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## PARECER A

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## SUMMARY FOR THE EDITOR

This article presents a timely and relevant analysis of the integration of digital technologies into primary teacher education, with a particular focus on the context of the New Ukrainian School (NUS). The research emphasizes the importance of developing digital competencies as an essential component of teachers' professional identity, engaging with a broad and up-to-date body of literature.

The manuscript is well-structured, demonstrating thematic coherence and a solid theoretical foundation. The methodology is clearly described, although it could benefit from more detail regarding data selection and analysis processes. Among its key strengths are the critical approach to teacher education in the digital age and its emphasis on interdisciplinarity and pedagogical practice.

Publication is recommended, provided that minor revisions are made, particularly in strengthening the initial contextualization and providing practical examples of the proposed initiatives.

## ARTICLE ANALYSIS

### INTRODUCTION

This article investigates the role of information technologies in the professional training of future primary school teachers within the framework of the New Ukrainian School (NUS) reform.

The relevance of the research is underscored by the profound changes taking place in teacher education, driven by the digitalization of society and the transformation of educational approaches aimed at preparing highly qualified professionals capable of operating effectively under the NUS paradigm.

- Thematic cohesion and coherence, supported by recent and relevant references;
- Well-structured problem statement.

### CRITICAL ANALYSIS

The study is highly relevant in the context of the fundamental changes occurring in teacher training, particularly in response to societal digitalization and the need to adapt to the demands of the New Ukrainian School. The article highlights contributions demonstrating the effectiveness of digital technologies—including mobile learning and interactive digital environments—in developing professional competencies, fostering motivation, and promoting active learning.

Moreover, the active participation of students in creating digital content and communicating in virtual environments is presented as a crucial element in their professional development.

### **STRENGTH OF THE ARGUMENT**

The literature review is comprehensive, up-to-date, and incorporates relevant sources from various contexts, adding theoretical richness to the article. The methodology is clearly articulated, combining a systematic literature review and documentary analysis of official data.

Additionally, the discussion aligns with the study's objectives and captures the complexity of teacher education in the digital era, highlighting interdisciplinarity, flexibility, and the integration of theory and practice. The conclusion effectively reinforces the main findings, emphasizing the need for balance between traditional methods and digital solutions.

### **LIMITATIONS AND OPPORTUNITIES**

The research offers an important contribution to debates on teacher education in the digital age, especially within the framework of ongoing educational reforms. However, there are areas for improvement:

- The introduction lacks specific data on the Ukrainian educational context;
- The literature review does not sufficiently explain how the different approaches contribute to the proposed model or how they align with the Ukrainian reality;
- In the research methods section, the methodological description could be enhanced by providing more details about the criteria for study selection and the analytical techniques employed;
- It would be beneficial to include concrete examples of successful experiences in the use of technologies in teacher training;
- The final section proposes interesting initiatives but lacks sufficient detail regarding their implementation and validation.

### **ENGAGEMENT WITH OTHER AUTHORS**

Recent studies underscore the importance of integrating innovative digital solutions into teacher education, particularly in primary education. Aristin et al. (2023) advocate for the use of educational technologies not only to optimize pedagogical practices but also to foster adaptability, critical thinking, communication, and reflection in future teachers working in interactive and constantly evolving environments.

Makedon et al. (2020) argue that such approaches enhance mastery of didactic content and enable more effective teaching methods tailored to the individual needs of primary school students. Criollo-C et al. (2021) explore the relationship between digital tools and the development of professional teaching competencies, highlighting mobile technologies as a

driver of autonomy, communication, and professional reflection.

Gallagher and Savage (2023) examine the potential of challenge-based learning, emphasizing how this methodology—supported by digital resources—encourages creativity, problem-solving, and engagement with content. Gao et al. (2023) analyze the motivational effects of virtual modeling, suggesting its application in teacher education to stimulate cognitive activity. Furthermore, Aristin et al. (2023) also stress the importance of technological support in distance education, noting its role in reducing dropout rates and maintaining academic motivation, particularly during global crises.

### **CURRENT RELEVANCE**

The topic of primary teacher education with an emphasis on digital competencies is of critical importance today, especially in light of the transformations brought about by societal digitalization. The integration of technology into educational processes has become essential for meeting the needs of new generations of students, who demand more interactive, personalized, and digitally connected methodologies.

### **FINAL REMARKS**

The article provides a pertinent analysis of the use of digital technologies in primary teacher education, emphasizing their importance amid the educational transformations of the New Ukrainian School. It demonstrates thematic cohesion, an up-to-date literature review, and a clear methodology, though with room for further detail.

The study contributes to contemporary debates on digital competencies in teaching, valuing pedagogical practice, interdisciplinarity, and the critical use of technology. However, it would benefit from practical examples and a deeper exploration of the Ukrainian educational context.

In summary, this is a relevant and theoretically grounded study with the potential to impact teacher education significantly, provided that certain methodological and practical aspects are refined.

### **MANDATORY REVISIONS**

We request that all revisions be highlighted in yellow within the manuscript. Key aspects requiring adjustment include:

- The introduction should include more specific data on the Ukrainian educational context;

- The literature review needs to clarify how different approaches contribute to the proposed model and how they align with Ukraine's educational landscape;
- The methods section should provide more detail on the criteria for study selection and analytical techniques used;
- Including concrete examples of successful applications of technology in teacher training would enrich the discussion;

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