

## **EXPECTED COMPETENCIES UPON COMPLETION OF THE SECOND CYCLE OF STUDIES IN PEDAGOGY**

**1.** Upon completion of the second cycle of Pedagogy studies, the student acquires the following **general competencies**:

- **Analysis, synthesis and forecasting** – the ability to analyse and comprehensively examine pedagogical theory and educational practice, to understand and apply various scientific research approaches in the study and transformation of educational practice;
- **Mastery of research methods, procedures and processes** – competent use of methods, techniques and instruments of scientific research; critical analysis of the findings of one's own and other studies; and systematic publication of established results;
- **Development of critical thinking and problem-solving** – the ability to analyse and understand pedagogical situations through the use of theoretical knowledge and logical reasoning, and to devise creative solutions to such situations;
- **Application of knowledge in practice** – the ability to independently and competently apply systematised academic knowledge from pedagogical theory and practice;
- **Communication and cooperation** – the ability to communicate effectively in accordance with ethical principles and the requirements of the well-being of all participants, enabling the establishment of cooperative relationships among all actors in educational processes;
- **Ethical and social responsibility** – the ability to plan and implement activities aligned with the principles of human rights, social justice, respect for gender equality and inclusiveness;
- **Self-reflection and lifelong learning** – the ability to monitor changes in various areas of educational practice and to adapt through continuous self-education and professional development;
- **Digital literacy and pedagogical application of technology** – the ability to use contemporary digital technologies effectively and pedagogically soundly at all stages of the teaching process and in extracurricular activities.

**2.** Upon completion of the second cycle of Pedagogy studies, the student acquires the following **subject-specific competencies**:

- **In-depth knowledge and understanding of the discipline** – thorough knowledge and understanding of the key issues of core pedagogical disciplines; integration of knowledge from pedagogy and related scientific fields; and reasoned judgement based on available information;
- **Competencies for planning and implementing pedagogical activities** – the ability to independently plan and carry out pedagogical activities in accordance with contemporary pedagogical standards, applying knowledge from pedagogy and related sciences, as well as professional and life experience in educational practice;

- **Inclusive pedagogical practice** – the ability to plan and apply strategies and methods in educational practice that ensure the inclusion of all learners, regardless of their individual differences;
- **Application of virtual reality and artificial intelligence in pedagogical practice** – the ability to identify opportunities and modes of using artificial intelligence and virtual technologies in the planning, design and implementation of education and upbringing;
- **Research and analytical competence** – the ability to identify relevant pedagogical problems, plan and conduct small-scale research, interpret the obtained results and apply them in problem-solving;
- **Competencies for coordination and enhancement of participants' capacities in the educational process** – the ability to initiate and lead actions aimed at coordinating and harmonising the activities of various educational factors, and to enhance the educational competencies of teachers and parents;
- **Integration of sustainable development principles** – the ability to incorporate and apply requirements related to environmental protection, responsible attitudes towards nature and sustainable development in educational work;
- **Development of the professional identity of pedagogues** – the ability to form a responsible, ethical and reflective professional identity that enables active participation in the development of educational institutions and society as a whole.