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ACTIVITIES OF STUDENT SELF-GOVERNMENT AS A FACTOR IN THE DEVELOPMENT OF RESEARCH COMPETENCE AMONG HIGHER EDUCATION STUDENTS

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ДІЯЛЬНІСТЬ СТУДЕНТСЬКОГО САМОВРЯДУВАННЯ ЯК ЧИННИК ФОРМУВАННЯ НАУКОВО-ДОСЛІДНИЦЬКОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

The article examines the role of student self-government in the development of research competence among higher education students. The relevance of the study is determined by the growing need to train specialists capable of conducting scientific inquiry, critically analyzing information, engaging in innovative activities, and effectively solving professional problems in the context of ongoing transformations in higher education.

The paper analyzes scholarly approaches to the interpretation of the concept of research competence. It is established that the development of this competence involves not only mastering the methodology of scientific research but also fostering analytical thinking, research culture, academic integrity, and the ability to apply research outcomes in professional practice.

It is substantiated that student self-government constitutes an important factor in the development of the research potential of student youth, as

it contributes to the formation of initiative, responsibility, organizational and communication skills, leadership qualities, and the ability to collaborate effectively within a team. The study identifies the key areas of activity of student self-government bodies that facilitate the involvement of higher education students in research activities, including participation in academic conferences, student research clubs, competitions of student research papers, the organization of academic and educational events, and the implementation of social and

educational initiatives. Particular attention is paid to summarizing the experience of the Pedagogy Faculty of Vasyl Stefanyk Carpathian National University, where the activities of student self-government are aimed at intensifying students' research engagement, developing their research skills, and promoting student science.

The study concludes that the activities of student self-government bodies contribute significantly to the development of research competence among higher education students, enhance their analytical, organizational, and communication skills, and increase their readiness for professional and innovative activities.

Key words: student self-government, research competence, higher education students, research activity, higher education institutions, research-oriented learning; innovative activity.

Анотація. У статті висвітлено роль студентського самоврядування у формуванні науково-дослідницької компетентності здобувачів вищої освіти. Актуальність дослідження зумовлена потребою підготовки фахівців, здатних до наукового пошуку, критичного аналізу інформації, інноваційної діяльності та ефективного розв'язання професійних завдань в умовах освітніх трансформацій.

Проаналізовано наукові підходи до трактування поняття науково-дослідницької компетентності. З'ясовано, що формування цієї компетентності передбачає не лише опанування методології наукового дослідження, а й розвиток аналітичного мислення, дослідницької культури, академічної доброчесності та готовності до впровадження результатів наукового пошуку у практичну діяльність.

Обґрунтовано, що важливим чинником розвитку дослідницького потенціалу студентської молоді є студентське самоврядування, яке сприяє формуванню ініціативності, відповідальності, організаторських та комунікативних умінь, розвитку лідерських якостей і здатності до командної взаємодії. Розкрито основні напрями діяльності органів студентського самоврядування, які забезпечують залучення здобувачів вищої освіти до

наукової діяльності, зокрема, участі в конференціях, наукових гуртках, конкурсах студентських наукових робіт, організації науково-освітніх заходів та реалізації соціально-освітніх ініціатив. Особливу увагу приділено узагальненню досвіду педагогічного факультету Карпатського національного університету імені Василя Стефаника, де діяльність студентського самоврядування спрямована на активізацію наукової роботи студентів, розвиток їхніх дослідницьких умінь та популяризацію студентської науки.

Зроблено висновок, що діяльність органів студентського самоврядування сприяє формуванню науково-дослідницької компетентності здобувачів вищої освіти, розвитку аналітичних, організаторських і комунікативних умінь, а також підвищує їхню готовність до професійної та інноваційної діяльності.

Ключові слова: студентське самоврядування, науково-дослідницька компетентність, здобувачі вищої освіти, дослідницька діяльність, заклади вищої освіти, дослідницько-орієнтоване навчання, інноваційна діяльність.

Purpose of the article. The purpose of this article is to substantiate the role of student self-government bodies in the development of research competence among higher education students and to analyze the experience of organizing students' research activities in higher education institutions.

General problem setting. In the context of globalization processes, the digitalization of education, and increasing requirements for the professional training of future specialists capable of critical thinking, effective problem solving, and innovative activity, the issue of developing research competence among higher education students becomes particularly relevant. Modern information society requires specialists who not only possess strong theoretical knowledge but are also capable of independently searching for, analyzing, and interpreting information, generating innovative ideas, and implementing them in professional practice.

According to the Law of Ukraine "On Higher Education", scientific, scientific-technical, and innovative activities in higher education institutions are mandatory and must constitute "an integral component of educational activity aimed at integrating scientific, educational, and industrial activities within the higher education system" (*Law of Ukraine "On Higher Education", 2014, amended 2024*).

In agreement with the views expressed by S. Saiapina, N. Kryvosheia, and D. Kryvosheia, one of the key tasks of higher education institutions is to prepare not only highly qualified specialists capable of performing professional tasks but also researcher-oriented professionals who are able to conduct scientific inquiry, creatively reflect on their professional activities, and implement innovative approaches in practice. Such specialists should be oriented toward the promotion of socially significant values, continuous professional development and self-improvement, critical reflection on contemporary scientific achievements, and their effective application in professional activity (*Saiapina, Kryvosheia, Kryvosheia, 2024, 7–16*).

Within this context, it is essential to create an educational environment in higher education institutions that promotes students' research engagement, encourages participation in scientific projects, conferences, competitions of student research papers, and activities of student scientific associations. Among the factors contributing to the effective development of research competence, student self-government plays a particularly important role, as it creates favorable conditions for the development of initiative, responsibility, organizational and communication skills, as well as for fostering research culture and readiness for scientific activity.

Analysis of researches and publications. The problem of developing research competence within the system of higher education training has been addressed by numerous scholars, including A. Aleksuk,

V. Antoniuk, N. Antoniuk, O. Berezan, M. Vinnyk, O. Dubaseniuk, I. Kovtaniuk, V. Kostiukevych, Yu. Lavrysh, S. Martynenko, N. Nychkalo, and O. Pometun, among others. Certain aspects of research competence development have been examined in the context of the integration of education and science (Yu. Treshchevskyi, I. Pidlasyi), activity-based and competence-based approaches (O. Pometun, L. Panchenko), digitalization of the educational environment (N. Morze, O. Spirin), the implementation of innovative educational technologies (I. Ziazun, V. Lutai), and the promotion of academic integrity (T. Vorontsova, O. Shyian).

At the same time, the analysis of scholarly publications indicates that despite the considerable attention paid to the development of research competence among higher education students, the influence of student self-government bodies on this process remains insufficiently explored. This issue requires further comprehensive investigation, particularly in light of the ongoing transformations in higher education, digitalization processes, and the challenges associated with wartime conditions.

Outline of the main research material. Ukraine's integration into the European educational area necessitates the introduction of innovative approaches to organizing the educational process in higher education institutions, particularly the implementation of the concept of research-oriented learning. According to Yu. Slodynytska, research activity stimulates young people's awareness of their own position, enhances their ability to engage in discussion and argumentation, and fosters tolerant exchange of ideas. Furthermore, it contributes to the development of leadership skills (through project preparation and management, participation in conferences, and coordination of research groups), civic engagement (through social research, volunteer initiatives, and analysis of social processes), and ethical responsibility (through adherence to academic integrity, copyright regulations, and scientific ethics)

(Slodynytska., 2025, 1–11).

In contemporary conditions of social development and dynamic transformations of the labor market, not only strong professional knowledge but also the ability for lifelong learning, adaptation to new circumstances, critical analysis of information, and effective resolution of complex professional tasks become increasingly important. These qualities are often conceptualized as metacompetencies, which ensure the successful professional functioning of specialists under conditions of rapid socio-economic and technological change. One of the key components of these metacompetencies is research competence, which involves the ability to conduct scientific inquiry, process and interpret information, and formulate well-substantiated scientific conclusions.

The analysis of scholarly approaches to defining research competence demonstrates a diversity of interpretations within pedagogical theory. In academic literature, this concept is generally considered a complex integrative construct that combines knowledge, skills, experience in research activity, value orientations, and personal qualities necessary for conducting scientific inquiry and solving professional tasks.

In particular, research competence is interpreted as an integral personal quality reflecting the unity of theoretical and practical readiness of a future specialist to engage in research activities aimed at improving and transforming pedagogical practice, and involving the ability to independently, responsibly, and proactively address research tasks in professional contexts (Varga, 2020).

Similarly, N. Kozak and S. Sysoieva interpret research competence as an integrated personal and professional characteristic of a specialist that reflects the development of motivation for scientific inquiry, mastery of pedagogical research methodology, and the formation of significant personal qualities of a researcher, including innovative thinking, creative potential, and the capacity for innovative activity (Kozak, Sysoieva.

2016).

The generalization of these scholarly perspectives allows research competence to be conceptualized as a multidimensional characteristic of a future specialist that ensures readiness for scientific cognition, analytical reflection on professional practice, and the implementation of research findings in professional activities. Therefore, an important task of higher education institutions is to create an educational environment that promotes the development of students' research potential and encourages their active involvement in scientific activities.

Within this framework, student self-government serves as an effective mechanism for fostering initiative, responsibility, organizational and communication skills, and for engaging students in the implementation of research projects, organization of academic events, and promotion of student science. Participation in student self-government bodies provides higher education students with opportunities to apply research skills in practice, acquire experience in academic communication, and develop their own scientific potential.

Student self-government in higher education institutions is defined by Ukrainian legislation as a voluntary and open form of activity aimed at protecting students' rights and ensuring their participation in the governance of educational institutions, thereby promoting the development of responsibility, initiative, and competencies among students (*Law of Ukraine "On Higher Education"*).

Student self-government bodies participate in shaping institutional educational policy, organizing research activities, coordinating leisure and social conditions, and ensuring the quality of higher education. Such activities contribute to the development of students' abilities to plan research projects, work collaboratively in teams, critically analyze information, and make informed decisions, which confirms the role of student self-government as an important mechanism for the comprehensive development of research competence.

Research by V. Antoniuk and

D. Antoniuk identifies student self-government as a significant instrument for developing the active position of future specialists, fostering leadership qualities, social responsibility, and the ability for professional self-realization (Antoniuk V., Antoniuk D., 2023, 15–20). Similarly, I. Yashchuk and N. Kazakova emphasize the role of student self-government in shaping students' civic responsibility, social engagement, and active life position (Yashchuk, Kazakova, 2024, 7–12).

Pedagogical theory recognizes the well-known principle that intellectual development occurs through interaction with other intellectuals, character is shaped through interaction with other strong characters, and personality is formed through interaction with other personalities. In this context, a participant in student self-government bodies – characterized by leadership, communication skills, responsibility, tolerance, and initiative – becomes an important factor in achieving success within student organizations (Antoniuk V., Antoniuk D., 2023, 15–20).

An illustrative example of such practices can be observed at the Faculty of Pedagogy of Vasyl Stefanyk Carpathian National University, where student self-government bodies actively contribute to the development of students' scientific potential and their readiness for research activity. In particular, students regularly participate in annual reporting scientific conferences where they present the results of their own research, discuss current issues in pedagogical science, and engage in academic discussions and debates.

Furthermore, student scientific clubs and problem-oriented research groups operate at the faculty, providing opportunities for the development of research skills, training in scientific analysis, and preparation for participation in national and international academic events (<https://pedagogical.cnu.edu.ua/naukovadiialnist/prohramy-konferentsij/>).

Another important area of student self-government activity involves the organization of educational, scientific,

and outreach events. In particular, the student senate and the trade union committee of the Faculty of Pedagogy, in cooperation with academic staff, initiate and conduct various workshops, educational events, and social-educational projects aimed at developing students' practical and research skills and enhancing their professional engagement and responsibility (https://pedagogical.cnu.edu.ua/page/46/?utm_source=chatgpt.com). In addition, students participate in interuniversity scientific seminars and academic discussions, which provide opportunities for academic communication, exchange of experience, and testing of research findings.

In the context of educational digitalization and the challenges associated with wartime conditions, student self-government activities have acquired new forms, including the use of online platforms for organizing academic events, holding virtual conferences and webinars, and conducting scientific discussions. These practices expand opportunities for academic communication, facilitate students' integration into the scientific community, and contribute to the development of digital competencies.

Conclusions and prospects for further research. Thus, the analysis of scholarly literature, legislative documents, and the practical activities of student self-government bodies demonstrates their significant influence on the development of research competence among higher education students. Student self-government facilitates active student involvement in research activities, organization of academic events, and participation in competitions and projects. These activities stimulate the development of analytical, organizational, and communication skills, foster independent and critical thinking, and enhance students' capacity for innovative activity.

However, the conducted theoretical analysis does not exhaust all aspects of the problem under investigation. Future research should focus on the

development and empirical testing of innovative methodological and organizational strategies aimed at enhancing the development of research competence through student self-government activities.

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