

## THE PERCEPTION AND DEGREE OF KEY COMPETENCES FOR LIFELONG LEARNING AMONG SECONDARY SCHOOL STUDENTS

**SUMMARY:** Lifelong learning is a continuous daily activity of an individual with the aim to gain or improve knowledge, skills and competences related to their personal, civic, social or professional activities (EU, 2000). Key competences are defined as a multifunctional set of knowledge, skills and attitudes that all individuals need for their personal development, social inclusion and employment. In 2006, the European Union made a recommendation on key competences for lifelong learning. The aim of this paper was to examine how secondary school students in their final year assess the importance and degree to which they have eight key competences for a successful career, as well as their relationship. The study was conducted on a sample of 230 final-year students. For the purpose of the research, the USDU scale (Vuković, 2014) was constructed (Likert-type, containing 31 items, scale reliability  $\alpha = 0,925$ ). According to the results obtained, the students attach the highest importance to the digital competences and communicating in foreign languages. The lowest importance is attached to the mathematical, scientific and technological competence, as well as cultural awareness and expression. Assessment of degree of competence has a similar profile, but values are lower than those of importance. The relationship between estimation of importance and degree of possession is of medium intensity and is significant at the level of 0.01.

**KEY WORDS:** competences, lifelong learning, career.