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Individualization of independent work in the professional training of future teachers: An experimental study

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Abstract. The individualisation of independent work in the professional training of future teachers contributes to the stable achievement of results in professional and pedagogical training, as it takes into account the needs, motivation, and capabilities of the student. One of the leading technologies of innovative education is tutoring, which ensures an open educational environment in a higher education institution. The article outlines the results of an experimental study of the state of individualisation of independent work in the professional training of future university teachers on the basis of comprehensive, competence-based, systemic and activity-based approaches. The experiment was conducted in the form of a questionnaire among 54 respondents – master students majoring in "011 – Educational, Pedagogical Sciences" of the Mykhailo Drahomanov Ukrainian State University in order to find out their attitude to the current individualisation of independent work and the introduction of tutoring technology. The respondents were offered a Google Forms questionnaire "The current state of individualisation of students' independent work in higher education institutions", which consisted of 10 questions with possible answers. The results of the experiment showed that modern higher education institutions do not provide adequate conditions for the development of important skills and qualities in students, such as independence, the ability for self-education, self-development, and self-knowledge. It is established that the majority of master's students express their dissatisfaction with the organisation of individualised independent work in higher education institutions, which is due to insufficient attention to their interests, needs, and motives. It is proposed to introduce an integrated form of professional and pedagogical training of future teachers – tutoring technology as an important mechanism for innovating education, which can ensure the openness of the educational and scientific environment. The essence of the educational process under the guidance of a tutor, when a student acts as a tutor on the basis of subject-subject partnership interaction, is revealed. The results of the confirmatory experiment make it possible to further study the conceptual foundations of tutoring as a leading technology for individualising the educational and scientific process. The developed experimental study on the current state of individualisation of independent work in higher education institutions can be implemented at all levels of training of future pedagogical specialists

Keywords: higher education institution; educational and scientific environment; tutoring technology; individual educational trajectory; professional competences

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INTRODUCTION

The leading trends in education in the 21st century are internationalization and globalization, which lead to changes in content and organizational educational priorities. Internationalization of education focuses on free academic exchange of teachers and students between higher education institutions in different countries, while globalization involves the universalization of curricula that takes into account the demand for qualified specialists in the global labour market. The most urgent trend in higher education, both within the framework of internationalization and globalization, is to ensure independent and individual educational, cognitive, and scientific work of students. The free exercise of the subjects of the educational process, in particular, through the right to choose an individual trajectory of professional formation and development, is a mechanism of the main strategy of self-directed learning. At present, higher education institutions (hereinafter – HEIs) define independent work of students as the leading form of organizing cognitive and educational activities, based on the current regulatory and legal documents. Its volume is regulated from 1/3 to 2/3 of the total proposed study time. Independent work has an individual character, as each student, depending on his or her needs and motives, processes sources of information to come to the required result. Therefore, the organization of independent learning and cognitive activity is possible only through individualization. At the same time, many aspects of individualization of independent work remain unresolved and await justification of the possibility of implementation in the educational process. After all, in a democratic society, individuality is a priority in the system of social values, both in the spheres of public life and in education.

The Laws of Ukraine "On Higher Education" (2014), "On Scientific and Scientific-Technical Activities" (2015), "On Education" (2017), the Laws of Ukraine "On Professional Development of Employees" (2012), "On Professional Higher Education" (2019) trace the imperative to give importance to independent work as one of the leading components of the educational process in higher education institutions, however, due to the lack of properly developed methodological support and tools, this task has not been fully implemented in practice. The analysis of scientific sources on the research problem shows a significant contribution of scientists to the issue of individualization of learning, N. Alimova (2021) analyses the conditions for improving the technology of individualization of learning in teaching English language students; N. Alimova & M. Radjabova (2020) consider the role and importance of individual education in the system of higher education, highlighting pedagogical conditions; V. Dolinskyi *et al.* (2021) clarify and substantiate the methodological aspects of designing an individual trajectory of professional development of a teacher, where the individual approach is leading. The authors have developed a methodology for designing an individual educational trajectory.

N. Demyanenko *et al.* (2022) analyse the professional training of teachers in the design of animation and recreational space for students of different ages. The researchers note that the relevance of the results is influenced by the ability to design the training so that all objective and subjective factors of an individualized approach are taken into account. V. Vyshkivska *et al.* (2021a) consider the features of an individualized approach when building a course on the Moodle platform, the effectiveness of which will be determined by the formation of professional competences. The theoretical and practical foundations of the organization of students' independent work in higher education institutions from the concept of a research-oriented educational environment are substantiated in the work of S. Kushniruk (2016). The research of O. Samoilenko *et al.* (2023) outlines the peculiarity of professional and pedagogical training of a future specialist in the modern realities of the open educational and scientific space of HEIs, where the authors note the individual form of learning as a leading trend in the modern dimension in the context of interaction with quasi-professional activities. The authors emphasize that one of the possible ways to implement individualization may be the introduction of tutoring as a leading technology in lifelong learning.

In the work of Yu. Sylenko (2023), the author substantiates the tutoring technology from the perspective of pedagogical innovation in the professional training of future university teachers. The author defines tutoring technology as one that can be used in the professional and pedagogical training of teachers as an effective highly adaptive model (technology) in innovative educational processes that are driven by social need and in changing the educational and scientific environment in which its life cycle is carried out. The author emphasizes that tutoring technology, as a type of pedagogical innovation, can be applied not only in the educational and scientific environment of a higher education institution in vocational and pedagogical training, but also as a technology in formal or non-formal vocational education of specialists, which is also confirmed by D. Taradiuk (2018). Instead, T. Shvets (2018) conducted a comparative analysis of the implementation of tutoring practice as a way of individualization in Polish and Ukrainian schools. The author developed and implemented a model of personal tutoring support in education, which was implemented from 2015 to 2020. Among foreign works, special attention should be paid to V. Shneider (2020), where the technology of personal support from the perspective of mentoring in higher education institutions was considered as a basic feature to ensure the success of students.

However, both in theoretical and practical aspects, insufficient attention is still paid to the deepening of individualization of independent work. Unanimity of views has not been achieved, despite the desire of many scholars to consider the concept of individualization systematically. Individualization should be considered as a necessity in the professional training of students, in order to take into

account the individual characteristics of each student in the organization of a flexible learning system with maximum adaptation to each student, taking into account his or her motives, needs, and capabilities. The purpose of the study is to conduct an experimental study of the state of individualization of independent work in the professional training of future university teachers.

MATERIALS AND METHODS

Experimental work to substantiate the need for individualization of independent work in the professional training of future university teachers took place in June-July 2023. In the course of the study, a significant role was given to the individualization of future teachers' independent work as the basis of the research. During the experimental work, the pedagogical survey was carried out anonymously, the rights of the participants were not violated, the honour, dignity and moral principles of the respondents were not humiliated, the respondents' physical or mental health was not harmed when taking the survey, and the results are presented in a generalized form. When formulating the questions for the survey, the age of the respondents (18-45 years) and their normative psychological characteristics were taken into account. The content of the questions adheres to the principles of the *Ethical code of a scientist of Ukraine* (National Academy of Sciences of Ukraine, 2009) and the Guidelines on good publication practice (Committee on Publication Ethics, 1999).

The main approaches to the research are comprehensive (consideration of different views on the problem), systematic (consideration of different elements of the issue and the stages of implementation), humanistic (all students could express their opinion in the research), competence-based (development of basic competencies in students), and activity-based (active involvement of students in the research process). The key attention is paid to the competence approach, as it is designed to improve the competences of different students. These approaches in the study allow for the development of important competences in higher education students. The content of the ascertaining stage of the experiment is a direct questionnaire via Google Forms "The current state of individualization of students' independent work in higher education institutions", where master students highlighted their attitude to the current individualization of independent work. The survey will lead to further research on the construction and substantiation of the author's model of individualization of the educational process.

To establish how the individualization of independent work in a higher education institution is organized among students majoring in 011 Educational, Pedagogical Sciences of the educational and professional programmes "Higher Education Pedagogy", "Andragogy. Adult Education" and "Pedagogical Counselling" (1st and 2nd year Master's students) of the Mykhailo Drahomanov Ukrainian State University (Ukraine, Kyiv), a questionnaire was conducted. It should be noted that students, after completing the educational and professional programmes "Higher Education Pedagogy", "Andragogy. Adult Education" and "Pedagogical Counselling" programmes, students receive an academic qualification – Master of Education, Pedagogical Sciences, teacher of a higher education institution. A total of 54 respondents (full-time and part-time masters) took part in the survey. The respondents were offered a Google Forms survey "The current state of individualization of students' independent work in higher education institutions", which included 10 questions with possible answers (Table 1).

Table 1. The current state of individualization of students' independent work in a higher education institution

n/a	Question	Answer options
1	What do you think individualized independent work is?	a) work without a teacher b) independent information search c) independent work at a different level, which is carried out at one's own will and according to special tasks of teachers d) performance of practical tasks outside the classroom
2	What do you think is the essence of the individualization of independent work?	a) load the student with additional tasks b) develop the student's skills in independent search for information and performance of tasks c) reduce the teacher's workload
3	How do you divide classroom and extracurricular work during your studies (for example, 75/25, where 75 is classroom work, 45 is independent work)?	a) 70/30 b) 60/40 c) 30/70 d) 40/60 e) another option (write it down)
4	What tasks does your independent work include?	a) independent processing of texts b) independent information search c) writing essays and summaries d) another option (write it down)
5	Does the teacher often send you lectures, educational materials, literature via electronic means of communication?	a) every time after/before class b) through classes (at least once every two weeks) c) once every several classes (no more than once a month) d) another option (write it down)

Table 1. Continued

n/a	Question	Answer options
6	Which material is easier for you to work with when doing individual independent work?	a) electronic version (for example, moodle) b) a printed version of the tasks
7	What sources of information do you most often use during individualized training?	a) digital textbooks and scientific works b) printed journals and publications c) Internet d) I combine all the above-mentioned options
8	Do you know who a tutor is and what his role is in education?	a) yes, a tutor is a person who conducts individual or group classes with pupils, students, a tutor, a mentor b) yes, helps with studies, assistant c) no, I don't know d) heard several times, probably a teacher
9	Have you used the services of a tutor, or are you currently using them?	a) yes, I used it b) I did not use it c) I use it now d) I want to try to use it
10	Are you satisfied with the level of organization of independent individualized work in higher education? Why?	a) no, there is no systematicity b) yes, everything is fine, the organization is clear and concrete c) it is difficult to decide d) does not suit, I have my own version why (write it down)

Source: author's development

After conducting a questionnaire in Google Forms "The current state of individualization of students' independent work in higher education institutions", the data were statistically processed.

RESULTS

The question of the role of individualization of independent work in the professional training of future university teachers is quite acute. This is due to several factors: the ratio of knowledge acquired independently and with the help of a teacher; the ratio of traditional and distance education; the transition from the usual transfer of knowledge to tutoring. Another aspect of the individualization of learning is that the role of the tutor is not understood. In other words, individual work in higher education institutions is carried out by a teacher who forms the task and exercises control; and a student who performs the task in extracurricular time. Therefore, a tutor is almost always absent as a component of individualized independent work in professional training. Even if there is a tutor in this system, his, or her role may be misrepresented as a tutor who checks the performance of independent work. The main misconception is that the tutor should not determine how many per cent of the student has completed their assignment. Instead, they should be a mentor who can help students discover the truth, navigate the sources of information, guide them to the correct form of data presentation, and help them set goals and objectives. According to a survey of 54 respondents, Fig. 1 shows that 87.5% of respondents perceive individualization of independent work in the professional training of future university teachers as work at different levels, which is performed at their own discretion and according to special tasks of teachers. It should be noted that only 6.3% of respondents consider it to be work without a teacher, and 37.5% – as an independent search for information.

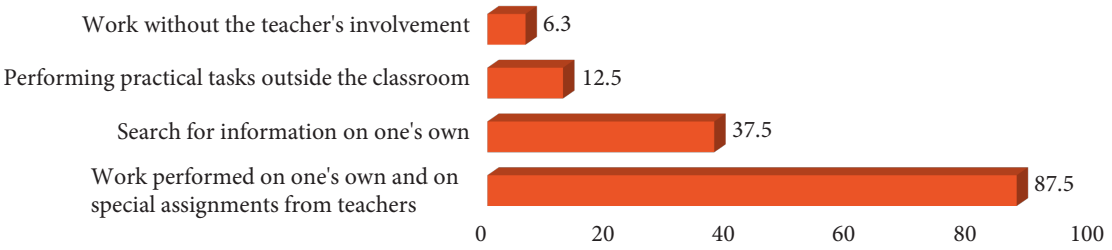

Figure 1. The answer to the question "What, in your opinion, is the individualization of independent work?", in %
Notes: statistical data processing
Source: author's development

According to 100% of respondents, the purpose of individualizing independent work is to develop students' skills of independent information search and task completion. In addition, students noted that the distribution of independent work tasks was as follows: independent study of texts (56.3%); independent search for information (87.5%); writing essays and notes (43.8%); all of the above types of independent work (6.3%). An important issue of

this block was to determine the distribution between classroom and independent work. Accordingly, Fig. 2 shows that 62.5% of respondents answered that the ratio between them is 50/50; 12.5% of students answered that the distribution is 30/70; 6.3% each – 10/90, 40/60, 70/30, 60/40, respectively.

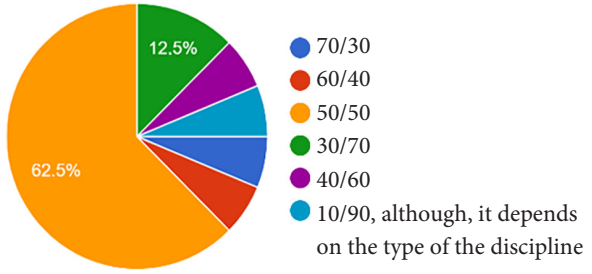

Figure 2. Answer to the question on the division between classroom and independent work, in %
Note: statistical data processing
Source: author's development

In conformity with this, it can be determined that students do not spend much time on individualizing their independent work. They learn the material mainly through group work in the classroom. Therefore, independent work is practically not implemented. However, only 50% of respondents said that the teacher sends them educational material by electronic communication every time before or after class. For the most part, students work through all the questions in a seminar class or take notes during a lecture. In addition, 56.3 per cent of respondents said that they use various sources of information (textbooks and scientific articles, the Internet) to prepare for their studies. It is worth noting that Fig. 3 shows that no respondent uses magazines or publications in print for preparation.

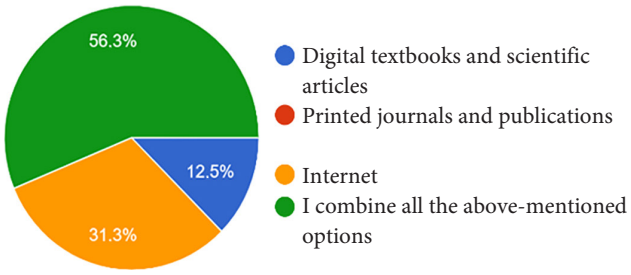

Figure 3. Answer to the question about sources of information used by students during individual study, in %
Note: statistical data processing
Source: author's development

Another block of the survey included questions about tutors. 81.3% of respondents know what a tutor is, namely a person who conducts individual lessons with students; and 18.8% said that a tutor is just an assistant who helps with learning. Not surprisingly, Fig. 4 shows that 56.3% of respondents have never used a tutor. However, it is worth noting that 25% of students would like to try it.

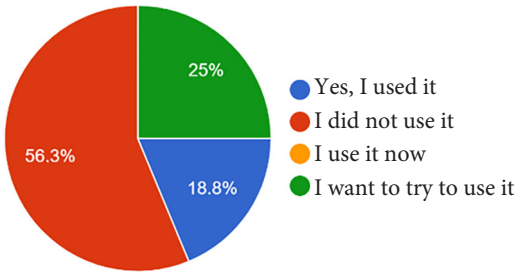

Figure 4. Answer to the question "Have you used the services of a tutor?", in %
Note: statistical data processing
Source: author's development

The last question concerned whether students are satisfied with the level of organization of individualization of independent work in the professional training of future university teachers. 56.3% of respondents said they were satisfied with the organization, it was clear and specific; 43.8% said they were not satisfied with the organization of individualization of independent work due to the lack of consistency. Accordingly, students themselves believe that the process of learning is effective only when an individual approach to each student is applied, taking into account their abilities, motives, and desires. Thus, it has been found that, for the most part, master's students are not satisfied with the level of organization of individualization of independent work in higher education institutions. They believe that little time is devoted to their interests and motives. Consequently, they perform tasks that do not contribute to the development of individual abilities.

DISCUSSION

A number of scholars have studied the problem of individualization of learning and various aspects of independent work in educational activities. According to N. Alimova & M. Radjabova (2020), N. Alimova (2021), the technology of individualization of learning and the main concepts of building students' independent work in learning a foreign language are substantiated. Their study shows that students share the opinion that individualization of learning is a prerequisite and should be provided with a variety of task variations in accordance with their needs, motives, and motivations. The results of the authors' confirmatory experiment confirm the provisions outlined in this paper that students are not satisfied with the level of organization of independent work in learning a foreign language.

Instead, V. Dolinskyi *et al.* (2021) identified methodological aspects of designing an individual trajectory of a teacher's professional development, which confirms the need for an individual approach to the development of a future specialist's personality, its importance and essential component in the structure of professional training, which confirms the views in this study. The authors B. Bezyazychnyy *et al.* (2017) characterized individualization of learning as a principle of scientific cognition in the process of

teaching students of pedagogical universities. The authors analysed individualization as a prerequisite for the process of acquiring the necessary professional competences, the results of which fully coincide with the views of this experimental study.

Authors V. Vyshkivska *et al.* (2021b) investigated the peculiarities of theoretical and practical aspects of teaching science on the Moodle platform with the aim of an individualized approach. The authors determine the effectiveness of such an approach, which leads to the formation of the necessary special (professional) competencies, but according to N. Demyanenko *et al.* (2022), the individualization of the educational and scientific space of higher education institutions in Ukraine is considered in the context of the content of professional training according to the andragogical and heroic model. The author is of the opinion that currently, in the education of adults and the elderly, there is also a lack of consideration of the motives and needs of adult students in the implementation of the educational process. The authors note that the contextual approach to the formation of the educational and scientific environment in higher education institutions will lead to a review of the features of the individualized approach from the perspective of the andragogical and heroic model of training, which in the context of this study makes it possible to consider the individual approach from the perspective of continuing education. Researchers T. Stoyanova *et al.* (2021) outlined a system-cluster technology for improving e-learning in the context of the COVID-19 pandemic, where individualization is important. The authors conducted an experimental study from the perspective of cluster technology as one that promotes the development of creative thinking based on an individual approach to each subject of education. The results of the test confirmed the views of this study in terms of the necessity and importance of an individual approach, but this experimental test does not consider the development of creative thinking.

In the research of A. Anosova *et al.* (2021) and O. Samoilenko *et al.* (2023), the authors consider the professional and pedagogical training of a specialist in the context of the modern realities of the open educational and scientific space of higher education institutions, where individualized learning is a priority. The authors note that an individualized approach is a modern trend in continuing education, which fully confirms the views of the authors of this study. Instead, A.V. Buhra (2016) outlined the didactic conditions for individualizing students' independent learning activities in mathematical sciences in higher education. K. Horash *et al.* (2022) provide a detailed assessment of the school innovative educational environment, identify their features, essence, components. The authors define the pedagogical conditions for the formation of an innovative educational environment, where a significant role is given to taking into account the individual characteristics of the subjects of learning. Instead, T. Hodovaniuk (2010), in her monograph, analysed in detail the identical concepts to the individual approach, thoroughly analysed the conceptual foundations of building the educational process in a higher education institution. The results confirm the fact that the educational and scientific environment in higher education institutions should be transformed to ensure an individualized approach by using tutoring technology as a leading technology of individualization in education, which is discussed in this paper.

In the work of Yu. Sylenko (2023), the tutoring technology, is substantiated from the perspective of pedagogical innovation in the professional training of future university teachers. The author defines tutoring as a technology that can be implemented not only in professional training, but also as a technology for professional growth and self-realization of a specialist within formal, informal, and non-formal education. The author emphasizes the interpretation of tutoring as a highly adaptive model in innovative educational processes that are correlated with the social need and the transformation of the educational and scientific environment in which its life cycle is carried out, which confirms the view of the importance of tutoring technology as a leading technology of individualization. S. Boiko (2020) studied the effectiveness of the introduction of tutoring technology into the education system in Ukraine as a means of implementing the principle of individualization in education. T. Shvets (2018) conducted a study that examined the practices of individualization tutoring in Ukrainian and Polish schools, comparing them. The researcher determined that the main model of tutoring support is individual tutoring, which includes weekly sessions with 2-3 tutors. T. Shvets (2018) examined tutoring practices of individualization, outlining a comparative analysis of Ukrainian and Polish schools, where the result of her activities was a model of personal tutoring support, which was implemented in 2015-2020. The researchers emphasized that the leading model of tutoring support is individual tutoring, the concept of which is based on weekly tutoring sessions with 2-3 tutors. The results of the study are tangential to the generalizations of T. Shvets, since individual tutoring is an integral common concept. O. Ivanytska (2020) outlines the features of tutoring and mentoring in higher education institutions in Switzerland and conducts a comparative analysis with the existing education system in Ukraine. The results of this study are not intended to compare different educational systems, but special attention should be paid to individual tutoring, which will be considered by the authors in the future.

The ZekoLL Centre (Official website of the Centre for Cooperative…, n.d.) has developed proposals for the professional development and self-development of tutors in order to develop their professional competences. The analysis of the results of the ZekoLL Centre shows that tutors are offered a variety of activities aimed at professional development and self-education of teachers, the successful completion of which is regulated by certification. The Centre is aimed at regulating the acquired professional competences of tutors. There is no such experience in Ukraine at present, as the profession of "tutor" is not included in the

National Classifier of Ukraine "Profession classifier" (Ministry of Economy of Ukraine, n.d.), which makes it relevant to consider this position and identify the importance of tutoring technology. In accordance with the study by S. Boiko (2020), who conducted research and experimental work on the introduction of tutoring technology into the system of work of educational institutions in Ukraine, the following results were summarized: when implementing tutoring, the level of self-determination of students increased from 40% to 60%, in particular, the readiness to choose a study profile increased from 45% to 75%. The results of her work indicate a significant increase in the quality of educational activities in experimental educational institutions. S. Boiko considered tutoring technology as a means of implementing the principle of individualization in education, which, as a result, was the basis of the national priority for the development of education in the New Ukrainian School based on the concepts of individual, developmental, personality-oriented learning, and collaborative pedagogy. These results outline the level of self-determination of schoolchildren, but in this study, the subjects are master students.

At the University of Würzburg, the KOMPASS tutoring and mentoring programme (n.d.) is aimed at developing tutoring. The main goal of this tutoring programme is to create and maintain a system of resources to improve the performance of subject tutors and introduce new initiatives to support students at the initial stage of their studies. The KOMPASS programme covers all faculties and includes research, organization of scientific work and development of learning strategies. The results of their activities confirm the belief that more than 80% of the students surveyed highly appreciate the work of tutors, approximately 20% of students have a good or neutral attitude to the programme, and only 1% express dissatisfaction with the programme. Therefore, the scientific and methodological literature makes it possible to assert that scientists now consider extracurricular activities to be the leading form of organizing students' independent work. The individualization of independent work of higher education students is aimed at more intensive classes with students, dividing learning tasks into parts for better knowledge acquisition, as well as consultations with the teacher.

CONCLUSIONS

The individualization of independent work in the professional training of future teachers is considered from the standpoint of an experimental study based on methodological approaches – complex, systemic, humanism, competence, and activity-based. The key role is given to the competence approach, since it is designed to improve the competences of master students. The conducted pedagogical survey among master students made it possible to identify the current state of individualization of independent work in higher education institutions as at the stage of formation. A total of 56.3% of respondents indicated that they were satisfied with individualization in the educational and scientific process. 43.8% said that they did not observe any systematic approach in the organization, did not feel an individual approach and consideration of personal abilities, motives, or desires. In particular, the block of questions about tutoring gave the following results: 18.8% of respondents said that a tutor is just an assistant who helps with learning. Therefore, it is logical that 56.3% of respondents have never used the services of a tutor. However, 25.0% of students would like to try it. The developed experimental study to establish the current state of individualization of independent work in higher education institutions can be implemented at all levels of training of future pedagogical specialists. The study was conducted with a sample of 54 respondents among 1st and 2nd year master's students (full-time and part-time) majoring in 011 Education, Pedagogical Sciences in the educational and professional programmes "Higher Education Pedagogy", "Andragogy. Adult Education" and "Pedagogical Counselling", who obtain the qualification of "teacher of a higher education institution" at the Mykhailo Drahomanov Ukrainian State University (Ukraine, Kyiv). The research can be implemented in other areas of professional training at the bachelor's and master's level of education.

The analysis of the problem showed that the modern organization of higher education institutions does not create sufficient conditions for the formation of such qualities as independence, the ability to self-education, self-development, and self-knowledge in students. Accordingly, the most appropriate solution would be to introduce a combined form of professional training under the guidance of a tutor, which would be more convenient for all participants in the educational and scientific process. Tutoring technology is an important mechanism for innovating education, capable of ensuring the openness of the educational environment of higher education institutions and contributing to the achievement of stable results in professional training. The results of the ascertaining experiment make it possible to further study the conceptual foundations of tutoring as a leading technology for individualizing the educational and scientific process in higher education institutions, which will lead to a revision of the content of the professional and pedagogical training of a future tutor on the basis of the development of the author's integrated model of individualization of the educational process, based on pedagogically appropriate subject-subject interaction between tutor (teacher) and tutee (student), which determines the practical significance of the research results. Implementation of the integrated model of tutoring support will be effective in implementing the ideas of individualization of mentoring in higher education institutions; active implementation of tutoring technology of individual support in the professional training of specialists; creation of individual educational trajectories, development of individual educational programmes, use of individual and group tutoring in the process of mastering individual educational courses. Prospects for research may be to study the areas of individualization of the

educational process in higher education: tutoring, educational support, individual technologies for providing an educational trajectory and the development of a model that will lead to the development of positive dynamics of individualization in higher education institutions.

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There is none.

CONFLICT OF INTEREST

There is none.

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Індивідуалізація самостійної роботи в професійній підготовці майбутніх викладачів: експериментальне дослідження

Анотація. Індивідуалізація самостійної роботи в професійній підготовці майбутніх викладачів сприяє стабільному досягненню результатів у професійно-педагогічній підготовці, оскільки враховує потреби, мотивацію, можливості студента. Одна з провідних технологій інноваційної освіти – тьюторинг, який зумовлює забезпечення відкритого освітнього середовища в закладі вищої освіти. У статті окреслено результати експериментального дослідження стану індивідуалізації самостійної роботи в професійній підготовці майбутніх викладачів ЗВО на основі комплексного, компетентнісного, системного та діяльнісного підходів. Проведено констатувальний етап експерименту у вигляді анкетування серед 54 респондентів – студентів-магістрантів спеціальності «011 – Освітні, педагогічні науки» Українського державного університету імені Михайла Драгоманова з метою з'ясувати їхнє ставлення до нинішньої індивідуалізації самостійної роботи та упровадження технології тьюторингу. Респондентам було запропоновано анкету в Google Forms «Сучасний стан індивідуалізації самостійної роботи студентів у закладі вищої освіти», яка складалася з 10 запитань з можливими варіантами відповіді. Результати експерименту показали, що сучасні заклади вищої освіти не забезпечують належних умов для розвитку в студентів важливих навичок і якостей, таких як самостійність, здатність до самоосвіти, саморозвитку й самопізнання. Установлено, що більшість магістрантів висловлюють своє незадоволення щодо організації індивідуалізованої самостійної роботи в закладах вищої освіти, що зумовлено недостатністю уваги до їхніх інтересів, потреб та мотивів. Запропоновано запровадити інтегровану форму професійно-педагогічної підготовки майбутніх викладачів – технологію тьюторингу, як вагомий механізм інноватизації освіти, що здатний забезпечити відкритість освітньо-наукового середовища. Розкрито суть освітнього процесу під керівництвом тьютора, коли студент виступає в ролі тьюторанта на основі суб'єкт-суб'єктної партнерської взаємодії. Результати констатувального експерименту уможливлюють подальше дослідження концептуальних основ тьюторингу, як провідної технології індивідуалізації освітньо-наукового процесу. Розроблене експериментальне дослідження щодо сучасного стану індивідуалізації самостійної роботи у закладах вищої освіти можливо реалізовувати на всіх рівнях підготовки майбутніх фахівців педагогічного спрямування

Ключові слова: заклад вищої освіти; освітньо-наукове середовище; технологія тьюторингу; індивідуальна освітня траєкторія; фахові компетентності