educational and scientific literature, performing practical and creative tasks lay the foundation for the formation of self-organization and self-control skills, which are the basis for further self-education.

The organization of independent work of future primary school teachers is based on the principles of personally oriented, competency-based and activity-based approaches, which determine the methodological basis

of modern pedagogical education. The concept of the New Ukrainian School provides for the training of a teacher as a facilitator of the educational process, a partner of the student and an active participant in educational changes, capable of effectively applying integrated learning, modern pedagogical technologies and digital tools (Ministry of Education and Science of Ukraine, 2016, p. 14).

The effectiveness of professional training of future primary school teachers largely depends on the selection of forms and methods of independent work. Traditional forms include the study of educational and scientific and methodological literature, the preparation of lesson plans, the completion of written assignments, abstracts, essays, and the creation of a professional portfolio. An important place is occupied by coursework, which contributes to the systematization of knowledge, the development of skills in scientific research and critical analysis of sources.

Along with traditional forms, innovative and practice-oriented types of independent work are gaining particular relevance, including project activities, development of didactic games and integrated lessons, creation of original educational materials, analysis of pedagogical situations and cases, use of digital educational resources. Such activities contribute to the integration of theoretical knowledge with practice, development of students' creative potential, and formation of readiness for innovative pedagogical activity.

Effective organization of independent work of future primary school teachers involves clear planning of tasks, proper methodological support, consideration of individual educational needs of students, systematic feedback and advisory support from the teacher, as well as motivation of students for professional self-development.

An important aspect of the problem under study is the practical implementation

of students' independent work in the process of professional training of future primary school teachers. The effectiveness of such work largely depends on the content of the tasks, their compliance with professionally oriented goals, as well as the level of methodological support from the teacher.

Independent work should have a clear professional focus and be focused on forming students' readiness to perform real pedagogical functions. In particular, it is advisable to use tasks that involve the analysis of educational programs and textbooks for primary school, modeling fragments of lessons in accordance with the requirements of the New Ukrainian School, and developing integrated lessons and didactic materials.

In the process of performing such tasks, students learn to apply theoretical knowledge in practice, develop the ability to predict the results of pedagogical activity, carry out reflective analysis and correct their own actions. Of particular value are tasks aimed at solving problematic pedagogical situations, which contributes to the development of professional thinking and pedagogical flexibility.

Despite the autonomous nature of independent work, an important role in its organization is played by the teacher, who provides general guidance, counseling and pedagogical support to students. His functions are to determine the goals and objectives of independent work, select adequate methods and forms of its organization, as well as to carry out current and final control of the results of educational activities.

Effective interaction between a teacher and a student in the process of independent work involves partnership based on trust, mutual responsibility and cooperation. The teacher acts not only as a source of information, but also as a facilitator of the educational process, which stimulates the cognitive activity of students, encourages

them to creative search and independent decision-making.

The current stage of education development is characterized by the active introduction of digital technologies, which significantly expands the possibilities of organizing independent work of students. The use of electronic educational platforms, online courses, digital libraries, and services for creating interactive educational materials contributes to increasing the availability of educational resources and individualization of the educational process.

In the process of independent work, students have the opportunity to master the digital tools necessary for the professional activity of a primary school teacher, in particular services for creating presentations, interactive exercises, online tests, and educational videos. This contributes to the formation of information and digital competence, which is one of the key elements in the professional standard of a teacher.

Conclusions and prospects for further research. Independent work of students is an important and necessary component of professional training of future primary school teachers in the context of the implementation of the concept of the New Ukrainian School. It ensures the formation of professional competencies, the development of pedagogical thinking, creative potential, responsibility and readiness for innovative activity.

It is advisable to link the prospects of further scientific research with an in-depth analysis of the impact of digital technologies on the effectiveness of students' independent work, the development of models for its organization in conditions of blended and distance learning, as well as experimental testing of the effectiveness of various forms of independent work in the process of professional training of future primary school teachers.

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Krasyuk L. V. Independent Student Work as a Factor in the Professional Training of Future Elementary School

Teachers in the Context of the New Ukrainian School

The article discusses theoretical and practical aspects of organizing independent work of students in higher education institutions as a means of training future primary school teachers. With the introduction of the New Ukrainian School (NUS) concept, the importance of competence-based and activity-based training of primary school teachers is growing, and independent learning activities of students are a key element in the formation of professional autonomy, responsibility for learning outcomes, critical thinking, and the ability to plan and organize the educational process. Scientific approaches to defining the essence and functions of independent student work are analyzed, in particular from the perspectives of A. Alekseuk, N. Volkova, V. Kremen, and other domestic educators who view it as a means of developing cognitive activity, self-discipline, and readiness for professional self-development. The features of professional training of future primary school teachers in accordance with the requirements of the New Ukrainian School are outlined, and the need to use integrated learning, modern pedagogical technologies, and digital educational resources is emphasized. Traditional and innovative forms of independent work have been identified, including studying educational literature, completing written assignments and essays, project work, developing teaching materials, analyzing pedagogical cases, and using electronic educational platforms. The pedagogical conditions for the effective organization of students' independent work have been substantiated, including task planning, methodological support, individualization, systematic feedback, and motivation for self-development. It is concluded that independent work of students is an effective means of forming the professional competencies of future NUS teachers, developing creative potential, reflective thinking, and readiness to implement innovations in primary school practice, as well as ensuring

the improvement of the quality of the educational process in higher education institutions.

Key words: independent work, professional training, future primary school teacher, NUS, means.

Красюк Л. В. Самостійна робота студентів як чинник професійної підготовки майбутнього вчителя початкової школи в умовах Нової української школи

У статті розглядаються теоретичні й практичні аспекти організації самостійної роботи студентів у закладах вищої освіти як засобу підготовки майбутнього вчителя початкової школи. В умовах впровадження концепції Нової української школи (НУШ) зростає значення компетентнісної та діяльнісної підготовки педагогів початкової освіти, а самостійна навчальна діяльність студентів виступає ключовим елементом формування професійної автономії, відповідальності за результати навчання, критичного мислення, умінь планувати та організовувати освітній процес. Проаналізовано наукові підходи до визначення сутності та функцій самостійної роботи студентів, зокрема з позицій А. Алексюка, Н. Волкової, В. Кременя, які розглядають її як засіб розвитку пізнавальної активності, самодисципліни та готовності до професійного

саморозвитку. Окреслено особливості професійної підготовки майбутніх учителів початкової школи відповідно до вимог НУШ, підкреслено необхідність використання інтегрованого навчання, сучасних педагогічних технологій і цифрових освітніх ресурсів. Визначено традиційні та інноваційні форми самостійної роботи, як-от: опрацювання навчальної літератури, виконання письмових завдань і рефератів, проєктна діяльність, розроблення дидактичних матеріалів, аналіз педагогічних кейсів та використання електронних освітніх платформ. Обґрунтовано педагогічні умови ефективної організації самостійної роботи студентів, що включають планування завдань, методичне забезпечення, індивідуалізацію, систематичний зворотний зв'язок і мотивацію до саморозвитку. Зроблено висновок, що самостійна робота студентів є дієвим засобом формування професійних компетентностей майбутнього вчителя НУШ, розвитку творчого потенціалу, рефлексивного мислення та готовності до впровадження інновацій у практику початкової школи, а також забезпечує підвищення якості освітнього процесу в закладах вищої освіти.

Ключові слова: самостійна робота, професійна підготовка, майбутній вчитель початкової школи, НУШ, засоби.

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