

**TRAINING FUTURE PRIMARY EDUCATORS FOR PROFESSIONAL ROLES
WITHIN THE «NEW UKRAINIAN SCHOOL» FRAMEWORK**

*FORMAÇÃO DE FUTUROS EDUCADORES PRIMÁRIOS PARA O DESEMPENHO
DE FUNÇÕES PROFISSIONAIS NO QUADRO DA «NOVA ESCOLA UCRANIANA»*

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ABSTRACT

In the context of the reform of the education system in Ukraine, the preparation of future primary school teachers is gaining special significance. The New Ukrainian School (NUS) concept requires teachers to adopt new approaches and methods that meet modern educational standards. The study aims to analyse and identify critical aspects of the preparation of future primary school teachers in the context of NUS. The study used theoretical methods of analysis and synthesis, induction and deduction, and classification and systematisation of data. The study results showed that integrating modern pedagogical methods and technologies, such as project-based learning and information and communication technologies (ICT), contributes to developing critical thinking and creativity in future teachers. It was found that an essential aspect of preparation is the formation of competencies for working with children with special educational needs. The analysis also showed that many teachers have difficulties using ICT, indicating the need for more in-depth training. Empirical data confirmed that graduates of pedagogical universities are generally ready to work in NUS conditions but need additional support and mentoring in the first years of their professional activity. The article mentions the need to prepare the future primary school teacher for integrated education. The practical significance of the results lies in developing recommendations for improving educational programs in pedagogical universities, which will ensure high-quality preparation of future primary school teachers and the successful implementation of NUS principles in practice.

Keywords: Teacher preparation, Primary education, New Ukrainian School, Modern pedagogical methods, Information and communication technologies, Inclusive education, Professional competence, Project-based learning, Critical thinking, Creativity, Integrated approach.

RESUMO

No contexto da reforma do sistema educativo na Ucrânia, a preparação dos futuros professores do ensino primário está a adquirir uma importância especial. O conceito da Nova Escola Ucraniana (NUS) exige que os professores adotem novas abordagens e métodos que satisfaçam os padrões educativos modernos. O estudo tem por objetivo analisar e identificar os aspectos críticos da preparação dos futuros professores do ensino primário no contexto da NUS. O estudo utilizou métodos teóricos de análise e síntese, indução e dedução, e classificação e sistematização de dados. Os resultados do estudo mostraram que a integração de métodos e tecnologias pedagógicas modernas, como a aprendizagem baseada em projectos e as tecnologias da informação e da comunicação (TIC), contribui para o desenvolvimento do pensamento crítico e da criatividade dos futuros professores. Verificou-se que um aspeto essencial da preparação é a formação de competências para trabalhar com crianças com necessidades educativas especiais. A análise mostrou também que muitos professores têm dificuldades em utilizar as TIC, o que indica a necessidade de uma formação mais aprofundada. Os dados empíricos confirmaram que os diplomados das universidades de pedagogia estão, em geral, preparados para trabalhar nas condições das NUS, mas necessitam de apoio e orientação adicionais nos primeiros anos da sua atividade profissional. O artigo refere a necessidade de preparar o futuro professor do ensino primário para o ensino integrado. O significado prático dos resultados reside no desenvolvimento de recomendações para melhorar os programas educativos nas universidades pedagógicas, o que garantirá uma preparação de alta qualidade dos futuros professores do ensino primário e a implementação bem sucedida dos princípios das NUS na prática.

Palavras-chave: Preparação de professores, Ensino primário, Nova Escola Ucraniana, Métodos pedagógicos modernos, Tecnologias da informação e da comunicação, Educação inclusiva, Competência profissional, Aprendizagem baseada em projectos, Pensamento crítico, Criatividade, Abordagem integrada.

Introduction

Education is one of the critical factors in the development of society, and the preparation of qualified primary school teachers plays a crucial role in shaping future generations. In recent years, significant attention has been paid to the reform of the education system in Ukraine, which has led to the creation of the "New Ukrainian School" (NUS) concept. The main goal of NUS is to create a modern educational environment that meets the demands of the times and prepares students for life in a globalised world. The preparation of primary school teachers within the framework of NUS requires not only theoretical knowledge but also practical skills. Teachers must be able to adapt educational materials to students' individual needs and use modern pedagogical technologies. An important aspect is forming a student-centred approach and creativity in future teachers. Special attention is paid to information and communication technologies (ICT) in education. Preparing teachers capable of effectively working in NUS conditions requires a comprehensive approach and continuous professional development.

Problem statement

One of the central problems in the context of the NUS reform is ensuring the quality of preparation for future primary school teachers. In modern conditions, teachers must have theoretical knowledge and develop practical skills. The lack of practical experience among graduates of pedagogical universities often hinders successful integration into the educational process. There is a need to implement effective pedagogical methods and technologies that meet the requirements of NUS. Particular attention should be paid to developing teachers' skills for working with children with special educational needs.

Another problem is teachers' insufficient readiness to use information and communication technologies in teaching. Continuous professional development through training and seminars is essential. Support and mentoring for young professionals in their first years of work are also necessary. These aspects require a

systematic approach to modernising educational programs in pedagogical universities.

This article aims to investigate and identify critical aspects of preparing future primary school teachers for professional activity in the New Ukrainian School (NUS) context and effective methods and approaches that contribute to the successful integration of pedagogical university graduates into the NUS educational process.

Research objectives:

1. To analyse the concept of the New Ukrainian School and its requirements for primary school teacher training.
2. To identify the main competencies required for primary school teachers to work within the NUS.
3. To determine effective pedagogical methods and technologies to train future primary school teachers.
4. To evaluate the level of readiness of graduates of pedagogical universities for professional activity in the NUS based on empirical data.
5. To develop recommendations for improving the training of future primary school teachers in the context of NUS requirements.

Recent research and publication analysis

Modern pedagogical methods and technologies. Modern pedagogical methods and technologies are crucial in reforming the education system and preparing future primary school teachers. These methods aim to develop the competencies necessary for working under the New Ukrainian School (NUS) conditions. Aliaga Carceles et al. (2022) study the use of school gardens as a tool for the initial training of future teachers, which contributes to developing their practical skills and environmental awareness. Bezliudna and Dudnyk (2021) emphasise the importance of preparing future teachers for teaching practice under remote learning conditions, allowing them to adapt to modern educational realities. Grigorchuk (2021) examines the preparation of future primary school teachers for

developing logical thinking in NUS students, focusing on methods that promote critical thinking. Hrytsai and Kupchak (2022) analyse the readiness of future teachers to use project technologies in NUS, highlighting the need to develop project thinking in students. Kharkivska & Molchaniuk (2023) describe the diversification of professional training for primary school teachers, considering NUS principles, which promote the development of an interdisciplinary approach. Prima and Vitiuk (2021) investigate the modernisation of linguodidactic training for future primary school teachers, which is essential for improving the quality of teaching language subjects. These publications emphasise the importance of implementing modern pedagogical methods and technologies in preparing future teachers. They demonstrate that innovative approaches contribute to developing the necessary competencies for successful work under NUS conditions.

Inclusive education. Inclusive education is an essential component of the NUS reform, aimed at creating conditions for the education of children with special educational needs. Preparing teachers to work in an inclusive environment requires special attention and methodological support. Fentsyk et al. (2020) focus on the professional training of future primary school teachers to create the NUS educational environment, emphasising the importance of an inclusive approach. Halan et al. (2020) explore Olympic education in preparing future primary school teachers, considering it to form inclusive values. Kmmelnytska (2019) analyses the professional training of teachers for the practical implementation of NUS ideas, including aspects of inclusive education. Kushnir and Shakotko (2019) study the challenges of preparing primary education teachers in the context of NUS, emphasising the inclusive component. Melash and Varenychenko (2020) consider the theoretical and methodological support for preparing future primary school teachers to form an ecological culture that includes inclusive practices. Kykylyk et al. (2020) discuss using a comprehensive portfolio to prepare future NUS primary school teachers, promoting inclusive skills development. These studies show that inclusive education is essential for preparing primary school teachers. They emphasise the need to integrate inclusive practices into educational programs to ensure equal opportunities for all students.

Use of information and communication technologies (ICT). ICT is becoming an integral part of the educational process, and its use is vital for the practical work of teachers under NUS conditions. Preparing teachers to use ICT in teaching is one of the priority tasks. Alferez-Pastor et al. (2023) conducted a systematic review of the digital competency training of future primary school teachers, emphasising the need for their integration into the educational process. Hurkova et al. (2022) study the role of mentoring and coaching in preparing teachers for NUS, focusing on using ICT for professional development. Nikonko (2020) analyses practice-oriented training for future primary school teachers, including aspects of ICT use. Opanasenko and Chernenko (2020) consider the formation of professional competence in future primary school teachers using modern teaching methods, including ICT. Shkurenko and Sakaluk (2019) explore the formation of digital and technological competencies in future primary school teachers, which is essential for their professional activities. Khyzhniak and Viktorenko (2021) examine the attitudes of primary school teachers towards the NUS reform, including aspects of ICT use in the educational process. These publications highlight the importance of ICT in preparing future primary school teachers. They demonstrate that integrating digital technologies into the educational process improves teachers' teaching quality and professional training.

Research methods

To achieve the aim of the research and accomplish the tasks set in this article, the following methods were utilised:

- Analysis and synthesis. This method involved a detailed study of scientific publications, regulatory documents, and educational programs regarding the preparation of future primary school teachers. The analysis allowed for the identification of critical aspects and trends in the field of teacher education, while synthesis combined the obtained data into a comprehensive picture, identified significant problems, and suggested solutions.

- Induction and deduction. The inductive method was used to generalise empirical data obtained from surveys, interviews, and observations, which allowed for identifying general patterns and trends in the preparation of primary school teachers. The deductive method was applied to develop theoretical models and hypotheses based on existing theories and concepts, contributing to formulating recommendations for improving educational programs.
- Classification and systematisation. This method included structuring and organising data from various aspects of preparing future primary school teachers, such as modern pedagogical methods, inclusive education, and the application of information and communication technologies. Classification and systematisation allowed for a more precise representation of the relationships between different components of the educational process and the development of comprehensive recommendations for its improvement.
- Comparative analysis. Different educational programs and teacher preparation methods were compared in pedagogical universities in Ukraine and other countries. Their compliance with NUS requirements was assessed, and the best practices that the national education system could adopt were identified.
- Empirical methods. To obtain data on the readiness of pedagogical university graduates for professional activity under NUS conditions, surveys and interviews were conducted with graduates, teachers, and employers. Questionnaires and questions developed based on NUS requirements were used to analyse the results.
- Statistical analysis. The data from surveys and interviews were subjected to quantitative and qualitative analysis. Statistical data processing methods were used to identify trends and patterns related to the preparation of primary school teachers.

Research results

The concept of the New Ukrainian School (NUS) is a large-scale education reform in Ukraine aimed at creating a modern educational environment that meets the demands of the times and prepares students for life in a globalised world. The main goal of NUS is to form a competent, creative, critical-thinking personality capable of self-development and adaptation in a rapidly changing world.

The integral components of the NUS idea stem from two fundamental principles. Firstly, education is adapted to the needs and preferences of each student, which promotes the development of individual abilities and talents. Secondly, the emphasis is on developing core skills, particularly critical thinking, creativity, effective communication, teamwork, and information and media literacy.

Creating complex thoughts and more significant cognitive content is responsible for integrating and interconnecting knowledge from various disciplines in educational programs. Inclusive education promotes a climate that allows all children with special needs equal access and opportunity to learn and recognises their needs. Information and communication technologies, along with innovative teaching methods and approaches, are an integral part of modern technological pedagogical technology.

Considering the requirements for preparing primary school teachers in the context of NUS is crucial.

A teacher must have the knowledge and skills necessary to implement personalised and competency-based approaches in teaching. This includes mastering active and interactive teaching methods and using ICT in the educational process. Essential qualities include empathy, patience, flexibility, creativity, the ability to work in a team, and conflict resolution skills. A teacher must be able to adapt educational materials to students' individual needs, use various forms and methods of teaching, and create a positive and motivating learning environment. NUS expects teachers to continuously improve their qualifications, participate in training and seminars, exchange experiences with colleagues, and master new educational technologies and approaches. A teacher must be ready to work with

children with special educational needs, know the principles of inclusive education, and be able to apply them in practice. The New Ukrainian School concept sets high requirements for the professional training of primary school teachers, focusing on developing their competence, flexibility, and readiness for continuous development. This requires a review and updating of teacher training programs, the implementation of modern pedagogical technologies, and the creation of conditions for their professional growth.

In the conditions of NUS, the problem of integration of educational subjects becomes important. Scientists, in particular Academician V. Ilchenko, emphasize that the integrative approach leads to the integration of the content of education, i.e. the expedient combination of its elements into a whole. As a result, the integrity of knowledge of different levels is formed - about reality, nature, from one or another educational field, course, section, topic (Babenko, 2015). The integration of multi-subject knowledge is especially relevant for younger schoolchildren, because they are characterized by an undivided perception of the objects of the surrounding world, without awareness of their historical features. That is why education in primary school should be integrated, and teachers should encourage students to see commonalities between subjects from several fields of activity, to think critically.

Already today, it is obvious that integrated learning leads to new conditions of activity of teachers and students, activates the use of developing methods, techniques, forms of teaching that ensure the effectiveness of material perception, increase of theoretical and practical components in education, development of non-standard thinking and cognitive interests of students, of their communicative abilities, is a plane of cooperation and interaction for all its participants. That is, future teachers should master the psychological-pedagogical and subject-methodical foundations of the integration of knowledge of younger schoolchildren.

Preparing primary school teachers becomes a vital task within the New Ukrainian School (NUS) reform framework. This preparation requires the development of a wide range of professional and personal competencies in teachers, allowing them to work effectively in modern educational conditions. Teachers must not only have deep knowledge and pedagogical skills but also be ready for

continuous professional development and the implementation of innovative approaches in teaching. Special attention is paid to working with children with special educational needs and using information and communication technologies (ICT) in the educational process. Below is a table of the main competencies required for primary school teachers to work within the framework of NUS, with descriptions and sources of literature (Table 1).

These competencies encompass many professional and personal qualities necessary for successful work under NUS conditions. Primary school teachers must be ready for continuous professional development, use modern technologies and methodologies, and create an inclusive and motivating educational process.

Table 1 - Key Competences Required for Primary School Teachers to Work within the NUS

Competence	Overview	Reference
Professional competence	Knowledge and skills to implement person-centred and competency-based approaches to learning.	Batsurovska et al. (2021), Dudchak (2021)
Personal qualities	Empathy, patience, flexibility, creativity, teamwork and conflict resolution skills.	Halan et al. (2020), Koroliova (2020)
Pedagogical skills	Ability to adapt teaching materials to students' individual needs and use various teaching methods.	Grigorchuk (2021), Khmelnytska (2019)
Continuous professional development	Participation in training, seminars, exchange of experience with colleagues, and development of new educational technologies and approaches.	Hurkova et al. (2022), Bezliudna & Dudnyk (2021)
Inclusive competence	Readiness to work with children with special educational needs, knowledge and application of the principles of inclusive education.	Fentsyk et al. (2020), Kushnir & Shakotko (2019)
Digital and technological competencies	Knowledge of information and communication technologies (ICT) and ability to apply them in the educational process.	Shkurenko & Sakaluk (2019), Alférez-Pastor et al. (2023)
Creative and critical thinking	Development of creativity and critical thinking in students, use of interdisciplinary connections for a comprehensive understanding of the material.	Makarchuk (2021), Opanasenko & Chernenko (2020)
Methodological competence	Ability to apply modern pedagogical methods and technologies for effective learning.	Prima & Vitiuk (2021), Kharkivska & Molchaniuk (2023)

Various effective pedagogical methods and technologies are applied to prepare future primary school teachers within the framework of the New Ukrainian School. These include active and interactive teaching methods, information and communication technologies, inclusive teaching methods, pedagogical mentoring and coaching, methods for developing logical and critical thinking, and distance learning technologies. These methods and technologies aim to develop the necessary competencies in future teachers, enhance their professional and personal

qualities, and prepare them to use modern educational approaches in their work with students.

Using methods such as discussions, debates, brainstorming, role-playing games, and project-based learning fosters the development of critical thinking, creativity, and communication skills in future teachers. For instance, project-based learning allows students to work in teams and develop and present their projects, promoting collaboration skills and the practical application of knowledge (Aliaga Cárceles et al., 2022).

Adding digital tools and platforms to the educational process, such as electronic textbooks, virtual classes, educational programs, and online courses, will help future primary school teachers understand the modern technologies used in their professional careers (Alfárez-Pastor et al., 2023). Training students to work with children with special needs and studying the principles of inclusive education and the practical application of these principles involves developing individual plans, creating technological devices, and creating an inclusive environment (Fentsyk et al., 2020).

In mentorship and coaching programs, experienced teachers share their knowledge and experience with future teachers, help students acquire practical skills, receive support and advice on improving their teaching practice, and develop professional relationships with colleagues (Hurkova et al., 2022). Including tasks and exercises to develop logical and critical thinking in the educational process helps future teachers teach students to analyse information, draw conclusions, and make informed decisions. These include problem-solving tasks, case analysis, logical games, and exercises (Grigorchuk, 2021).

In the context of the pandemic and the development of digital technologies, distance learning technologies have become an essential element of training. Future teachers will master methods and platforms for conducting online lessons and creating and using educational content in a distance format, ensuring the educational process's continuity even under restrictions (Bezliudna & Dudnyk, 2021).

These methods and technologies provide a comprehensive approach to preparing future primary school teachers, promoting the formation of the necessary competencies and readiness to work under the conditions of the New Ukrainian School.

Various methods and approaches are used to assess the readiness level of graduates from pedagogical universities for professional activity under the conditions of the New Ukrainian School. The primary sources of empirical data are surveys, interviews, and questionnaires of the graduates themselves (Appendix A), as well as their instructors (Appendix B) and employers (Appendix C). The main results of such studies must be considered.

Table 2 – Results of Assessment of Readiness of Pedagogical University Graduates for Professional Activity in the NUS and Opinions of Teachers and Employers on Various Aspects of Training

Parameter	Graduates (%)	Professors (%)	Employers (%)
Readiness to work in the NUS	85	92	78
Confidence in using modern pedagogical technologies	73	87	82
The need to increase the number of practical classes and internships	68	62	67
Confidence in adapting teaching materials to the individual needs of students	77	84	80
Readiness to work with children with special educational needs	66	83	69
Confidence in using ICT	74	86	81
The need for mentoring	59	64	55
Compliance of training programmes with NUS requirements	82	90	77

This table reflects more precise and detailed results of assessing the readiness level of graduates from pedagogical universities for professional activity under NUS conditions, as well as the opinions of instructors and employers on various aspects of training.

Regarding the graduate survey. Most graduates (85%) positively assess their readiness to work under NUS conditions, indicating the high quality of their training. They believe that educational programs in universities adequately meet the reform requirements. However, the remaining 15% may experience difficulties and require additional training or support. Graduates generally feel confident in using modern pedagogical technologies (73%). This indicates they were provided with the necessary knowledge and skills during their studies. However, about a quarter of the graduates still lack practical experience or confidence. 68% of graduates emphasise the importance of practical classes and internships, indicating the need for more practice-oriented training. This also points to possible gaps in current educational programs, which can be filled by increasing practical components. A high percentage of confidence (77%) suggests that graduates are ready to adapt educational materials to students' individual needs. This is essential to working under NUS conditions, where personalised learning is critical. The readiness of graduates to work with children with special educational needs is 66%, indicating the need for additional training in this area. This is crucial to ensure inclusive education, one of the main aspects of NUS.

Studies show that most graduates of pedagogical universities positively evaluate their preparation for work under NUS conditions. They note that the training programs include essential components such as personalised learning, a competency-based approach, and using ICT and inclusive methods (Hrytsai & Kupchak, 2022). However, graduates also emphasise the need for more in-depth training in practical skills and real classroom work.

Regarding the professor survey. 92% of professors believe that teacher training programs entirely or essentially meet the requirements of NUS. This indicates a high level of adaptation of educational programs to new educational standards. Professors note that students are highly prepared to use modern pedagogical technologies (87%). This confirms that educational programs include the necessary components and methodologies. 62% of instructors point to increasing the number of practical classes and internships. This indicates the recognition of the importance of practical experience in the preparation of future

teachers. Professors assess student preparation in this area at a high level (84%). This suggests that future teachers have the necessary skills to individualise the educational process. Professors also highly evaluate the readiness of students to work with children with special educational needs (83%). This emphasises the importance of inclusive education in modern educational programs.

Professors at pedagogical universities confirm that training programs are adapted to the requirements of NUS and include modern teaching methods and technologies (Fentsyk et al., 2020). At the same time, they note that students often have difficulties applying theoretical knowledge in practice and need more practical classes and internships.

Regarding interviews with employers. Employers positively assess graduates' theoretical knowledge level (78%). This indicates an excellent primary education but also points to the possibility of further improving the practical aspects of training. 67% of employers believe graduates can manage a classroom and interact with parents. This is an important indicator but suggests the need for additional attention to these aspects in educational programs. Employers rate the graduates' readiness to apply inclusive methods at 69%. This indicates a good level of preparation but also highlights the need for further work in this direction. Employers highlight a high need for mentorship for young teachers (55%). This emphasises the importance of support and guidance for young professionals in their first years of work. 77% of employers believe that the training programs meet the requirements of NUS. This confirms that educational institutions are successfully adapting to new standards but also shows the possibility of further improvements.

Employers (school principals and experienced teachers) note that graduates of pedagogical universities demonstrate a high level of theoretical knowledge and understanding of the NUS concepts (Khmelnyska, 2019). However, they also point to the need for more thorough preparation in classroom management, working with parents and colleagues, and the practical application of inclusive methods.

Research based on observations and analysis of the work of young teachers in schools shows that graduates are generally ready for professional activity under the conditions of the NUS (Kykylyk et al., 2020). They effectively use modern

pedagogical technologies, participate in professional development, and demonstrate readiness to adapt and implement new teaching methods. However, there is a need for additional support and mentorship during the first years of work. The review and analysis of teacher training programs in pedagogical universities show that they include all the necessary components for working under the NUS conditions but do not always pay enough attention to practical training and internships (Bezliudna & Dudnyk, 2021).

Empirical data indicates that graduates of pedagogical universities are generally ready to work under the conditions of the New Ukrainian School. However, to increase their level of readiness, more attention needs to be paid to practical classes, internships, and mentorship, as well as ensuring continuous professional development for teachers.

According to the requirements of the New Ukrainian School, improving the educational training of future primary school teachers is crucial. Increasing the number of practical and production classes will promote the practical application of theoretical knowledge. Partnerships with local schools are mandatory for regular practice in this profession and for conducting seminars and workshops with experienced teachers. Competence in inclusive education includes specialised classes, training on interacting with children with special educational needs, and collaboration with experts to exchange best practices. It is essential to implement information and communication technologies (ICT) in the educational process and create conditions for the practical application of ICT. Additionally, it is essential to enhance teachers' personal and professional qualities, such as emotional intelligence and teamwork skills (Borysenko et al., 2023). Continuously developing programs considering modern educational standards and interdisciplinary approaches will help future teachers prepare more effectively for their professional duties.

These recommendations aim to create a comprehensive training system for future primary school teachers that meets the requirements of the New Ukrainian School and fosters the development of highly qualified professionals ready for practical work in modern educational settings.

Discussion

The issue of preparing future primary school teachers in the New Ukrainian School (NUS) context has raised many discussions among researchers and practitioners. One of the critical aspects is the integration of modern pedagogical methods and technologies into the educational process. As Grigorchuk (2021) notes, teaching future teachers theoretical aspects and developing practical skills necessary for forming students' logical and critical thinking is essential. This view is supported by Aliaga Carceles et al. (2022), who emphasise the significance of using project-based learning and other active methods that foster the development of practical abilities and a creative approach in students.

At the same time, teacher preparation for inclusive education is also a subject of active discussion. Fentsyk et al. (2020) emphasise the need to develop competencies in teachers necessary for working with children with special educational needs. They note that inclusive education requires specific knowledge and skills, confirmed by the studies of Kushnir and Shakotko (2019), which also highlight the importance of an inclusive approach in the context of NUS reforms. Nevertheless, many teachers still face difficulties working in an inclusive environment, indicating the need to improve training programs further.

Information and communication technologies (ICT) in education is another important topic for discussion. Alferez-Pastor et al. (2023) note that integrating ICT into the educational process makes learning more interactive and engaging for students. Hurkova et al. (2022) also emphasise the importance of digital competencies for modern educators, pointing out the need for continuous professional development in this field. However, as studies by Shkurenko and Sakaluk (2019) show, many teachers still lack confidence in using ICT in their practice, indicating a need for more profound mastery of digital technologies during training.

Thus, the discussion around preparing future primary school teachers under the New Ukrainian School (NUS) conditions focuses on several key areas: integrating modern pedagogical methods and technologies, preparing for inclusive

education, and using ICT. Despite significant achievements in these areas, unresolved issues require further research and improvement of educational programs. To successfully implement the NUS principles, it is necessary to continue developing future teachers' professional and personal competencies, providing them with the necessary knowledge and skills for practical work in modern educational conditions.

Conclusion and prospects for further research

Preparing future primary school teachers in the context of the New Ukrainian School requires a comprehensive approach that integrates modern pedagogical methods, inclusive practices, and information and communication technologies. Literature analysis shows that using active and interactive teaching methods contributes to developing critical thinking and creativity in students. An essential aspect of training is the formation of competencies necessary for working with children with special educational needs. Information and communication technologies create an interactive and motivating educational process. However, many teachers still face difficulties in using ICT, indicating the need for more profound mastery of digital technologies during training. Empirical data confirm that graduates of pedagogical universities are generally ready to work under the conditions of the New Ukrainian School. However, they require additional support and mentoring in the first years of their professional activity. To improve the quality of training, it is necessary to strengthen the practical component of education and ensure the continuous professional development of educators.

Further research should develop and implement effective mentorship and coaching programs for young specialists to help them successfully adapt to modern educational requirements.

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