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Competence-oriented learning as a contemporary didactic paradigm in pedagogical science

Abstract. This study aimed to reveal the theoretical foundations, didactic principles and mechanisms for implementing the competence-based approach in the educational process. The research methodology was based on the consistent application of theoretical, comparative, functional and critical analysis, systematisation, theoretical synthesis and modelling. These methods were used to clarify the conceptual framework of the competence-based approach, define its didactic principles and methodological foundations, and identify mechanisms for its implementation in the educational process. The use of these methods ensured a coherent examination of the theoretical, methodological and practical aspects of the competence-based approach and made it possible to describe it as an integrated system. The study established that the competence-based approach changes the logic of the educational process by redirecting learning outcomes towards the capacity for action. A distinction was made between “competence” as a normatively defined requirement and “competency” as an actual educational outcome, manifested in the ability to apply knowledge, skills and experience in specific situations. It was found that the structure of competency is integrative and includes cognitive, operational, value-motivational components and practical experience, which function in interconnection. The study determined that the difference between the competence-based approach and the knowledge-based model lies in the changing function of knowledge, which is regarded as a means of action. The principles of competence-oriented learning were specified, including orientation towards learning outcomes, an activity-based character, integrative content, contextuality, learner agency and reflexivity. It was established that the coordinated application of these principles ensures the development of the ability to perform practical and professionally oriented tasks. The methodological foundations of the approach are outlined through the integration of activity-based, learner-centred and systemic approaches, as well as constructivist ideas of learning. It is shown that the implementation of competence-based learning is accompanied by a change in the role of the teacher, the use of active teaching methods and the introduction of assessment focused on the learner’s activity. The practical significance of the study lies in the possibility of using the findings to design educational programmes, select teaching methods and develop assessment systems aimed at the formation of competencies

Keywords: educational process; learner; integrative content; contextuality; educational outcome

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INTRODUCTION

The relevance of the study is determined by the fact that competence-oriented learning changes the logic of organising the educational process: the outcome of learning is not only the acquisition of educational material, but also the ability to apply knowledge, skills and experience in specific educational, professional and social situations. For pedagogical science, this issue is of fundamental importance, since the competence-based approach influences the content of education, the selection of teaching methods, the design of educational programmes and the assessment system. Its study makes it possible to define more precisely what outcomes modern education should provide and which didactic means can be used to develop them. The research problem is connected with the need to explain how the competence-based approach functions not merely as an educational requirement, but as an integrated didactic model. This ensures the consistent use of the concept of “competency” in curricula and methodological documents in accordance with its didactic content. The study of this topic makes it possible to establish how the principles of competence-based learning should be linked to the content of education, learners’ activity, the role of the teacher and assessment criteria. Particular importance is attached to defining the methodological foundations of such learning, as these provide its scientific validity and practical consistency.

In pedagogical literature, the competence-based approach is considered a theoretical basis for renewing education, a tool for designing learning outcomes and a mechanism for restructuring the educational process. In this context, O. Polinkevych *et al.* (2026) linked the competence-based model to the formation of sustainable educational and economic ecosystems. Their study showed that the quality of education acquires practical significance when the competencies developed ensure learners’ adaptability to environmental changes and can be correlated with long-term socio-economic outcomes. This understanding of competency as a practically significant learning outcome is complemented by studies that shift attention to the internal structure of educational training. In particular, the connection between the competence-based approach and the development of soft skills was examined in the research of N. Diachenko & A. Usatyi (2021). The authors concluded that communication, critical thinking, self-regulation and the ability to interact cannot be treated as secondary elements of the educational process, since these qualities ensure the functionality of knowledge in real situations. Further clarification of this logic is connected with defining the conceptual framework itself. A systematic interpretation of the main categories of the competencebased approach was proposed by N. Mukan *et al.* (2023). In their interpretation, competency appears as an integrative characteristic that combines knowledge, skills, practical experience and the ability to apply them. This conclusion is important for didactics, as it makes it possible not to reduce learning outcomes to separate areas of knowledge or individual skills, but to consider them as an integrated formation.

While the theoretical understanding of competency defines the substantive basis of the approach, its implementation requires methodological coherence. This aspect was specified in the study of Y. Romanyshyn & I. Briukhovetska (2024), which showed that the effectiveness of the competence-based model depends on the alignment between educational standards, learning content, teaching methods and the assessment system. The authors established that, without clear methodological guidelines, the competence-based approach risks remaining declarative, since changes in curricula are not always accompanied by changes in pedagogical practice. This problem is clearly evident in sector-specific educational contexts. The significance of innovative approaches in higher education was examined by L. Nikitchenko *et al.* (2024). The study established that active and interactive methods contribute to the transition from reproductive acquisition of material to activity-based processing of knowledge.

The alignment between learner activity, learning content and assessment is directly connected with the problem of formulating learning outcomes. This aspect was substantiated by A. Vitchenko *et al.* (2022), who demonstrated the importance of learning outcomes as a central element of the competence-based approach. Clearly defined learning outcomes ensure a connection between the aims of an educational programme, learning content and assessment criteria. In professional education, this problem acquires additional importance, since competencies must correspond to the specific nature of future professional activity. The theoretical justification of modern models for training future IT specialists was presented by R. Diadiushkin (2025). The study showed that educational programmes should be flexible and capable of responding to changing professional requirements. This conclusion confirms that the competence-based approach serves as the basis for adaptive professional training, in which learning content is aligned with real working conditions. A similar logic can also be observed in teacher training.

The specific features of developing the professional readiness of future masters of primary education were examined by O. Blyznyuk (2025). The study emphasised that pedagogical mastery is formed through a combination of theoretical training, practical experience and the ability to act in educational situations. This logic is completed by the anthropological dimension of competence-based learning, since any educational model is implemented through the development of a particular individual. The significance of the anthropological approach in modern education was substantiated by L. Holubnychyha *et al.* (2023). The authors showed that taking into account the individual characteristics of learners improves learning effectiveness and is consistent with the personal orientation of the competence-based approach. In this understanding, the formation of competencies involves not only the organisation of learning activity, but also consideration of the subjective experience, needs and capacities of participants in the

educational process. Despite the considerable number of studies, the competence-based approach has often been considered fragmentarily: separately as a theoretical model, a methodological basis or a practical tool. As a result, its holistic functioning as a didactic paradigm, in which principles, methodology and implementation mechanisms must be mutually aligned, has remained insufficiently explored. This article aimed to determine the substantive, methodological and didactic characteristics of the competence-based approach in the organisation of the educational process.

MATERIALS AND METHODS

The research methodology was organised into several logically connected stages, each corresponding to a separate aspect of the analysis of competence-oriented learning. This structure made it possible to move consistently from clarifying the conceptual framework to defining the principles, methodological foundations and practical mechanisms for implementing the competence-based approach in the educational process. At the stage of theoretical and conceptual analysis of the competence-based approach, the method of theoretical analysis was applied. This made it possible to clarify the meaning of the concepts of “competence” and “competency”, their relationship and their functional significance within the structure of the educational outcome. The analysis included the research of T. Açıkgöz & M.C. Babadoğan (2021), which examines the theoretical foundations of competency-based education, as well as the studies by K.M. Marcotte & L.D. Gruppen (2022) and D. Matinho *et al.* (2022), which were used to substantiate the structure of competency as an integrative learning outcome. Comparative analysis was used when comparing the competence-based approach with the knowledge-based model of learning. Its application made it possible to identify the differences between these models in terms of educational content, the role of the teacher, the position of the learner and the nature of learning activity. For this purpose, the provisions of T. Açıkgöz & M.C. Babadoğan (2021) concerning the practical orientation of competence-based education were used, along with the study of J. Cindrić *et al.* (2024), which examines the knowledge-oriented logic of learning.

The method of systematisation was applied to determine the didactic principles of competence-oriented learning. It made it possible to organise the principles according to their functional purpose and to trace the connection between orientation towards learning outcomes, the activity-based nature of learning, integrative content, contextuality, learner agency and reflexivity. The selection of these principles was based on the criteria of their correspondence to the structure of competency and their focus on developing the capacity for action. The principle of orientation towards learning outcomes was substantiated with reference to J. Hao (2024), the activity-based nature of learning with reference to D. Behera *et al.* (2024), and contextuality, learner agency and reflexivity, presented in Table 1, on the basis of A. Seguel-Arriagada *et al.* (2025) and A.S. Aschoff (2026). At the stage of substantiating the methodological foundations

of competence-oriented learning, the method of theoretical synthesis was used. It ensured the integration of activity-based, learner-centred and systemic approaches, as well as constructivist ideas of learning, into a single explanatory framework. The methodological provisions summarised in Table 2 were developed on the basis of the studies of S.J. Alainati (2021), L. Holubnycha *et al.* (2022) and D. DeBacker *et al.* (2024), in which competence-based learning is considered as a multi-level model for organising the educational process. In describing the practical mechanisms for implementing the competence-based approach, the method of modelling was applied. This method made it possible to reproduce the interrelationship between the teacher, the learner, learning content, teaching methods and assessment.

The change in the teacher's role was modelled with reference to D.H. Rhoney *et al.* (2024). The terminology and functional distribution of the teacher's roles were determined through a functional analysis of the pedagogical actions required for designing tasks, supporting learners' activity, providing feedback and assisting in the assessment of competencies. The methods of competence-oriented learning were described on the basis of E. Polz & S. Bećirović (2022), while the assessment component was developed with reference to the provisions of C.F. Wei & P. Lii (2022). At the stage of identifying the limitations of implementing the competence-based approach, the method of critical analysis was used. This made it possible to consider the overloading of educational programmes, the inertia of pedagogical thinking and the insufficient development of assessment tools as factors that disrupt the alignment between learning outcomes, content, activity and assessment procedures. For this purpose, the studies of C.F. Wei & P. Lii (2022), D. DeBacker *et al.* (2024) and D.H. Rhoney *et al.* (2024) were used. The application of these methods ensured a consistent study of the theoretical and methodological foundations of the competence-based approach, as well as the identification of the principles and possibilities for its implementation in the educational process.

RESULTS

Theoretical foundations of the formation of the competence-based approach in education

The competence-based approach in pedagogy is formed through a reconsideration of the aims, content and outcomes of learning. It is based on an orientation towards the learner's ability to apply knowledge, skills and experience in educational, professional and social situations. The theoretical substantiation of this approach includes the distinction between its basic concepts, the definition of the structure of competency and the identification of its differences from the knowledge-based model of learning. A theoretical understanding of the competence-based approach first requires clarification of its basic concepts, since these concepts define the content of educational outcomes and the logic of their formation.

The concepts of “competence” and “competency” are not identical, although in educational practice they are

often used as closely related terms. Competence has a normative character and denotes a prescribed requirement for the training of a learner. It is fixed in educational standards, curricula and qualification profiles, and defines the range of knowledge, skills, functions and powers required for a particular activity. Competency characterises an actual educational outcome. It is manifested in a person's ability to apply acquired knowledge and skills in specific conditions, make decisions, and act independently and responsibly. While competence sets the expected level of training, competency shows the extent to which this level has been formed in the learning process. This distinction is important for designing the educational process. Competences define the reference points of learning, whereas competencies serve as the outcomes that must be developed and assessed. Therefore, assessment within the competence-based approach cannot be limited to checking acquired information. It must record the learner's ability to act in situations that require the application of knowledge, the choice of a course of action and the justification of a decision (Açıkgöz & Babadoğan, 2021). The distinction between these concepts provides a basis for further consideration of the internal structure of competency, since its content is not limited to normatively prescribed training requirements.

The structure of competency is defined as a set of interrelated components that ensure the integrity of the educational outcome. It includes knowledge as the substantive basis of activity; abilities and skills as means of performing it; motivational and value orientations as internal conditions for activity; and practical experience, which is formed through the application of acquired knowledge and skills in various situations. The structural model of competency was developed on the basis of the systematisation of approaches to its interpretation in the analysed scholarly sources. In the course of the analysis, recurring substantive features of competency were identified, related to knowledge, skills, motivational and value orientations, and experience of practical application. These features were grouped according to their function in the educational outcome: the cognitive component defined the substantive basis of activity; the operational component, the ways of performing it; the value-motivational component, its internal orientation; and practical experience, the ability to apply what has been acquired in specific situations. This provided grounds for presenting competency as an integrative formation in which individual components function in interconnection. The coordinated functioning of these components ensures the ability to act effectively in educational and professional contexts (Fig. 1).

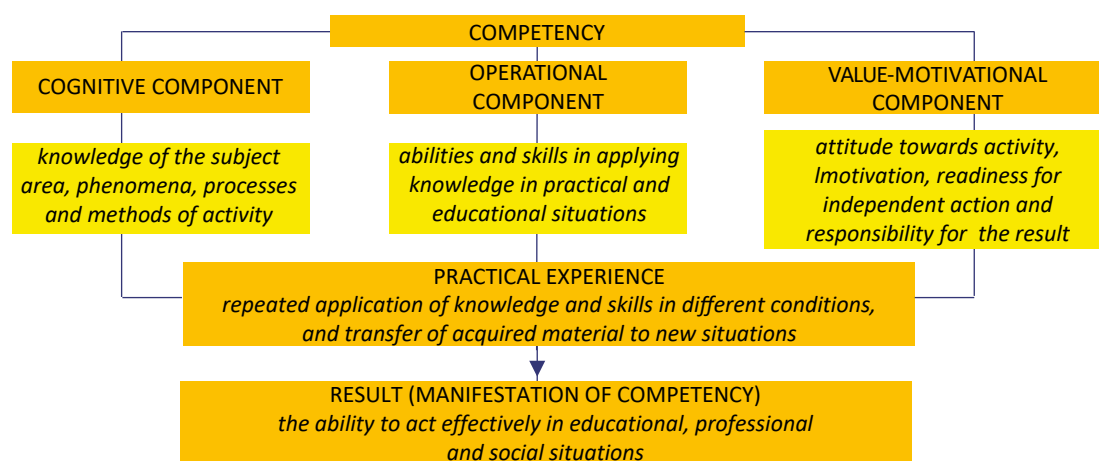


Figure 1. Structure of competency as an integrative learning outcome

Source: compiled by the authors based on K.M. Marcotte & L.D. Gruppen (2022), D. Matinho *et al.* (2022)

The structural model presented made it possible to establish that competency had formed as an integrated construct in which individual components acquired functional interdependence. It was found that the learning outcome was determined not by the presence of isolated elements, but by the degree of their integration and their ability to ensure coordinated activity. The identified interaction between the components confirmed that the formation of competency required the organisation of the learning process in a way that combined content, activity and personal factors. This provided grounds for considering competency as an outcome that reflected the level of development of the capacity for action, rather than merely

the amount of material acquired. Clarifying the structure of competency makes it possible to proceed to a comparison of the competence-based approach with the knowledge-based model of learning, since it is the complexity of the educational outcome that determines the difference between these approaches.

The knowledge-based model of learning is oriented mainly towards the acquisition and reproduction of educational information. Its outcome is the amount of knowledge possessed by the learner, while the effectiveness of learning is often determined by the correctness of answers and the accuracy with which material is reproduced. In this model, explanatory-illustrative and reproductive

methods of learning predominate. The competence-based approach changes this logic. Knowledge remains a necessary basis of learning, but its role is determined by its ability to support practical action. The learning outcome is assessed not only by what the learner knows, but also by how this knowledge is used to solve tasks, explain situations, make decisions and interact with other participants in the educational process. The difference between these models is also reflected in the construction of educational content. In the knowledge-based model, content is often presented as a system of topics, concepts and facts that must be acquired. In the competence-based approach, content is selected with regard to its function in developing the capacity for action. Educational material should not only convey information, but also provide a basis for completing practical, problem-based and research tasks. The role of the teacher also changes. In the knowledge-based model, the teacher mainly acts as a source of information and a controller of its acquisition. In the competence-based approach, the teacher organises learning activity, selects tasks, creates conditions for the independent search for solutions, provides feedback and guides learners' reflection (Cindrić *et al.*, 2024). The position of the learner also changes. The learner is not limited to receiving and reproducing material, but participates in activities that require analysis, choice, the application of knowledge and evaluation of their own actions. For this reason, competence-based learning involves active forms of work: problem-based tasks, projects, case studies, discussions, and the modelling of educational or professional situations.

The theoretical foundations of the competence-based approach were revealed through the interpretation of education as a process of developing the capacity for meaningful activity. Competence was defined as a normatively prescribed requirement for training, while competency was defined as a formed outcome manifested in the practical application of knowledge, skills, attitudes and experience. This made it possible to consider competency as an integrated system of interrelated components. The difference between the competence-based approach and the knowledge-based model was established through a change in the logic of the educational outcome: the leading focus became not the reproduction of information, but the ability to use it in specific educational, professional and social situations. This position led to a different understanding of educational content, the organisation of learning activity and assessment. Further substantiation of competence-oriented learning required the identification of principles that ensured its didactic consistency and practical implementation.

Didactic principles for the implementation of competence-oriented learning

Competence-oriented learning is defined as a system in which educational content, the organisation of activity and the assessment of outcomes are subordinated to the formation of the ability to act in different situations. Its

implementation is determined by a set of principles that define the logic of constructing the educational process and ensure the coherence of its components. These principles reflect the relationship between learning aims, the ways in which they are achieved and the characteristics of the educational outcome. Orientation towards learning outcomes involved constructing the educational process from the expected outcome to the content, methods and assessment criteria. Within the competence-based approach, it was appropriate to formulate the outcome not as the acquisition of a particular topic, but as the ability to perform a specific action using knowledge. For example, instead of the formulation "to know the methods of pedagogical diagnosis", the outcome should be presented as "to be able to select methods of pedagogical diagnosis according to the age of learners, the purpose of observation and the conditions of the learning situation". In this case, the learning outcome immediately specified not only the content of training, but also the expected mode of action.

A clear definition of learning outcomes made it possible to connect three components of the educational process: what exactly had to be formed, through which learning actions this was achieved and by which criteria the result could be assessed. If the outcome involved the ability to analyse a pedagogical situation, the learning content had to include not only theoretical provisions, but also case studies, observations and comparisons of possible solutions. In this case, assessment could not be limited to testing knowledge of concepts, since it was necessary to determine whether the learner was genuinely able to apply knowledge to solve a specific task. The practical significance of this principle was evident in the fact that learning outcomes became the basis for selecting tasks. For example, in the training of a future teacher, the outcome "the ability to plan a lesson fragment with regard to pupils' age-specific characteristics" required a task involving the development of a lesson plan, justification of the choice of methods and identification of the expected outcomes for pupils. In such a situation, the level of competency development was determined not by the number of theoretical provisions reproduced, but by the quality of the pedagogical decision and its correspondence to the aim, conditions and pupils' needs (Hao, 2024). Thus, orientation towards learning outcomes ensured a transition from describing educational material to describing the expected activity of the learner. It set the logic for designing the educational process, in which content, methods and assessment were subordinated to the development of a specific capacity for action. For this reason, this principle was directly linked to the activity-based nature of competence-oriented learning.

The activity-based nature of learning determined the organisation of the educational process through learners' performance of specific learning actions: analysing information, solving problem-based tasks, preparing projects, modelling situations and justifying decisions. In such a system, knowledge was not transmitted as ready-made

material to be memorised, but was acquired through its use in practical and learning-cognitive tasks. Learning activity required the active participation of the learner, who not only reproduced the content of the topic, but also applied it to explain phenomena, compare approaches, choose a course of action and evaluate the result. For example, in teacher training, this could be reflected in the development of a lesson fragment, the analysis of a learning situation, the selection of methods for working with a group or the justification of a pedagogical decision. This format ensured the development of skills in working with information, making decisions, cooperating with others and taking responsibility for the outcome of the work performed. The organisation of learning as activity required the selection of content in which educational material was linked to tasks, situations and modes of action. This ensured the integration of knowledge and promoted its use in various educational, professional and social contexts.

The integrative nature of educational content lies in combining knowledge from different fields and orienting it towards the formation of a holistic understanding of objects and phenomena. Learning content was constructed not as a set of isolated topics, but as a system in which individual elements were connected through common tasks, problems or areas of activity. This approach made it possible to avoid fragmented knowledge and ensured its functionality. Integration contributed to the development of the ability to transfer knowledge from one field to another,

which became a necessary condition for solving complex tasks. At the same time, it created the preconditions for the development of systems thinking, as the learner learned to establish links between different aspects of the phenomenon under study. The integrative nature of content was directly connected with the contextuality of learning, since it was through context that knowledge acquired applied significance (Behera *et al.*, 2024). At the same time, the activity-based organisation of learning did not fully account for the mechanism of competency formation, since completing a task required meaningful processing of the experience gained. From the standpoint of the constructivist approach, the learner not only applied ready-made knowledge, but also related new information to prior experience, clarified their own understanding of the problem, tested the chosen course of action and adjusted it on the basis of the task outcome. This made it possible to explain why competency was formed not only through activity, but also through the independent construction of knowledge in the process of learning activity. Contextuality, learner agency and reflexivity specify the procedural dimension of competence-oriented learning. They define the conditions under which knowledge is transformed into practical action, the learner assumes an active position, and learning outcomes become the subject of reflection and correction. These principles ensure the connection between the learning situation, independent activity and the assessment of one's own experience (Table 1).

Table 1. Contextuality, learner agency and reflexivity in competence-based learning

Principle	Content of the principle	Implementation in the educational process	Expected result
Contextuality of learning	Learning was linked to real or near-real situations in which knowledge could be applied	Learning tasks were formulated through professional, social or educational situations that required analysis, selection of a course of action and assessment of the consequences of a decision	A connection was ensured between theoretical material and practice, and the knowledge acquired applied significance for the learner
Learner agency	The learner was considered an active participant in learning who independently made decisions, chose ways of completing tasks and assessed the results	The teacher organised the educational environment, created conditions for independent activity, supported the choice of an individual trajectory and provided feedback	Experience of independent work, responsibility for the result, and the ability to plan, self-regulate and adjust one's own actions were developed
Reflexivity of learning activity	Learning was directed towards understanding one's own actions, results, mistakes and ways of further improvement	Self-assessment, peer assessment, discussion of activity results, learning journals and reflective questions after completing tasks were used	The ability to exercise selfcontrol, understand the learning process and identify directions for further competency development was developed

Source: compiled by the authors based on A. Seguel-Arriagada *et al.* (2025), A.S. Aschoff (2026)

The generalisation of these provisions made it possible to establish that contextuality, learner agency and reflexivity functioned as interrelated mechanisms that ensured the transition from the acquisition of knowledge to its conscious use. Context set the conditions for application, the learner's active position determined the way in which the learner was involved in the activity, and reflection ensured understanding of the experience gained and its further correction. Their combination formed a complete cycle of learning activity in

which the result was not only achieved, but also assessed in terms of the possibility of further development. The principles of competence-oriented learning formed an interconnected system that determined the logic of organising the educational process. Orientation towards learning outcomes set the direction of activity; the activity-based nature of learning ensured the formation of experience; integrative content created the integrity of knowledge; contextuality linked knowledge with practice; learner agency defined the

active role of the learner; and reflexivity ensured awareness and correction of learning activity. The coordinated functioning of these principles ensured the formation of competencies, such as the ability to act in different situations. They defined the conditions under which the educational process acquired an integrated character and was directed towards achieving outcomes of practical significance.

The transition from the principles of competence-oriented learning to its methodological foundations is

determined by the need to explain which scientific approaches underlie their implementation. While the principles define the logic of organising the educational process, methodological approaches determine the ways in which it is constructed, explain the mechanisms of competency formation and ensure the theoretical coherence of learning. In this context, the competence-based approach integrates a range of methodological positions, each of which reveals a separate aspect of the educational process (Table 2).

Table 2. Methodological foundations of competence-oriented learning

Methodological approach	Content of the approach	Function in competence-based learning	Manifestation in the educational process
Activity-based approach	Considers learning as a process of organising activity in which knowledge is formed and acquired through its practical application	Ensures the development of skills and practical experience as components of competency	Use of problem-based tasks, case studies, projects and practical situations
Learner-centred approach	Orients learning towards the individual characteristics of the learner, their needs, motives and educational goals	Ensures the development of agency, independence and responsibility	Individualisation of learning tasks, choice of learning trajectory and independent work
Systemic approach	Considers the educational process as an integrated system of interrelated elements: aims, content, methods and assessment	Ensures the coherence of all components of learning and their orientation towards the result	Development of educational programmes based on logically connected learning outcomes
Constructivist ideas of learning	Define knowledge as the result of active construction by the learner on the basis of prior experience	Ensure the development of the capacity for independent cognition and interpretation of knowledge	Organisation of learning through research activity, discussions and analysis of situations

Source: compiled by the author based on L. Holubnycha *et al.* (2022), S.J. Alainati (2021), D. DeBacker *et al.* (2024)

The analytical generalisation of the provisions presented made it possible to establish that competence-oriented learning is formed as a result of the integration of several methodological approaches, each of which performs a specific function. The activity-based approach defined the way in which learning was organised through practical activity; the learner-centred approach ensured that the learner's individual characteristics were taken into account; the systemic approach shaped the integrity of the educational process; and constructivist ideas explained the mechanisms of knowledge acquisition as a result of active cognitive activity. Their combination created the theoretical basis for the coherent functioning of learning content, activity and outcomes.

Practical mechanisms for implementing the competence-based approach in education

The implementation of the competence-based approach in the educational process is determined by changes in the roles of participants in learning, the selection of methods, the organisation of assessment and the conditions in which learning activity takes place. These changes ensure the transition from the reproduction of knowledge to its application, form practical experience and provide a basis for assessing outcomes as the ability to act in specific situations. The change in the teacher's role in competence-oriented learning reflects the transformation of the logic of the educational process, in which the transmission of knowledge gives way to the organisation of learners'

activity. This entails a reorientation of the teacher's functions, the nature of interaction with learners and the expected learning outcomes. The sequence of these changes makes it possible to trace the connection between the teacher's new position, the learner's activity and the formation of the educational outcome (Fig. 2). The diagram showing the change in the teacher's role was developed on the basis of a functional analysis of the characteristics of competence-oriented learning described in the sources. To construct it, the traditional role of the teacher as a source of educational information was compared with the functions required for organising activity-based, contextual and reflective learning. As a result, such teacher functions as designing learning tasks, organising the educational environment, supporting learners' independent activity, providing feedback and supporting reflection were identified. These functions formed the basis of the diagram, which reflects the transition from a transmission-based to a facilitative model of pedagogical interaction. The implementation of the competence-based approach revealed a dependency between the organisation of the learning environment, the learner's activity and the quality of the outcomes formed. The transition to the teacher's facilitative role created conditions for independent work, the choice of modes of action and the gradual accumulation of practical experience. Teaching methods became effective when they were linked to real or simulated situations, while assessment was based on clear criteria and allowed actions to be adjusted. At the same time, it was established

that the competence-based model could not be implemented effectively without revising curricula, providing

methodological training for teachers and developing reliable assessment tools.

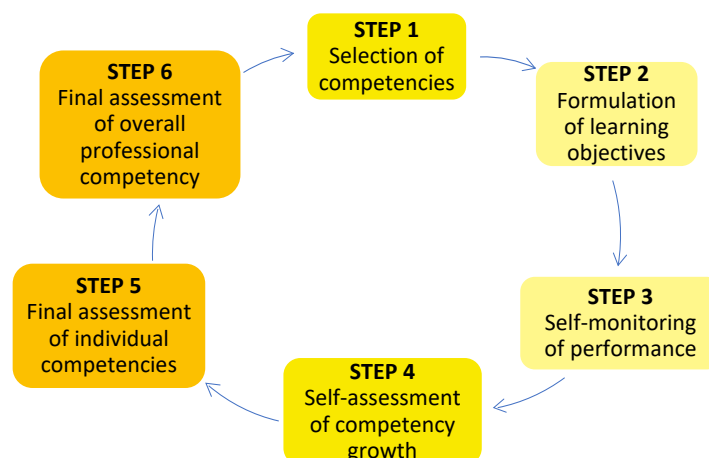


Figure 2. Changing the teacher's role in competence-based learning

Source: compiled by the authors based on D.H. Rhoney *et al.* (2024)

The constructivist dimension of these methods was reflected in the fact that the learner worked not with a ready-made solution, but with a problem-based or variable situation that required independent interpretation. In project-based learning, this was manifested through the gradual clarification of the aim, the selection of information and the construction of the learner's own logic for presenting the result. In the case method, the

constructivist role lies in interpreting the situation, comparing possible solutions and explaining the choice made. In problem-based learning, it was connected with formulating assumptions, testing hypotheses and revising the initial understanding of the problem. As a result, these methods ensured not only the application of knowledge, but also its active reconsideration in the process of activity (Table 3).

Table 3. Methods of competence-oriented learning

Method	Content of the method	Learning activity of learners	Competency-based result
Project-based learning	Completion of a complex task that requires the integration of knowledge from different fields	Setting an aim, planning work, searching for information, analysing data, preparing and presenting the result	Development of professional and general competencies related to work organisation, communication and responsibility
Case method	Work with specific situations close to the real conditions of activity	Identifying the problem, selecting relevant information, evaluating possible solutions and justifying the choice	Development of analytical thinking, decision-making ability and the capacity to act under conditions
Problem-based learning	Creation of learning situations in which there is no ready-made solution	Formulating hypotheses, testing assumptions, comparing approaches and substantiating conclusions	Development of cognitive activity, independence and the ability to search for new knowledge
Discussion	Discussion of a problem-based issue that involves comparing different positions	Formulating arguments, analysing the positions of other participants, substantiating one's own opinion and clarifying conclusions	Development of communicative competency, critical thinking and the ability to defend a decision with reasoned arguments
Modelling of educational or professional situations	Reproduction of conditions close to real educational or professional activity	Performing roles, analysing the conditions of the situation, choosing a course of action and assessing the consequences of the decision made	Formation of the ability to act in variable conditions, make decisions and transfer knowledge into a practical context
Research tasks	Completion of tasks that require independent search, analysis and interpretation of information	Posing a question, selecting sources, analysing data, formulating conclusions and presenting results	Development of research competency, independence, analytical thinking and the ability to work with information

Source: compiled by the authors based on E. Polz & S. Bećirović (2022)

The methods presented form the practical toolkit of competence-based learning, as they shift the educational process into the sphere of action. At the same time, their

competence-based potential is realised only when specific didactic conditions are in place. Project-based learning, the case method and problem-based learning become

means of implementing the competence-based paradigm when tasks are directly aligned with expected learning outcomes, contain a professionally or socially significant context, require an independent choice of a course of action and involve justification of the decision made. An equally important condition is the presence of assessment criteria that record not only the correctness of the answer, but also the learner's ability to analyse a situation, integrate knowledge, act in variable conditions and assess the consequences of their own actions. Under these conditions, active methods cease to be merely a form of organising a class and perform the function of a mechanism for forming competency as an integrated educational outcome. Their effectiveness is determined by the extent to which learning tasks are connected with real conditions for the application of knowledge and whether they allow learners to make decisions independently. This brings into focus the need for an assessment that records not only the correctness of an answer, but also the quality of the activity performed.

Assessment in competence-oriented learning was aimed at determining the level of competency development, which required the use of criteria related to the learner's activity. Assessment was no longer limited to checking knowledge, but included analysis of the ability to perform tasks, justify decisions and apply knowledge in new situations. The assessment criteria were formulated in accordance with the learning outcomes and included indicators reflecting the quality of task performance. The use of rubrics made it possible to specify these criteria in detail, define levels of achievement and ensure transparency in assessment. Learners were able to compare their own results with the established requirements and understand which aspects needed improvement. Formative assessment became part of the learning process and was aimed at supporting learning activity. It included regular feedback, self-assessment and peer assessment. This approach ensured not only the recording of results but also their correction during learning, which contributed to a more conscious acquisition of the material. The change in approaches to assessment revealed a number of difficulties associated with implementing the competence-based approach in educational practice (Wei & Lii, 2022).

The implementation of the competence-based approach is accompanied by limitations that affect the effectiveness of its introduction. These limitations influence not only the organisational level of the educational process, but also the internal coherence of the competence-based model. Their effect is manifested in the gap between declared learning outcomes, the content of educational programmes, the nature of learning tasks and methods of assessment. As a result, the competence based approach can remain at the level of stated aims without leading to a real change in learning activity. One such factor is the overloading of educational programmes, which makes it difficult to integrate activity-based forms of learning. This overloading arises from the continued reliance on the logic of accumulating educational

material, characteristic of the knowledge-based model. Under such conditions, course content remains oriented towards covering the maximum number of topics, rather than selecting material in accordance with the expected learning outcomes. This blocks the competence-based model, as it reduces the time available for practical tasks, analysis of situations, independent search for solutions and reflection. As a result, the learner receives a considerable amount of information, but does not have enough learning situations in which to apply it. The inertia of pedagogical thinking is connected with the established understanding of the teacher's role as the main source of educational information and the controller of its acquisition. This position contradicts the competence-based logic, in which the teacher is expected to organise activity, create conditions for the independent choice of a course of action and provide reflective support.

The preservation of the transmission-based model blocks the formation of the learner's active position, since learning activity remains dependent on explanation, instruction and external control. Teachers require additional training in the use of new methods, the development of tasks and the formulation of assessment criteria. The insufficient development of assessment tools arises from the complexity of competency-based outcomes themselves. Competency includes not only knowledge, but also the ability to act, justify decisions, transfer experience to new situations and evaluate one's own actions. If assessment criteria remain focused mainly on the correctness of an answer or the reproduction of material, they do not make it possible to record the quality of the learner's activity. This blocks the model at the stage of verifying outcomes, since the declared competencies do not receive valid confirmation in the assessment procedure. Determining the level of development of complex educational outcomes requires clear criteria and indicators, which are not always available in ready-made form. This complicates the objectivity of assessment and requires additional efforts to develop appropriate tools. Despite the existing limitations, the competence-based approach demonstrates the possibility of improving the effectiveness of the educational process, provided that its components are used coherently.

The implementation of the competence-based approach determines a change in the logic of organising the educational process, within which the role of the teacher, the nature of learning activity and the methods of assessing outcomes are reconsidered. Teaching methods ensure the formation of practical experience, while the assessment system makes it possible to determine the level of competency development through the completion of practical tasks. At the same time, the effectiveness of implementation depends on overcoming organisational and methodological limitations related to overloaded content, the persistence of traditional approaches and the insufficient development of assessment tools. The alignment of these aspects creates conditions for competence-based learning to function as an integrated didactic model.

DISCUSSION

The obtained results provided grounds for considering competence-oriented learning as a didactic system in which educational content, learning activity and assessment were aligned with the formation of the ability to act in specific educational, professional and social situations. This interpretation corresponds to the conclusions of K. Moldasan *et al.* (2023), in which the competence-based approach was presented as a transition from the acquisition of knowledge to its practical use. In that study, this transition was examined mainly as a general trend in the development of education that changed the orientation of the learning process. In the present study, this position was specified through the internal logic of the didactic model: the distinction between the concepts of “competence” and “competency”, the definition of the structure of competency and the explanation of the functional role of knowledge in activity. As a result, the practical orientation of learning was considered not only as a change in the educational aim, but also as a restructuring of the relationship between aims, content, methods and assessment. In this interpretation, the ability to act was not an additional learning outcome, but an indicator that knowledge, skills, value-motivational orientations and practical experience functioned as an integrated formation.

The proposition concerning the central role of learning outcomes was correlated with the study by P. Thummaphan *et al.* (2022), in which the effectiveness of a competence-based programme was linked to the clear definition of expected outcomes. In that research, this aspect was examined mainly within the development of a school curriculum, that is, as a condition for constructing an educational programme. In the present study, learning outcomes were considered more broadly: as a didactic principle that determined not only the formulation of aims, but also the selection of content, the nature of learning tasks and assessment criteria. This approach made it possible to show that a learning outcome in the competence-based model cannot be presented as the acquisition of a separate topic or a set of concepts. It must record the ability to perform an action using knowledge in a particular context. For this reason, orientation towards learning outcomes was connected with the activity-based nature of the educational process: if the outcome defined the expected action, then learning content and methods had to provide the conditions for its formation, performance and assessment. The problem of the relationship between knowledge and competencies was considered with reference to the findings of B. Fu *et al.* (2025), which substantiated the appropriateness of combining knowledge-based and competence-based logic within outcome-based education. In that study, knowledge and competencies were presented as interrelated frameworks of the educational process that ensured the achievement of defined outcomes. In the present study, this position was detailed through the structure of competency. It was shown that knowledge was neither removed from the educational process nor deprived of

significance; however, its function changed. Knowledge was considered the substantive basis of activity, alongside skills, value-motivational orientations and experience of practical application. This interpretation made it possible to avoid opposing the knowledge-based and competence-based logics. Knowledge served as a necessary condition for the formation of competency, but its educational value was determined by its ability to support task solving, the justification of decisions and the transfer of acquired experience to new situations.

The assessment component of the obtained results was correlated with the conclusions of H. Vargas *et al.* (2024), which emphasised the importance of clear criteria for assessing competencies. In that study, the main attention was focused on the need for transparent indicators that made it possible to relate the completed task to the expected level of competency development. In the present study, this position was extended by considering assessment as part of the learning process, rather than only as a procedure for final verification. Criteria, rubrics and formative assessment were interpreted as tools for recording the quality of task performance, determining levels of outcome achievement and correcting the learner's actions. This approach made it possible to connect assessment with reflection, since the learner was able not only to find out the final result, but also to compare their own actions with the defined requirements, identify difficulties and determine directions for further improvement. The distinction between the concepts of “competence” and “competency” was clarified through comparison with the research of N. Kiesler (2023), in which competency was considered a multidimensional construct that cannot be reduced to a single item of knowledge, skill or behavioural indicator. This position corresponded to the interpretation of competency as a complex integrative characteristic; however, the present study additionally distinguished between the normative and outcome-based levels. Competence was defined as a prescribed requirement for learner training, whereas competency was defined as a formed outcome manifested in the ability to apply knowledge, skills and experience in specific conditions. Owing to this clarification, the conceptual framework was linked to the practice of designing the educational process. Competences set the reference points for content and expected outcomes, while competencies became the object of formation and assessment. This made it possible to explain why assessment in the competence-based model cannot be limited to checking acquired information, but must include the ability to act, justify decisions and apply knowledge in changed situations.

The provisions concerning the changing role of the teacher were compared with the findings of A. Tarmo & A. Kimaro (2021), where competence-based education required a revision of the content of teacher training. In that study, attention was focused on preparing future teachers to work within the competence-based model. In the present study, this problem was examined from the standpoint of the functional organisation of the educational process.

The teacher's role was described through the transition from the transmission of educational information to the organisation of learners' activity. In this model, the teacher acted as an organiser of the educational environment, a coordinator of interaction, a source of feedback and a facilitator of reflection. This clarification was important for understanding the learner's active position, since independence, the choice of a course of action and responsibility for the result could not be developed if an exclusively reproductive model of learning was preserved. Thus, the change in the teacher's role was connected not only with teaching methods, but also with the restructuring of the entire logic of learning interaction. The practical dimension of pedagogical interaction was specified with reference to the study by S. Khan *et al.* (2022), which showed that competence-based learning changes pedagogical behaviour and the nature of interaction between the teacher and learners. In that study, these changes were linked to the outcomes of competence-based training and assessment. In the present study, they were interpreted as a consequence of the general restructuring of the educational process, in which control over the acquisition of material gave way to support for learning activity. This meant that the teacher not only transmitted information or checked its reproduction, but also created conditions for completing tasks, supported the search for solutions, provided feedback and guided reflection. This interpretation made it possible to connect pedagogical behaviour with the didactic principles of competence-based learning: activity orientation, contextuality, learner agency and reflexivity. The change in pedagogical behaviour was therefore considered a mechanism for the transition from a knowledge-based organisation of learning to the formation of competency as the ability to act. The analysis of the activity-based nature of learning was correlated with the conclusions of A. Skulmowski (2024), which emphasised that the active performance of actions alone does not guarantee a learning outcome. This position was important for clarifying the limits of the activity-based approach within the competencebased model. The present study showed that the effectiveness of activity-based learning was determined not by the number of practical tasks, but by their alignment with expected outcomes, content integration, the presence of a context for applying knowledge and the possibility of reflective understanding of the actions performed. For this reason, projects, case studies, problem-based tasks, discussions, situation modelling and research tasks were considered not as self-sufficient methods, but as tools for forming competency, provided that they were aligned with learning outcomes and assessment criteria. This position made it possible to clarify that activity acquires competence-based significance only when it ensures the application of knowledge, the choice of a course of action, the justification of a decision and the analysis of the result obtained.

The comparison of the results showed that the provisions of this study were consistent with existing works, but differed in the way they were theoretically organised.

In the studies reviewed, the competence-based approach was usually revealed through separate aspects: curriculum renewal, formulation of learning outcomes, assessment, changes in the teacher's role or the use of activitybased methods. In the present study, these components were combined into a single logic, in which no element functioned in isolation, but each determined the conditions for the implementation of the others. It was established that competence-oriented learning was not limited to the introduction of active methods or the revision of assessment criteria. Its integrity was ensured by the interconnection between the theoretical understanding of competency, methodological approaches, didactic principles and practical mechanisms of implementation. This made it possible to refine the findings of previous studies: separate conclusions concerning curriculum design, outcome-based education, assessment frameworks, pedagogical behaviour and activity-based learning were integrated into a broader didactic model. The distinction of the obtained results lay in the level of generalisation. While previous studies mainly identified separate regularities in the implementation of the competence-based approach, the present study demonstrated their interdependence. This made it possible to consider competence-oriented learning as a system in which the learning outcome determined the content, the content shaped the nature of activity, activity required appropriate methods, and assessment ensured the recording and correction of the competencies formed. This provided a basis for summarising the main results of the study, defining its theoretical contribution and practical significance, and outlining further directions for scholarly inquiry.

CONCLUSIONS

The theoretical study established that the competence-based approach has developed as a systemic didactic paradigm based on the reorientation of educational outcomes from the acquisition of knowledge to the formation of the ability to apply it in different situations. The theoretical and methodological foundations of this approach were revealed through the clarification of basic concepts, the structure of competency and its functional purpose in the educational process. It was determined that the distinction between the concepts of "competence" and "competency" ensured clarity in the design of learning outcomes: competence functioned as a normative requirement, whereas competency reflected the actual level of their achievement. The structure of competency was interpreted as an integrative formation that combined knowledge, skills, value-motivational orientations and practical experience. It was found that the effectiveness of learning was determined not by separate components, but by the level of their interaction, which ensured the capacity for integrated activity. It was established that this interpretation of the learning outcome led to a change in the logic of the educational process, in which knowledge acquired functional significance as a means of action rather than as an independent aim. This made it possible to determine the difference between

the competence-based approach and the knowledge-based model, which was oriented mainly towards the reproduction of information. The identification of the principles of competence-oriented learning made it possible to specify the conditions for its implementation. It was established that orientation towards learning outcomes ensured the connection between aims, content and assessment; the activity-based nature of learning formed the basis for acquiring practical experience; and the integrative nature of content made it possible to overcome fragmented knowledge. At the same time, contextuality, learner agency and reflexivity ensured the learner's involvement in the learning process as an active participant capable of making independent decisions and evaluating their own activity.

The analysis of the possibilities for implementing the competence-based approach showed that its introduction was accompanied by changes in the teacher's role, with the teacher performing the function of organiser of the educational environment and coordinator of activity. It was established that the use of project-based, problem-based and case-oriented learning ensured the formation of experience in applying knowledge in practical situations. The assessment system acquired a procedural character, which made it possible to record not only the final result, but also the dynamics of competency formation through the use of criteria, rubrics and formative assessment. At the same time, it was found that the effectiveness of competence-oriented learning depended on a number of conditions, among which the most important were the alignment of educational content with learning outcomes, teachers' readiness to use activity-based methods and the availability of valid

assessment tools. Limitations associated with the overloading of curricula, the inertia of pedagogical thinking and the insufficient development of assessment procedures complicated the full implementation of the approach. The obtained results showed that competence-oriented learning functions as an integrated system in which theoretical foundations, didactic principles and practical mechanisms of implementation are interrelated. This made it possible to consider it an effective model for organising the educational process, aimed at developing the capacity for activity in a changing social and professional environment. The limitations of the study are determined by its theoretical nature, which does not involve empirical verification of the obtained provisions, as well as by its dependence on the representativeness of the analysed sources and the variability of interpretations of the competencebased approach in pedagogical literature. Prospects for further research are connected with the empirical verification of the effectiveness of competence-oriented learning, the development of valid tools for assessing the formation of competencies and the clarification of models for their implementation in different educational contexts.

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Компетентісно орієнтоване навчання як сучасна дидактична парадигма у педагогічній науці

Анотація. Метою дослідження було розкриття теоретичних засад, дидактичних принципів і механізмів реалізації компетентісного підходу в освітньому процесі. Методологія дослідження ґрунтувалася на послідовному застосуванні теоретичного, порівняльного, функціонального та критичного аналізу, систематизації, теоретичного синтезу й моделювання для уточнення понятійного апарату компетентісного підходу, визначення його дидактичних принципів, методологічних основ і механізмів реалізації в освітньому процесі. Застосування цих методів забезпечило послідовне вивчення теоретичних, методологічних і практичних аспектів компетентісного підходу та дозволило описати його як цілісну систему. У результаті дослідження було встановлено, що компетентісний підхід визначає зміну логіки освітнього процесу через переорієнтацію результатів навчання на здатність до діяльності. Було розмежовано поняття «компетенція» як нормативно задану вимогу та «компетентність» як фактичний освітній результат, що проявляється у здатності застосовувати знання, уміння та досвід у конкретних ситуаціях. Виявлено, що структура компетентності має інтегративний характер і включає когнітивний, операційний, ціннісно-мотиваційний компоненти та досвід діяльності, які функціонують у взаємозв'язку. Визначено, що відмінність компетентісного підходу від знанневої моделі полягає у зміні функції знань, які розглядаються як засіб дії. Було конкретизовано принципи компетентісно орієнтованого навчання, серед яких орієнтація на результати навчання, діяльнісний характер, інтегративність змісту, контекстність, суб'єктність і рефлексивність. Встановлено, що їх узгоджене застосування забезпечує формування здатності до виконання практичних і професійно орієнтованих завдань. Окреслено методологічні основи підходу через інтеграцію діяльнісного, особистісно орієнтованого, системного підходів і конструктивістських ідей навчання. Показано, що реалізація компетентісного навчання супроводжується зміною ролі викладача, використанням активних методів навчання та впровадженням оцінювання, орієнтованого на діяльність здобувача освіти. Практична значущість дослідження полягає у можливості використання отриманих положень для проєктування освітніх програм, добору методів навчання та розроблення систем оцінювання, орієнтованих на формування компетентностей

Ключові слова: освітній процес; здобувач освіти; інтегративність змісту; контекстність; освітній результат