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INDEPENDENT WORK AS A PATH TO PROFESSIONAL SUCCESS OF FUTURE LAWYERS IN WORKING WITH MIGRANTS

Abstract. The article reveals the importance of independent work in preparing future lawyers for professional activity, in particular, for working with migrants. The concept of "independence" is defined, the essence of the concepts of "white-collar", "blue-collar", "unskilled workers" is revealed, as well as the impact of martial law on migration processes in Ukraine and the reasons that prompted higher education teachers to develop modern methods and forms of organizing independent work for future lawyers. Changes in Ukrainian labor and educational migration, which are taking place today in the conditions of martial law in the state, focus the attention of teachers on the independent work of students, the ability to consolidate and deepen theoretical and practical knowledge under the skillful guidance of the teacher.

Independent work is an important component of all independent student activity. The author draws attention to such types of independent work as: essays, term papers, tests, master's papers, which are performed by students independently, receiving advice from teachers on their implementation.

Due to the migration of Ukrainians abroad in search of safety and work, and due to internal displacement of people, there has been a need for retraining, taking into account the domestic market of the host country or the location of internally displaced persons in Ukraine. The current conditions make it necessary to support migrant students and those who have decided to change their qualifications, to provide them with the necessary educational services. That is why educational programs of selected specialties, selective disciplines of curricula should be attractive to migrants. In online learning, independent work of education seekers should prevail.

The article provides an example of topics for essays, indicative problem questions for mastering one of the topics, an example of a structured essay plan, and an example of interdisciplinary educational components.

Keywords: migrants, self-employment, professional success, professional mobility, future lawyers.

САМОСТІЙНА РОБОТА ЯК ШЛЯХ ДО ПРОФЕСІЙНОЇ УСПІШНОСТІ МАЙБУТНІХ ЮРИСТІВ У РОБОТІ З МІГРАНТАМИ

Анотація. У статті розкривається значення самостійної роботи в підготовці майбутніх юристів до професійної діяльності, зокрема, до роботи з мігрантами. Дається визначення поняття «самостійність», розкривається сутність понять «білі комірці», «сині комірці», «некваліфіковані робітники» та вплив воєнного стану на міграційні процеси в Україні й причини, що спонукали педагогів вищої школи до розробки сучасних методів і форм організації самостійної роботи майбутніх юристів. Зміни в українській трудовій та освітній міграції, що відбуваються сьогодні за умов воєнного стану держави, зосереджують увагу викладачів на самостійній роботі студентів, умінні закріплювати та поглиблювати теоретичні й практичні знання за вмілого керівництва з боку викладача.

Самостійна робота є важливим складником усієї самостійної діяльності студента. Звернено увагу на такі види самостійної роботи, як: реферати, курсові, контрольні, магістерські роботи, які виконують студенти самостійно, отримуючи від викладачів консультації щодо їх виконання.

У зв'язку з міграцією українців за кордон у пошуках безпеки та роботи, у зв'язку з внутрішнім переміщенням осіб виникла потреба в перекваліфікації, ураховуючи внутрішній ринок країни перебування чи місцезнаходження внутрішньо переміщених осіб в Україні. Умови, що склалися, викликають необхідність у підтримці студентів-мігрантів і тих людей, що вирішили змінити кваліфікацію, у наданні їм необхідних освітніх послуг. Саме тому освітні програми



обраних спеціальностей, вибіркові дисципліни навчальних планів мають бути привабливими для мігрантів. У навчанні в онлайн-режимі має переважати самостійна робота здобувачів освіти.

У статті наводиться приклад тем для рефератів, орієнтовні проблемні питання засвоєння однієї з тем, приклад структурованого плану реферату, а також приклад міждисциплінарних освітніх компонент.

Ключові слова: мігранти, самостійна робота, професійна успішність, професійна мобільність, майбутні юристи.

INTRODUCTION

The problem formulation. Independent work is one of the key components of the educational process in higher education institutions. It not only fosters students' ability to acquire knowledge autonomously but also contributes to the development of creative individuals capable of engaging in innovative activities. The ongoing migration processes in Ukraine prompt educators, particularly in higher education, to develop modern methods and approaches for organizing independent work among future legal professionals.

Modern requirements for graduates of higher education institutions involve the preparation of highly qualified professionals, which is impossible without organizing independent work in the education of future lawyers. This is an integral part of their successful work with migrants.

The independent work of future lawyers involves consolidating and deepening students' theoretical and practical knowledge during the study of professional subjects.

The issue of students' independent work has been addressed by scholars such as L. Onuchak, I. Shymko, N. Shishkina (pedagogical conditions for organizing students' independent extracurricular activities), L. Pukhovs'ka (introducing elective courses and subjects into curricula), A. Alexyuk, P. Oliynyk (organization of self-education and the ability to independently solve problems), A. Isayenko (preparing students for leading independent work), V. Kazakov, S. Yashanov (developing students' independence), and others.

AIM OF THE RESEARCH

The aim of the article is to reveal the peculiarities of organizing students' independent work in their professional preparation for working with migrants.

Analysis of recent research and publications. According to V. Kozakov, the goal of a student's independent work is to develop such a personality trait as independence, i.e., the ability to organize and carry out one's activities without external guidance or assistance (Kozakov, 1990).

Independence of future lawyers is understood as the ability to independently acquire knowledge and apply it to solve tasks related to working with migrants.

According to N. Sydorchuk, the interested attitude of learners grows into their self-educational activity, which is one of the mechanisms for preparing future professionals.

The implementation of students' independent work is possible thanks to its careful planning and competent guidance from the instructor, which is an essential part of the student's entire independent activity.

Independent work performs several important functions, such as:

- Educational, which involves working with primary sources (mastering the material);
- Cognitive, which implies acquiring new knowledge;
- Corrective, which involves understanding the latest theories, concepts, categories, and approaches to defining the essence of well-known concepts, scientific developments, etc.;
- Stimulating, which involves organizing the student's independent work in such a way that they derive satisfaction from the results of their cognitive activity;
- Educational, aimed at shaping qualities such as willpower, responsibility, and determination;
- Developmental, aimed at developing creativity, independence, and research skills in the student (Onuchak, 2002).

V. Uzhyk considers the following types of independent work:

- Classroom, homework (location of execution);
- Short-term (simple), long-term (complex);
- Independent tasks during discussions and observation of linguistic material, working with books, grammatical analysis, working with diagrams and tables (content and methodology) (Uzhyk, 1980).

In methodological literature, various types and forms of independent work in higher education institutions are described. Thus, L. Onuchak, M. Matsiuk, N. Sydorchuk, M. Sychova, focusing on the nature underlying the work, analyzed four main types of organizing independent work carried out in higher educational institutions, namely:

- Work by example – finding ready-made answers in primary sources, creating tables, highlighting key points, etc., during the solving of tasks and exercises;
- Reconstructive-variative work, which involves analyzing sources, compiling, clarifying, and selecting the most essential information;
- Heuristic type of independent work (solving educational and problem-based tasks), which allows students to gain experience in search activity;
- Research independent work (individual, collective) (Onuchak, 2002; Sydorchuk, 2001; Sychova, 2000).

Types of independent work such as essays, term papers, assignments, and master's theses are carried out by students independently, with consultations from instructors regarding their completion. The aim of any type of independent work is to consolidate students' theoretical and practical knowledge or deepen it. From the list of topics offered to students on



working with migrants, the student selects the one that is either more understandable or more interesting to them. In the first case, they consolidate their knowledge, while in the second case, they expand it.

As is known, all migrants are divided into three categories: "white-collar," "blue-collar," and "unskilled workers." Wikipedia provides the following definition of these concepts: "White-collar" migrants are those engaged in intellectual labor, meaning they perform non-physical work, such as managers, professionals, specialists, administrators, secretaries, and clerks. In other words, they work in offices rather than in factories or other places requiring physical strength. "Blue-collar" migrants are workers engaged in physical labor, primarily in large enterprises. "Unskilled workers" migrants are those performing work that does not require specialized education or professional training. These could be workers in construction, agriculture, service industries, or manufacturing. Student migrants are foreign students who come to another country for education at higher education institutions. They are part of international migration, which involves the movement of people across borders for various reasons.

According to the results of regression analysis by H. Vakhitova and T. Kupe, it was concluded that education does not have a clear and lasting impact on most migration decisions of Ukrainians (Vakhitova & Kupe, 2013). However, today, during martial law, migration in Ukraine (labor, educational) has significantly changed. Many Ukrainians have left the country in search of safety and employment, particularly women with children under 16 years old. Many Ukrainians have received the status of internally displaced persons (IDPs), which has also posed challenges for them in finding work at their new places of residence. As a result, internally displaced persons and migrants have faced a need for retraining, taking into account the domestic labor market of the host country or the location of internally displaced persons within Ukraine.

RESULTS OF THE RESEARCH

In this context, one of the tasks for higher and pre-higher education institutions is to support both student migrants and those who have decided to change their qualifications by providing them with the necessary educational services. Ukrainian children, having received education abroad, are trying to find work there. However, not all of them plan to return to Ukraine after the war. Therefore, the task of higher education in Ukraine is to create educational programs and develop attractive educational components that would encourage students to pursue education (possibly even in parallel) at Ukrainian higher education institutions. After the war, the return of Ukrainians should become a priority task for the government. Based on the demand from future applicants, higher education institutions constantly update their educational programs and diversify the elective disciplines offered.

After studying the basic educational components such as "International Human Rights Law," "International Migration Law," "National Legislation in the Field of Migration and Citizenship," and "Legal Status of Foreigners and Stateless Persons" regarding work with migrants, instructors can offer students optional topics for writing essays, such as: "Brain Drain" or "Talent Circulation": The Migration of White-Collar Workers in the 21st Century; "Educational Migration as a Prerequisite for Forming New Flows of White-Collar Workers"; "The Impact of Academic Mobility on the Professional Trajectories of Future Educators and Other Specialists"; "Social-Pedagogical Support for Migrants-'White-Collar Workers' and Their Families in Host Countries"; "The Role of Universities in Preparing Specialists Capable of Professional Mobility in the Context of Globalization"; "Adaptation of Migrant Children-'White-Collar Workers' in Schools: Challenges for Educators"; "Intercultural Competence as a Key Condition for Successful Professional Activity of Migrants"; "Educational Strategies of Countries for Retaining Qualified Personnel: What Can Ukraine Learn?"; "The Problem of 'Brain Drain' in the Education Sector: The Outflow of Scientific and Pedagogical Personnel Abroad"; "Digital Forms of Education as an Alternative to the Migration of 'White-Collar Workers'"; "Professional Self-Realization of Migrant Educators: Barriers Ways to Overcome Them" and others.

As the experience of working with students has shown, the topic "The Role of Universities in Preparing Specialists Capable of Professional Mobility in the Context of Globalization" is of particular interest to them. To facilitate a better understanding of this topic, the instructor can offer students the following guiding problem questions:

- What competencies are required by a modern specialist for professional mobility in the context of globalization?
- How do universities shape students' readiness for academic and labor migration?
- Are modern educational programs sufficiently focused on developing intercultural and communicative competence?
- What role do international educational programs (e.g., Erasmus+, dual degrees, internships) play in preparing mobile professionals?
- How does the digitalization of education affect the mobility of "white-collar workers" and future educators in particular?
- Does university education contribute to the development of flexible thinking and the ability to work in a multicultural environment?
- How can universities balance preparing specialists for the national labor market while also orienting them toward global opportunities?
- Which educational practices (project-based learning, dual education, international internships) are most effective in fostering professional mobility?
- How does university cooperation with business and international corporations influence the formation of mobile talent?
- Is there a risk that preparing students for global mobility may exacerbate "brain drain" from the country?



Additionally, students may be asked to write an essay on the topic "The Role of Universities in Preparing Specialists Capable of Professional Mobility in the Context of Globalization." This essay will allow students to deepen their knowledge regarding international exchange programs, dual diplomas, and internships for students at foreign educational institutions. Below is an example of a structured outline for such an essay:

Introduction

- The relevance of the issue of professional mobility in the context of globalization.
- The concepts of "professional mobility" and "globalization of the educational space."
- The aim and objectives of the research.

1. Theoretical Foundations of Professional Mobility

1.1. The Essence and Types of Professional Mobility

1.2. Key Competencies Required for a Mobile Specialist ("Soft Skills," Intercultural Competence, Digital Literacy, etc.)

1.3. The Impact of Globalization Processes on the Requirements for Specialist Training

2. The Role of Universities in Shaping Readiness for Mobility

2.1. Educational Programs Aimed at Developing Flexibility and Adaptability in Future Specialists

2.2. Academic Mobility: International Exchange Programs, Dual Degrees, Internships

2.3. Teaching Foreign Languages and Intercultural Communication as Components of Preparing Mobile Specialists

2.4. The Use of Digital Technologies and Distance Learning in Shaping Global Competencies

3. Practical Aspects and Challenges

3.1. Collaboration Between Universities, Employers, and International Corporations

3.2. Dual Education and Project-Based Learning as Tools for Enhancing Graduate Mobility

3.3. Issues and Risks: "Brain Drain," Disbalance Between National and Global Needs

3.4. Examples of Successful Practices from Ukrainian and International Universities

Conclusion

- Summarizing the results of the research.
- Identifying key directions for enhancing the role of universities in ensuring the professional mobility of graduates.
- Perspectives for further research.

During the consultation on writing essays, the instructor provides students with a selection of literary sources that can be used for writing each specific essay.

Interdisciplinary educational components that could be offered to students include: "Socio-Legal Aspects of Migrant Integration", "Intercultural Communication for Lawyers", "Ethics of Human Rights Work in the Migration Sector", and others.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Therefore, well-organized and instructor-guided independent work for future lawyers in higher education, during the study of compulsory and elective professional courses, will contribute to a stronger and more conscious understanding of the material. This kind of work in higher education institutions will help them later implement their independent activities without external assistance, allowing them to feel successful in their chosen profession as lawyers, particularly in working with migrants.

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