

DIDACTIC MODEL FOR THE DEVELOPMENT OF STUDENTS' SELF-EDUCATIONAL COMPETENCE WHILE STUDYING FOREIGN LANGUAGES AT UNIVERSITY

Summary. *This study examines the importance of self-educational competence in modern higher education in the context of rapid technological change and the growing role of artificial intelligence. The aim is to develop a didactic model for forming self-educational competence in students studying foreign languages. The research combines theoretical methods (analysis, synthesis, comparison, and modeling) with empirical methods (pedagogical observation, testing, and questionnaires). The proposed learner-centered, competence-oriented model integrates clearly defined objectives, strategy-based instruction, task-based learning, and formative assessment, enabling students to set goals, plan, monitor, and evaluate their own learning. The findings indicate that the model effectively supports learner autonomy, enhances metacognitive skills, and promotes continuous professional development, confirming that the formation of self-educational competence should be a key priority in foreign language education at universities.*

Key words: *self-educational competence; foreign language learning; learner autonomy; didactic model;*

Problem statement. In the conditions of rapidly changing environment driven by technology one of the biggest challenges that is faced by modern education systems at universities is to equip their graduates with a set of hard skills that are not going to be obsolete and easily replaceable by AI. The range of knowledge that modern professional needs to have is excessively vast and to be knowledgeable about every aspect in the industry they specialize in can be next to impossible. However, what is possible is building a skill of agility, ability to orient themselves in massive amounts of information flows, analysis and critical thinking as well as a vision of a learning trajectory – this is what a modern specialist needs to be able to work on continuous professional development efficiently. So, based on the above, we strongly believe that one of key priorities at modern universities is the formation of students' self-educational competence.

Analysis of recent sources and publications. Analyzing scientific sources, we have identified a great number of research papers defining the concept of self-educational competence, its essence and structure, and its formation in representatives of different professions (N. Voropay [1], V. Tsisaryk [2], Yu. Demchenko [3], I. Fastov [4], O. Pysmena [5]). However, its formation in students while studying foreign languages hasn't been studied sufficiently.

Presentation of the main research material. Self-educational competence is a multifaceted concept that can be understood from several perspectives: as a personal quality (psychological approach), as a process of self-directed learning in everyday life (action-based approach), and as a foundational element that shapes overall professional competence and personal development (system-forming approach).

The aim of the present research is to develop a didactic model underlying the formation of self-educational competence in students studying a foreign language.

The study employs a combination of theoretical and empirical research methods. Theoretical methods include analysis, synthesis, comparison, and generalization of scientific literature to define the concept of self-educational competence and to design the didactic model. The modeling method is used to structure and substantiate the components of the proposed model. Empirical methods include pedagogical observation, testing, questionnaires. Together, these methods ensure the validity and reliability of the research findings.

A didactic model can be defined as a structured and systematically organized framework that guides the teaching and learning process. It consists of a set of interrelated components that function as an integrated system to ensure the effectiveness of instruction. These components include learning objectives, content, methods and strategies, forms of organization, learning activities, resources, assessment, feedback, and the roles of participants in the educational process.

Our model is based on clearly defined objectives, which are twofold: language learning objectives, focused on the development of communicative competence in listening, speaking, reading, and writing; self-educational objectives, which include goal setting, planning, strategy selection, progress monitoring, and self-evaluation.

These objectives are closely aligned with the development of metacognitive skills and learner autonomy. The content of the model includes both linguistic material and explicit instruction in learning strategies, such as memorization techniques, note-taking, vocabulary acquisition strategies (like spaced repetition), and the use of digital tools. Authentic materials, such as articles, videos, and podcasts, are incorporated to support both language acquisition and the development of self-educational skills.

The methodological framework of the model is learner-centered and competence-oriented. It includes task-based learning, project-based learning, and problem-based learning, which require students to plan their work, search for information, make decisions, and complete meaningful communicative tasks. These approaches promote learner autonomy and gradually reduce the level of teacher control. The forms of organization integrate classroom interaction with independent work and involve classroom guidance (input, explanation, and modeling of strategies), in-class practice (pair and group work, discussions), and extensive independent work (home study, online tasks, and project work).

An important component of the model is the system of feedback, which includes teacher feedback, peer feedback, and self-reflection. These elements contribute to the development of critical thinking and metacognitive awareness. The learning environment also plays a significant role, particularly through language learning applications (Quizlet, Wordwall), which support autonomous learning beyond the classroom.

A key feature of the model is systematic training in learning strategies, enabling students to set goals, plan their study time, select appropriate resources, monitor and regulate their learning, and reflect on their progress. In this process, the teacher acts as a facilitator and coach, introducing and modeling strategies, providing guidance and feedback, and encouraging learner autonomy. Students, in turn, have an active role by taking responsibility for their learning, applying strategies, engaging in self-monitoring and reflection, and collaborating with peers. Assessment within the model is continuous and primarily formative, involving both teacher assessment and self- and peer assessment through tools such as portfolios, learning journals, and checklists. These instruments enable students to evaluate their progress and adjust their learning strategies accordingly.

Conclusions. The study confirms that self-educational competence is a crucial component of modern higher education, enabling students to adapt to rapidly changing technological conditions and ensure continuous professional development. The analysis of recent research shows that, despite its importance, the formation of self-educational competence in students studying foreign languages remains insufficiently explored. The proposed didactic model addresses this gap by integrating learner-centered methods, strategy training, and formative assessment, thereby fostering learner autonomy,

metacognitive skills, and effective self-directed learning. As a result, the development of self-educational competence should be considered a key priority in foreign language education at universities.

References

1. Воропай Н. Сутність поняття «самоосвітня компетентність» та рівні її сформованості у майбутніх учителів початкових класів // Педагогічні науки : зб. наук. праць. Херсон: Видавництво ХДУ, 2011. Вип. 58, ч. 1. С. 216–221.

2. Цісарук В. Самоосвітня компетентність майбутнього вчителя трудового навчання та технологій // Молодь і ринок. 2018. DOI: <https://doi.org/10.24919/2308-4634.2018.140373>.

3. Демченко Ю. Самоосвітня компетентність – невід’ємна складова частина професійної компетентності (діяльності) майбутнього учителя // Humanities science current issues. 2019. № 1(23). С. 154–159. DOI: <https://doi.org/10.24919/2308-4863.1/23.166160>.

4. Fastov I. Self-educational activity of students as a condition for high-quality studying and professional preparation of future teachers // Naukovyi chasopys NPU imeni M.P. Drahomanova. Ser. 5: Pedagogical sciences: realities and perspectives. 2025. № 104. DOI: <https://doi.org/10.31392/UDU-nc.series5.2025.104.28>.

5. Письменна О.М. Методика формування самоосвітньої компетентності студентів медичного коледжу в умовах змішаного навчання // Проблеми сучасних трансформацій. Серія: педагогіка. 2025. DOI: <https://doi.org/10.54929/2786-9199-2025-7-09-01>.

Чеботарьова Л.І.

кандидат педагогічних наук, доцент

доцент кафедри іноземних мов і міжкультурної комунікації

Київського національного економічного університету імені Вадима Гетьмана

AI IN THE EDUCATIONAL PROCESS

Анотація. Авторка брала участь у багатьох вебінарах, присвячених темі застосування штучного інтелекту в освітньому процесі. Вже доступний також перелік літературних джерел, які висвітлюють шляхи застосування ШІ у підготовці студентів.

Застосування ШІ безмежно розширює перелік освітніх методичних стратегій, підходів та підбору матеріалів, так необхідних для викладача у сучасному розумінні викладання і підготовки фахівців 21-го сторіччя.

Summary. The author participated in numerous webinars dedicated to the topic of using AI in the educational process. There is already a literature review outlining ways to use AI in university education. The application of AI boundlessly expands the variety of educational methodological strategies and approaches, as well as the selection of materials necessary for the teacher within the modern concept of education and the training of specialists of the 21st century.

In the modern world, technology is developing at an incredible pace, and one of the most important achievements of recent decades has been artificial intelligence (AI). Its influence is felt in many areas of life, but the role of AI in education is particularly