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RESEARCH COMPETENCE AS AN INDICATOR OF SUCCESSFUL MODERNIZATION OF PEDAGOGICAL EDUCATION IN UKRAINE

Abstract. This article reveals the essence, structure, and significance of research competence as an indicator of the successful modernization of pedagogical education in Ukraine. The dynamics of the development of this concept are analyzed in the context of modern challenges caused by rapid technological progress and the need to train a new type of teacher – innovative, reflective, and capable of continuous self-improvement. It is emphasized that research competence is an integrative quality of a person that encompasses not only cognitive knowledge but also motivational-value, practical-activity, and reflective aspects. The article highlights the main provisions of Ukrainian regulatory and legal documents (Laws «On Education» and «On Higher Education,» State Standard of Higher Education for Pedagogical Specialties), which lay the legal foundations for the formation of research competence. The requirements for the research work of future teachers are presented, particularly by establishing the share of the scientific component in master's level curricula. Existing scientific approaches to modeling and stage-by-stage formation of this competence are summarized, and the pedagogical conditions that contribute to its development are identified. Specifically, the necessity of creating a favorable developmental environment, applying productive teaching methods, and integrating research logic into the educational process is analyzed. Scientific studies that have revealed

discrepancies between regulatory requirements and the practical level of research competence formation in student-teachers are analyzed. The identified problems indicate the need for further improvement of teaching and evaluation methods. The skills that are indicators of the formation of research competence are presented, including the ability to evaluate information, use digital technologies in scientific activities, and develop innovative projects. It is concluded that the successful modernization of pedagogical education in Ukraine depends on the effective formation of research competence in teachers, which is a guarantee of the quality of the educational process and adaptation to the challenges of the information society.

Keywords: research competence, legal and regulatory acts, professional development, pedagogical education, modernization, quality of education.

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ДОСЛІДНИЦЬКА КОМПЕТЕНТНІСТЬ ЯК ІНДИКАТОР УСПІШНОЇ МОДЕРНІЗАЦІЇ ПЕДАГОГІЧНОЇ ОСВІТИ В УКРАЇНІ

Анотація. У статті розкрито сутність, структуру та значення дослідницької компетентності як індикатора успішності модернізації педагогічної освіти в Україні. Проаналізовано динаміку розвитку цього поняття в контексті сучасних викликів, зумовлених стрімким технологічним прогресом та потребою у підготовці педагогів нового формату – інноваційних, рефлексивних та здатністю до постійного самовдосконалення. Наголошено, що дослідницька компетентність є інтегративною якістю особистості, що охоплює не лише когнітивні знання, а й мотиваційно-ціннісні, діяльнісно-практичні та рефлексивні аспекти. У статті висвітлено основні положення нормативно-правових документів України (Закони «Про освіту» та «Про вищу освіту», Державний стандарт вищої



освіти для педагогічних спеціальностей), які закладають законодавчі основи для формування дослідницької компетентності. Представлено вимоги до науково-дослідницької роботи майбутніх педагогів, зокрема, встановлюючи частку наукової компоненти у навчальних програмах магістерського рівня. Узагальнено існуючі наукові підходи до моделювання та поетапного формування цієї компетентності, а також визначено педагогічні умови, які сприяють її розвитку. Зокрема, проаналізовано необхідність створення сприятливого розвивального середовища, застосування продуктивних методів навчання та інтеграції дослідницької логіки в освітній процес. Проаналізовано наукові дослідження, які виявили розбіжності між нормативними вимогами та практичним рівнем сформованості дослідницької компетентності у студентів-педагогів. Виявлені проблеми вказують на необхідність подальшого вдосконалення методик викладання та оцінювання. Представлено уміння, що є показниками сформованості дослідницької компетентності, включаючи здатність до оцінки інформації, використання цифрових технологій у науковій діяльності та розробки інноваційних проєктів. Зроблено висновок, що успішна модернізація педагогічної освіти в Україні залежить від ефективності формування дослідницької компетентності у педагогів, що є запорукою якості освітнього процесу та адаптації до викликів інформаційного суспільства.

Ключові слова: дослідницька компетентність, нормативно-правові акти, професійний розвиток, педагогічна освіта, модернізація, якість освіти.

Problem Statement. The modern world is characterized by rapid changes, technological progress, and constantly growing demands on human capital, which necessitates the continuous modernization of all spheres of public life, including education. The traditional system of pedagogical education often focused on the reproductive acquisition of knowledge and methods, whereas modern educational paradigms require the development of key competencies, among which research competence is of particular importance. This gap between existing approaches to teacher training and the current requirements of the knowledge society creates new challenges that require a systemic solution.

In this context, research competence acts as an integrated quality of a person, allowing teachers to adapt to new conditions, critically comprehend information, independently find solutions, and implement effective teaching methods [12; 13]. It is the driving force of innovation in pedagogical practice and a key indicator of the educational system's readiness for qualitative changes and modernization. Its development correlates with the educational system's ability to adapt quickly and effectively in times of crisis, which is a sign of successful modernization.

Ukraine has taken significant steps in the legislative and conceptual formalization of modernization processes. Legislative changes, such as the Laws of

Ukraine «On Education» (2017) [7] and «On Higher Education» (2014) [4], as well as the Concept of Pedagogical Education Development (2018) [10] and the State Standard of Higher Education for Pedagogical Specialties (2021) [12], lay the foundations for a competence-based approach. However, as some studies show, the level of research competence formation in future teachers requires further study and improvement [13].

Analysis of Recent Research and Publications. Research competence is an integrative quality of a person that combines knowledge, skills, and value orientations to acquire new knowledge. M. Holovan [1] and V. Yatsenko [24] define it as the readiness and ability for research activity, which includes motivational-value, cognitive, practical-activity, and reflective components. H. Serdiuk [16] and S. Hrozan [3] support this definition, emphasizing that competence is formed through self-development, not just as a result of direct instruction. It is the basis for the development of other professional qualities, such as communicative and social competencies, and serves as a key to professional self-development [21]. M. Rohanova [15] also describes it as a complex that ensures success in innovative activities. Along with research competence, project competence plays a significant role, especially for future teachers. M. Portian [13] identifies its motivational-value, cognitive, and activity-reflective components. The formation of this competence involves the development of analytical, creative, and research skills, which confirms their interconnectedness. This indicates a synergistic potential, where methods aimed at developing one competence contribute to the formation of another [13]. The formation of both competencies requires active and practice-oriented approaches. M. Rohanova [15] proposes to integrate special didactic units into curricula, while T. Skoryk [18] emphasizes the importance of simulation games, master classes, and case methods. The holistic combination of theory and practice is critically important, as H. Serdiuk [17] notes. V. Frytsiuk and co-authors [21] argue that research competence is a meta-competence that enhances overall professional readiness. Despite a deep theoretical understanding, there are challenges in practical implementation. H. Serdiuk [17] notes that the problem of developing research competence remains insufficiently studied. M. Portian [13] emphasizes that the levels of project competence formation are often «average and low.» This indicates a gap between theory and practice, which requires the development and implementation of effective, scientifically sound models for the formation of these competencies.

The purpose of the article is to analyze the role of research competence as an indicator of the successful modernization of pedagogical education in Ukraine based on regulatory and legal documents and scientific research.

Main Material. In scientific works, research competence is defined as an integrative quality of a person that combines knowledge, skills, a researcher's experience, value attitudes, and personal qualities [1]. It is manifested in the readiness and ability to conduct research activities to obtain new knowledge by applying methods



of scientific cognition, a creative approach to goal setting, planning, decision-making, analysis, and evaluation of research results [1]. It is not just a sum of separate elements, but a dynamic combination that reflects the motivation for scientific inquiry, the level of proficiency in the methodology of pedagogical research, and the personally significant qualities of the researcher [19]. This understanding of research competence as a holistic, integrative quality emphasizes its complexity and multifaceted nature, which requires a comprehensive approach to its formation. For the modernization of pedagogical education, this means that changes must take into account not only «what» to study but also «how» to form a holistic personality of a researcher capable of independent inquiry and innovation [11]. If research competence is defined as an «integrative quality of a person» that includes not only cognitive knowledge and activity skills but also motivation, values, and personal qualities, this means that its formation cannot be reduced to teaching a few separate courses. It requires a systemic restructuring of the educational process that will contribute to the development of all these aspects. For modernization, this means that changes must be deep and cover not only curricula but also pedagogical methods, the educational environment, and the evaluation system to ensure the holistic development of competence.

In the structure of research competence, Ukrainian scientists distinguish four main components that interact with each other and perform specific functions. The motivational-value component performs a stimulating and value-orienting function [1]. It includes the awareness of the significance of research activities for professional growth and improving the quality of education, the presence of a stable interest in scientific inquiry, and the desire to improve one's own level of research competence [13]. The cognitive (cognitive-information) component is responsible for the cognitive function [1]. It involves deep and conscious knowledge of the theory and methodology of pedagogical research, knowledge of the essence of research competence, as well as the ability to search, process, analyze, and evaluate information from various sources [12]. The practical-activity (technological-activity) component performs a productive function [1]. It includes the ability to identify problems, formulate hypotheses, select adequate research methods, process and analyze the results obtained, conduct scientific discussions, and implement research results into practice. It also includes the ability to develop and implement new educational tools and projects. The reflective (reflective-personal) component is responsible for the regulatory function. It includes the ability to self-analyze one's own pedagogical and research activities, critically reflect on problems, and the ability to use acquired knowledge and skills in new and non-standard situations, as well as to correct one's own professional activities [13].

The clear distinction of these four components is fundamental for developing holistic programs for the formation of research competence, which allows not only teaching «how to research» but also fostering a «researcher.» The division of research competence into these interconnected components is important for the practical

implementation of modernization processes. The motivational component determines the desire to research, the cognitive – knowledge, the activity – skills, and the reflective – the ability to self-improve. For successful modernization, this means that educational programs must be designed in such a way as to develop all these aspects simultaneously, rather than just transmitting knowledge about research. This will ensure not just the possession of skills, but also the inner readiness and ability of the teacher for continuous inquiry and improvement.

The formation of research competence is a priority task of modern education, implemented through the development of a set of interconnected skills. Their totality reflects the level of formation of this competence. First and foremost, this is the ability to effectively navigate the information space, critically analyze and verify data, using digital tools and open educational resources. An important aspect is the ability not only to use existing ones but also to create new electronic (digital) resources, adapting them to specific educational and research needs. In addition, research competence involves mastering scientific methods of cognition and their application in the educational process. This includes the ability to identify and formulate a research problem, propose hypotheses, select adequate methods, process and analyze the data obtained, and present conclusions in a well-reasoned manner. Academic integrity, which ensures the reliability and objectivity of the results, is also an integral part. Finally, research competence is manifested in the ability to develop, implement, and apply the results of scientific research in practical activities, particularly in pedagogical ones, contributing to the integration of innovations [12; 14].

The emphasis on digital technologies and critical evaluation of information in the context of research competence reflects the impact of digital transformation on pedagogical activity. This indicates that the modernization of pedagogical education must be not only about «research» but also about «digital research.» The inclusion of these aspects as key skills of research competence shows that modern pedagogical education must meet the challenges of the information society. This means that modernization cannot be limited to traditional research methods but must actively integrate digital tools and skills for working with large amounts of information. This expands the understanding of research competence and its importance for successful modernization.

Ukrainian legislation forms a comprehensive regulatory and legal framework that regulates and stimulates the development of research competence at various levels. The fundamental act that regulates the information component of scientific activity is the Law of Ukraine «On Scientific and Technical Information» [6]. This law provides the legal basis for the creation, collection, storage, dissemination, and protection of scientific and technical information, which is critically important for ensuring access to the data necessary for conducting effective research. Without proper legal regulation of information flow, research work becomes impossible. In addition to information



support, the state exerts a targeted influence on the focus of scientific research through the Law of Ukraine «On Priority Areas of Science and Technology Development» [8]. Recent changes, introduced by Law No. 3534-IX of January 13, 2024 [5], expanded the list of priorities to include areas related to national security and defense and extended their relevance. This decision allows state funding to be directed to areas critical to the country, which directly affects the distribution of resources in higher education institutions and determines the topics of scientific work, particularly for students, contributing to the formation of their research competence in accordance with state needs.

Other regulatory and legal documents form the basis for the implementation of research competence directly into the educational process. The Law of Ukraine «On Education» [7] lays down the general principles of a competence-based approach, while the Law of Ukraine «On Higher Education» [4] directly links education with science, defining research skills as a mandatory requirement for higher education seekers. This requirement is enshrined at the level of master's and doctoral programs. Strategic documents, such as the Concept for the Development of Pedagogical Education [10], indicate a systemic approach to the development of research skills in teachers. The State Standard of Higher Education in specialty 011 «Educational, Pedagogical Sciences» [12] regulates the amount of study time allocated to the scientific component. In addition, the professional standard «Teacher of a General Secondary Education Institution» [14] integrates elements of research activity into professional practice, making it an integral part of continuous professional development. Thus, the legislative framework of Ukraine systematically contributes to the integration of research activities into the educational and professional space, emphasizing its importance for the innovative development of society.

A number of pedagogical conditions have been identified for the successful development of research competence. O. Tovkanets [19] emphasizes the need to create a subject-spatial developmental environment, use productive teaching methods and a set of research tasks in the educational process, and actively apply information technologies. M. Haharyn and A. Koshlaba [2] and M. Rohanova [15] emphasize the need to form professionalism in future preschool teachers within the framework of personality-oriented education and the development of students' cognitive activity. Among the specific practices that contribute to the formation of research competence, a stage-by-stage mastery of the content of academic disciplines such as «Methodology and Logic of Scientific Research» and «Fundamentals of Scientific Research in Pedagogy» is highlighted [2]. For practicing teachers, innovative forms of work are used, such as teacher portfolio presentations and methodological exhibitions «Grains of Pedagogical Experience,» which provide an opportunity to demonstrate professional achievements and contribute to the development of creative potential [22].

The change in the role of the teacher in the New Ukrainian School, where the teacher is positioned as a coach, facilitator, tutor, and moderator on an individual

educational trajectory, is of particular importance [20]. This change in role from a knowledge transmitter to a facilitator is a direct reflection of the need for their own research competence. To be an effective coach, the teacher must be able to research, adapt, and find individual approaches, which is the essence of research activity. Thus, the change in the teacher's role is a powerful stimulus for the development of their research competence, and its formation becomes not just an academic requirement but a practical necessity for the successful implementation of the New Ukrainian School.

Despite significant theoretical developments and legal consolidation, there are significant challenges in the formation of research competence. A study by M. Portian [13] shows that future primary school teachers and educators have a predominant average and low level of project competence formation. This low level is a signal that despite regulatory requirements and theoretical developments, the practical implementation of modernization in the part of research competence formation faces significant challenges. This indicates the need to revise existing teaching and evaluation methods. The identified low level of competence formation at the initial stages indicates deep problems that cannot be solved only by changing standards. This requires comprehensive measures: retraining of teachers, updating the material and technical base, and developing new teaching methods that actively involve students in research activities.

The prospects for the development of research competence are closely related to the study of the axiological priorities of teachers, which will contribute to more effective methodological work [9]. The content and nature of value training depend on the trends of modern education, which are focused on ensuring academic freedom, personal development, understanding learning as a process of research, and ensuring the well-being of the student [9]. Research activity requires immersion in research and full self-realization, internal work on oneself, and readiness for self-improvement.

Research competence reflects the teacher's ability to innovate, adapt, and continuously self-improve, which is the essence of modernization [12]. It testifies to the transition from reproductive to productive and creative pedagogical activity [17]. A teacher who possesses research competence does not just apply ready-made methods but actively seeks new ones, adapts them, and evaluates their effectiveness, which is a manifestation of true innovation and progress in education. This is not just a set of skills but also an indicator of a change in the teacher's mentality – from an executor to an active creator of the educational process, which is a fundamental aspect of successful modernization. A high level of research competence ensures the quality of the educational process and compliance with the challenges of the knowledge society, as it allows the teacher to independently research new methods, evaluate their effectiveness, and adapt programs to the changing needs of students and society [7].

Indicators of successful modernization that reflect the development of teachers' research competence are: an increase in the number of teachers who master the methods



of research and experimental work; the availability of original programs, manuals, methodical recommendations, and articles; participation in experimental activities; the results of certification and the regularity of professional development [23]. These criteria and indicators make it possible not only to evaluate the individual competence of the teacher but also to measure the systemic progress of modernization. The growth of indicators according to these criteria at the national level will indicate the success of the reforms. Monitoring these indicators allows for a quantitative and qualitative assessment of the progress of modernization, turning research competence from an abstract concept into a measurable indicator.

Conclusions. Research competence is a multi-component integrative quality of a teacher's personality that includes motivational, cognitive, practical-activity, and reflective aspects. It is key to forming a modern teacher capable of innovation, adaptation, and continuous professional development. The analysis of Ukraine's regulatory and legal framework indicates the consistent integration of requirements for research competence and implementation in the training of pedagogical staff at the master's level. This is a significant achievement of modernization, as it creates the legal and conceptual prerequisites for qualitative changes in education. The developed scientific models and identified pedagogical conditions for the formation of this competence are an important theoretical basis for further practical actions.

Further research that will help to reveal this problem more deeply is the study of the role of university and school administration in creating a favorable environment for the development of research competence.

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