6. Падалка О. С. Професійно-економічна підготовка майбутніх учителів у вищих навчальних закладах: автореф. дис. ... д-ра пед. наук. Київ, 2009. 47 с.

7. Ярита І. І. Інноваційні аспекти економічної освіти дошкільнят. *Вісник Луган. нац. ун-ту ім. Тараса Шевченка. Педагогічні науки*. 2012. № 22(257). Ч. 4. С. 99–105.

8. Thaler R. H. Scientifc Background on the Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel. *Integrating economics with psychology*. 2017. Retrieved from www. URL : nobelprize. org/uploads/2018/06/advanced-economicsciences2017. pdf.

ENHANCING ACADEMIC INTEGRITY
THROUGH THE COMPETENCE-BASED APPROACH

Kseniia KUGAI
Associate Professor
Kyiv National University of Technologies and Design,
PhD student
the Institute of Pedagogy of NAES of Ukraine
Kyiv, Ukraine

Робота присвячена аналізу компетентнісного підходу в освіті для підтримки академічної доброчесності в умовах глобальних та технологічних змін. Акцент зроблено на таких аспектах, як критичне мислення, ухвалення етичних рішень та навчання впродовж життя, що відповідає Закону України «Про освіту» (2017 р.). Інноваційні стратегії, зокрема гейміфікація, допомагають подолати виклики, з якими стикається освіта сьогодні.

Ключові слова: академічна доброчесність, компетентнісний підхід, навчання впродовж життя, забезпечення якості, цифрова епоха, штучний інтелект в освіті.

The work deals with the competence-based approach in education to uphold academic integrity amid global and technological changes. It emphasizes critical thinking, ethical decision-making, and lifelong learning, aligning with Ukraine's

Academic integrity is a fundamental value that underpins quality education and professional ethics. Adopting innovative pedagogical strategies is essential to maintain this integrity in rapidly changing global and technological landscapes. Among these strategies, the competence-based approach has emerged as a vital framework for developing students' ability to navigate complex academic, professional, and societal challenges.

Let us recall that the Law of Ukraine «On Education» (2017) defines the competence-based approach in education as key and aims to [1]:

- comprehensively develop a person as a personality and the highest value of society, which includes the development of his or her talents, intellectual, creative, and physical abilities;

- form values and competencies necessary for successful self-realization;

- educate responsible citizens who are capable of making conscious social choices and directing their activities for the benefit of other people and society;

- enrich the Ukrainian people's intellectual, economic, creative, and cultural potential on this basis.

- raise the educational level of citizens to ensure the sustainable development of Ukraine and its European choice.

The traditional approach focuses on knowledge acquisition through standardized curricula and teacher-centered methodologies. While effective in structured settings, this model often needs more flexibility to address diverse learner needs and evolving global competencies. This limitation makes it less adaptive to changing contexts and learner diversity, with a primary focus on rote learning and standardized assessments. In contrast, the competence-based approach emphasizes the development of crucial competencies – critical thinking, collaboration, problem-solving, and adaptability – essential for lifelong learning [3,

p. 410]. The competence-based approach promotes lifelong learning and prepares learners for global challenges, aligning well with academic integrity by fostering self-regulation, ethical decision-making, and the integration of ethical reasoning into the learning process.

Modern foreign scholars consider the competence-based approach in education as a process of developing person's knowledge, skills, abilities, and personal qualities, which they can mobilize to perform tasks to the best of their ability. This shift in focus means that the goal of education extends beyond mere knowledge acquisition to include the ability to apply it in practice, solve problems, and adapt to new situations [1].

In this context, the competence-based approach naturally supports academic integrity by promoting self-regulation, accountability, and ethical decision-making. These values are fundamental in remote and distributed educational environments, where academic dishonesty and plagiarism risks are more pronounced. Moreover, the approach fosters transparency in assessment. It encourages collaborative technologies, ensuring fair and ethical learning experiences for all students.

However, the integration of the competence-based approach with academic integrity presents several challenges, including:

✓ the proliferation of fake science and misinformation;

✓ the ethical dilemmas posed by artificial intelligence in education;

✓ the need for institutional cultures that prioritize integrity.

Nevertheless, these challenges also present opportunities for innovation, such as:

✓ developing pedagogical strategies that leverage AI responsibly;

✓ promoting integrity through gamification and collaborative learning;

✓ strengthening international and national frameworks for quality assurance and ethical compliance.

The analysis revealed that the competence-based approach significantly enhances students' ethical awareness and engagement by fostering critical thinking, problem-solving, and accountability. Additionally, it reduces academic

dishonesty while preparing learners for global challenges by developing lifelong learning competencies.

Considering the above, the competence-based approach equips students with the skills needed to tackle contemporary challenges while fostering a culture of transparency and accountability in learning. By adopting innovative strategies and addressing implementation challenges, this approach can reshape educational practices, ensuring that academic integrity remains a cornerstone of quality education in the digital age.

References

1. Malykhin, O., Aristova, N., Kugai, K., Vyshnevska, M., & Makhovych, I. Soft Skills Development in the English Language Classroom: Students' Perspectives on the Problem. *Society. Integration. Education*: Proceedings of the International Scientific Conference (Rezekne, May 24th, 2024). Rezekne, Rezekne Academy of Technologies, 2024. Vol. I. Pp. 182-193. DOI https://doi.org/10.17770/sie2024vol1.7852

2. Про освіту: Закон України від 05.09.2017 р. № 2145-VIII. URL: https://zakon.rada.gov.ua/laws/show/2145-19#Text (дата звернення: 01.03.2025).

3. Теремінко Л., Гурська О. Методологічні засади формування готовності до професійної мобільності майбутніх ІТ-фахівців у процесі іншомовної підготовки. *Theory and Practice of Science: Key Aspects*: Proceedings of the 1st International Scientific and Practical Conference (February 19-20, 2021). Rome: Dana, 2021. С. 408-414. DOI https://doi.org/10.51582/interconf.19-20.02.2021.040

РЕЗИЛЬЄНТНІСТЬ ВИКЛАДАЧА СУЧАСНОГО УНІВЕРСИТЕТУ: СУТЬ І СТРУКТУРА

Вікторія ЖЕЛАНОВА
доктор педагогічних наук, професор
Київський столичний Університет імені Бориса Грінченка
м. Київ, Україна