



THE ESSENCE AND CONCEPTUAL FOUNDATIONS OF DEVELOPING INDEPENDENT LEARNING COMPETENCE BASED ON A COMPETENCE-BASED APPROACH

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ABSTRACT

The competence-based approach has emerged as a dominant paradigm in contemporary education, emphasizing learning outcomes that integrate knowledge, skills, attitudes, and values necessary for effective professional and social functioning. Within this framework, the development of students' independent learning competence is recognized as a strategic priority in higher education, ensuring graduates' readiness for lifelong learning, self-development, and adaptability in rapidly changing socio-professional contexts

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Independent learning competence is defined as an integrated personal quality that reflects a learner's ability to autonomously plan, organize, implement, and evaluate learning activities. From a competence-based perspective, independent learning extends beyond the execution of individual tasks and represents a systemic capability grounded in cognitive, operational, motivational, and reflective components. This competence enables students to act as active subjects of the educational process rather than passive recipients of knowledge.

The content structure of independent learning competence comprises several interrelated dimensions. The cognitive dimension includes subject-specific and interdisciplinary knowledge essential for independent inquiry. The operational dimension encompasses skills related to information literacy, critical thinking, problem-solving, and the effective use of digital technologies. The motivational dimension reflects learners' internal drive, responsibility, and commitment to self-directed learning, while the reflective dimension ensures continuous self-monitoring, self-assessment, and improvement of learning strategies.

The conceptual foundations for developing independent learning competence are rooted in established pedagogical and psychological theories. Constructivist learning theory emphasizes learners' active engagement in knowledge construction through meaningful and authentic tasks. Self-regulated learning theory highlights the role of goal-setting, strategic planning, monitoring, and reflection as core mechanisms of independent learning. Learner-

centered pedagogy supports personalization and autonomy, whereas the activity-based approach underscores the importance of practice-oriented and problem-based learning environments.

The implementation of a competence-based approach requires the creation of appropriate pedagogical conditions, including the systematic integration of independent and research-oriented tasks into the curriculum, the use of active and interactive teaching methods, and the application of digital learning technologies. In this context, the role of the teacher transforms into that of a facilitator and mentor who provides methodological guidance, scaffolding, and feedback, gradually fostering students' autonomy and self-regulation.

In conclusion, the competence-based approach offers a robust conceptual framework for the development of independent learning competence. By shifting the educational focus from knowledge transmission to competence formation, higher education institutions can ensure the preparation of graduates capable of continuous learning, critical thinking, and successful professional realization in a globalized society.

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