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THE PEDAGOGICAL AND LINGUODIDACTIC ESSENCE OF THE COMPETENCY-BASED APPROACH

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ABOUT ARTICLE

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Abstract: This article provides a theoretical and methodological analysis of the pedagogical and linguodidactic essence of the competency-based approach, one of the important methodological directions of the modern educational paradigm. The study clarifies the interrelationship between the concepts of “competence,” “competency,” and “competency-based approach,” as well as their substantive features in pedagogy and linguodidactics. The distinctive aspects of the competency-based approach compared to traditional knowledge-oriented paradigms, its potential for linking learning outcomes with practical activity, and its role in forming the learner’s independent, responsible, and communicative activity are elucidated. From the perspective of language education, the linguistic, speech, communicative, sociolinguistic, pragmatic, and strategic components of the competency-based approach are analyzed. In addition, the didactic conditions for implementing this approach in native language education, the changes in the activities of the teacher and the learner, the significance of tasks based on communicative situations, and the criteria for assessing competencies are substantiated. As a result of the research, it is proposed to interpret the pedagogical and linguodidactic essence of the competency-based approach as an integrative process.

Introduction. One of the main tasks facing the education system in the 21st century is not merely to equip a person with a certain volume of knowledge, but to form them as a competent individual capable of effectively applying the acquired knowledge in real-life, professional, and social situations. The rapid growth in the volume of information, the deep penetration of digital technologies into the educational process, changes in the demands of the labor market, and the increasing complexity of communicative relations are also renewing the requirements imposed on educational outcomes.

While in the traditional educational model the central question was mainly “What does the learner know?”, the competency-based approach brings to the forefront the issue of “Where, how, and for what purpose can the learner use the knowledge they have acquired?” From this point of view, the competency-based approach appears as a pedagogical phenomenon that requires the mutual integration of knowledge, skills, abilities, experience, attitudes, values, and activity strategies.

Interpretations of the concept of competence in international educational discourse also demonstrate its practical orientation. In the materials of the OECD (Organisation for Economic Co-operation and Development), competence is linked to the ability to apply knowledge and skills appropriately in real-life situations and to act responsibly and independently. Within the framework of the OECD DeSeCo (Definition and Selection of Competencies) project, an effort is observed to systematize competencies in connection with acting in various situations, using tools interactively, and operating in socially diverse groups. The competency-based approach acquires particular importance in language education. This is because knowing a language is not limited merely to mastering grammatical rules or acquiring a vocabulary. A person must use language means to achieve a specific communicative goal, express ideas appropriate to the situation, understand the interlocutor, express thoughts logically, choose a speech style, and employ communication strategies. In the CEFR system of the Council of Europe as well, communicative activity is interpreted as a complex phenomenon, and it is emphasized that general competencies, together with communicative language competencies and strategies, serve the performance of a communicative task. Communicative language competencies encompass linguistic, sociolinguistic, and pragmatic aspects. In this regard, investigating the pedagogical and linguodidactic essence of the competency-based approach not separately, but as an interconnected system, is one of the important scientific and methodological tasks.

The Pedagogical Essence of the Competency-Based Approach

In the modern educational process, merely transmitting a certain volume of knowledge to the learner is no longer the main criterion determining the effectiveness of education. Today, the outcome of education is determined by how the learner can apply the acquired knowledge in practical activity, make independent decisions in problematic situations, express their thoughts clearly and reasonably, search for, analyze, evaluate information, and use it purposefully. In this regard, the competency-based approach appears as one of the important methodological directions of modern pedagogy. The pedagogical essence of the competency-based approach is primarily connected with a reconsideration of the content of the concept of “learning outcome.” While in the traditional educational model the main attention is directed toward mastering the educational material, in competency-based education the manifestation of knowledge, skills, abilities, experience, attitudes, and values within a single system of activity is considered important. In this case, the learner is regarded not merely as a subject who memorizes information, but as an active person who applies the acquired knowledge in accordance with a specific situation.

The competency-based approach also envisages strengthening the learner’s independent activity. The learner does not limit themselves to receiving ready-made knowledge, but identifies a problem, searches for the necessary information, compares various sources, forms their own views, and reaches an appropriate conclusion. Such activity serves the development of skills such as critical thinking, creativity, entering into communication, working in collaboration, and self-assessment. Another important aspect of this approach is the connection of education with life situations. If the learner cannot apply the knowledge acquired during the lesson in real life, the practical value of that knowledge decreases. Therefore, in education organized on the basis of the competency-based approach, the use of situations close to real life, problem-based tasks, practical exercises, projects, discussions, and communicative tasks acquires important significance. This issue is even more urgent in Uzbek language education. This is because the main purpose of learning a language is not merely knowing grammatical rules or memorizing the meanings of words, but forming the learner’s ability to use these language means effectively in the process of oral and written communication. Thus, the competency-based approach in Uzbek language education requires placing the learner’s speech activity at the center.

The Interrelationship of the Concepts of Competence and Competency

In scientific literature, the concepts of “competence” and “competency” are often used in close meanings. However, from a pedagogical point of view, there is a certain difference between them. Competence expresses the set of requirements imposed on the knowledge,

skills, abilities, and activity experience that a person must acquire, while competency denotes the degree to which these opportunities are manifested in practical activity. For example, a learner's knowledge of the grammatical rules of the Uzbek language may indicate that they have acquired a certain competence. However, if this learner cannot construct a meaningful text using grammatical knowledge, cannot consistently present their thoughts orally, or cannot select appropriate language units in a real communicative situation, their practical competency cannot be considered sufficiently formed. From this point of view, in competency-based education, results such as "can apply," "can analyze," "can explain," "can make independent decisions," and "can enter into communication" are prioritized over the result "knows."

Methodology. From the point of view of linguodidactics, the competency-based approach envisages adapting the content, methods, and means of language teaching to the learner's real communicative needs. In this case, not a separate grammatical rule or word, but meaningful speech activity and the communicative situation occupy an important place as the main unit of language education. In teaching the Uzbek language, listening comprehension, speaking, reading, and writing activities must be organized in an integrated manner in order to develop the learner's speech competence. For example, a learner may be presented with video material on a certain topic and required to identify the main idea, express their attitude, answer questions, and finally prepare a written conclusion. Such a task develops several types of speech activity at the same time. In the linguodidactic approach, the naturalness of the communicative situation is also important. The learner should be taught to use language in situations that may be encountered in everyday life rather than memorizing artificially constructed sentences. For example, tasks such as writing an official appeal, preparing an electronic letter, expressing an opinion on a certain issue, defending one's position in a debate, summarizing a text, or analyzing information from the internet develop the learner's practical speech competence.

The Competency-Based Approach in the Digital Educational Environment

The widespread introduction of digital technologies into the educational process is creating new opportunities for implementing the competency-based approach. Electronic textbooks, educational platforms, interactive tests, video lessons, virtual communication environments, and educational tools based on artificial intelligence make it possible to support the learner's independent activity. In the digital environment, the learner becomes not a ready consumer of information, but a subject who searches for, selects, and evaluates it. Therefore, digital education creates favorable conditions for developing such components of the competency-based approach as working with information, communication, independent learning, and critical thinking.

The use of digital tools in Uzbek language lessons can be especially effective in developing speech competence. Learners can be given tasks such as listening to audio and video materials, analyzing their content, composing an oral story based on a video, creating an electronic text, participating in online discussions, and preparing a digital presentation.

In this case, technology itself should not be regarded as an end, but as a means of forming educational competence. That is, when selecting a digital tool, it is appropriate to answer the question “Which competence do we form in the learner?” before the question “Which technology do we use?”

Criteria for Assessing Speech Competence

In assessing learners’ speech competence, merely counting the number of grammatical errors is not sufficient. In the assessment process, the learner’s logical and consistent presentation of thoughts, selection of language means appropriate to the situation, use of vocabulary, ensuring the integrity of the text, understanding the interlocutor’s thoughts, and achieving the communicative goal must also be taken into account.

In today’s conditions of globalization and digital transformation, the requirements imposed on the education system are changing fundamentally in terms of content. The main task of modern education is not limited merely to transmitting a certain volume of knowledge to the learner, but consists of forming a person capable of independently and effectively applying this knowledge in various life, social, professional, and communicative situations. From this point of view, the competency-based approach appears as one of the important methodological foundations for renewing the content of education, orienting the learning process toward the individual, and linking educational outcomes with practical activity. The results of the research show that the introduction of the competency-based approach into the educational process should not be limited merely to including a new list of competencies in curricula or renaming learners’ knowledge and skills. This approach requires the reorganization of the goals, content, methods, means, activities of the teacher and the learner, and control and assessment mechanisms of education in mutual interconnection.

The essence of the competency-based approach primarily requires a transition from the question “What does the learner know?” to the question “Where, how, and for what purpose can the learner apply their knowledge?” As a result of analyzing the pedagogical content of the concept of competence, it was established that it is not a simple sum of knowledge. Competence can be regarded as an integrated system of knowledge, skills, abilities, experience, attitudes, values, and practical actions that enable a person to effectively carry out a certain activity. In this case, competence appears not as a static state, but as a dynamic characteristic that is

regularly manifested in a person's real activity. The pedagogical essence of the competency-based approach is determined by strengthening the status of the learner as an active, independent, and responsible subject of education. In such an approach, the learner is regarded not as a recipient of ready-made knowledge, but as an active person who searches for, analyzes, processes, and applies knowledge in practice.

The teacher, rather than being the sole source of knowledge, performs the function of a pedagogical partner who organizes, directs, advises, and supports the learner's individual development. In the course of the research, the distinctive aspects of the competency-based approach compared to the traditional knowledge-oriented approach were also identified. While in the traditional model the mastery, memorization, and reproductive restatement of knowledge are often prioritized, in the competency-based model the functional and practical significance of knowledge comes to the forefront. The learner must not only acquire knowledge, but also use it, solve a problematic situation, draw independent conclusions, and evaluate their own activity. Therefore, in competency-based education, when determining learning outcomes, it is appropriate to use activity-oriented outcomes such as "analyzes," "compares," "substantiates," "expresses an opinion," "enters into communication," "solves a problem," "makes an independent decision," and "evaluates their own activity" alongside outcomes such as "knows," "understands," and "remembers." The study of the linguodidactic essence of the competency-based approach showed that this approach is of particular importance in language education. Since language is the main means ensuring a person's communicative activity, in the process of teaching a language it is not sufficient for the learner merely to know grammatical rules. They must be able to correctly and appropriately apply these rules in real speech situations, express their thoughts clearly, consistently, and logically, understand the interlocutor's thoughts, select language means appropriate to the communicative situation, and observe the norms of the literary language in oral and written speech.

In this regard, developing learners' speech competence can be defined as one of the main outcomes of the competency-based approach in Uzbek language education. Speech competence encompasses the learner's ability to effectively carry out listening comprehension, speaking, reading, and writing activities. However, these activities should not be organized separately from one another, but as a single communicative process. The naturalness and practical orientation of communicative situations are of particular importance in forming the learner's speech competence. Giving the learner only grammatical exercises or the task of repeating ready-made sentences during the lesson does not allow their speech opportunities to be fully manifested. Therefore, it is necessary to widely use communicative situations close to real life,

dialogues, discussions, problem-based tasks, role-playing games, projects, presentations, and creative written works in the educational process.

Results. On the basis of the research, it can be concluded that from a linguodidactic point of view, the competency-based approach should be directed toward teaching the appropriate application of language units for communicative purposes rather than teaching them separately. For example, when teaching verb tenses to a learner, rather than limiting oneself to identifying tense forms or changing sentences grammatically, giving tasks such as narrating a certain event, stating one's future plans, or expressing consistent thoughts about a past event forms a higher level of competence. Working with text also has particular methodological significance in the competency-based approach. A text expands the learner's opportunity to understand language units in context, analyze information, distinguish main and secondary ideas, grasp the author's position, express their own attitude, and draw independent conclusions. Therefore, the use of artistic, popular-scientific, journalistic, official, and digital texts of various genres in Uzbek language lessons serves the development of learners' functional literacy and speech competence. In the research, the interrelationship of the competency-based approach with the digital educational environment was also regarded as an important direction.

Digital technologies expand the learner's opportunities to search for information, select data, compare them, process them, and present them. At the same time, the digital environment creates new pedagogical conditions for forming the learner's competencies of independent learning, entering into distance communication, and using various electronic resources. However, the mere use of digital technologies does not automatically ensure a competency-based outcome. Technology must be subordinated to the pedagogical goal. The teacher must first determine which competence is to be formed and only then select a digital tool appropriate to it. For example, if the goal is to develop the learner's oral speech, the use of audio and video materials, voice tasks, video presentations, and online discussions is appropriate. In developing written speech, tasks such as creating an electronic text, writing a blog, expressing an opinion in online forums, and preparing a digital project may be effective. The teacher's professional competence is also an important factor in the effective implementation of the competency-based approach.

The teacher must not only know their subject deeply, but also possess the skill of using modern pedagogical technologies, communicative methods, digital educational tools, and competency-based assessment methods. The higher the teacher's methodological preparedness, the wider the opportunity to purposefully integrate competency-based tasks

into the educational process. Furthermore, the competency-based approach also requires taking into account the individual characteristics of the learner. Each learner's level of knowledge, speech opportunities, interests, experience of working with information, and readiness for independent activity may differ. Therefore, differentiating and individualizing competency-based tasks is one of the important pedagogical conditions. In assessing learners' speech competence as well, it is necessary to use mechanisms different from traditional approaches. Merely counting the number of grammatical errors does not fully reflect the learner's real communicative opportunities. In the assessment process, criteria such as the content consistency, logicity, lexical richness, grammatical correctness, correspondence to the communicative goal, appropriateness to the situation, and independence of speech must be taken into account in a comprehensive manner. On this basis, it is appropriate to assess learners' speech competence at the diagnostic, formative, and summative stages. Through diagnostic assessment, the learner's initial state is determined; through formative assessment, the dynamics of competence formation are observed; and through summative assessment, the degree of achievement of the established educational outcomes is determined.

Such a system enables the teacher to correct the educational process in a timely manner and provide individual pedagogical support. On the basis of the research results, a number of pedagogical conditions for implementing the competency-based approach were identified. First, educational goals must be defined on the basis of clear competency-based outcomes. Second, the educational material must be linked with practical and communicative tasks. Third, it is necessary to use methods that encourage the learner's independent activity. Fourth, the pedagogically appropriate use of digital and interactive tools is required in the educational process. Fifth, assessment criteria must reflect not only the learner's knowledge, but also the degree of practical application of knowledge. Another condition ensuring the linguodidactic effectiveness of the competency-based approach is the integration of language learning with other subjects and types of activity. Since language is directly connected with all spheres of human activity, the use of materials related to history, literature, geography, computer science, art, legal, and social topics in Uzbek language lessons expands learners' opportunities for the functional application of the language.

Furthermore, the competency-based approach also envisages the formation of reflective skills in learners. After completing a task, the learner should analyze their activity on the basis of questions such as "What did I learn?", "Which task was I able to perform independently?", "In which aspect did I experience difficulty?", and "How can I correct my mistakes?" Such reflection strengthens the learner's ability for self-development and independent learning. One of the

important conclusions of the research is that for the successful introduction of the competency-based approach, all components of education must be mutually harmonized. If competency-based goals are defined in the curriculum, yet only reproductive exercises are used during the lesson, or if the final assessment is based solely on test results, the expected outcome of the competency-based approach cannot be fully achieved. Therefore, creating a single system of goals, content, methods, means, and assessment is an important methodological requirement.

Discussion. The scientific-theoretical analysis of the competency-based approach shows that this approach is one of the methodological directions widely applied in the international educational space as well. In particular, in the research of the Organisation for Economic Co-operation and Development related to competencies, a person's ability to mobilize knowledge, skills, and other resources in complex situations is regarded as an important aspect. These views demonstrate that the competency-based approach is directed not merely toward acquiring knowledge, but toward transforming it into activity. Furthermore, in the approaches of the Council of Europe related to language teaching and assessment, particular attention is also paid to communicative activity, language competencies, and the use of language means in real situations. This international experience indicates the necessity of placing learners' real communicative activity at the center in Uzbek language education as well. As a result of the theoretical analyses conducted within the framework of the article, the following main characteristics of the competency-based approach can be distinguished: activity orientation, practical orientation, person orientation, communicativeness, integrativeness, independence, reflexivity, outcome orientation, and continuity.

The mutual harmony of these characteristics ensures the formation of competency-based education as an integral pedagogical system. Thus, the pedagogical essence of the competency-based approach consists of preparing the learner for activity, ensuring their independent thinking, problem-solving, application of their knowledge in practical situations, and responsible approach to their own activity. Its linguodidactic essence is manifested through linking language knowledge with communicative activity, developing the learner's speech activity, and forming the ability to use language means effectively in real situations. In general, the application of the competency-based approach to Uzbek language education serves the development of not only learners' linguistic knowledge, but also their communicative, social, cultural, information, and digital competencies. This makes it possible to modernize the content of Uzbek language education, increase its practical significance, and prepare the learner for communicative activity in real life.

Proceeding from the research results, the following recommendations can be advanced for improving Uzbek language education in general secondary schools on the basis of the competency-based approach: Competency-based outcomes in the curricula of the subject of Uzbek language must be expressed in a clear, measurable manner linked with practical activity. It is necessary to orient the tasks in textbooks and teaching aids not toward the reproductive repetition of knowledge, but toward its practical application. For the purpose of developing learners' speech competence, the regular use of such types of activity as dialogue, monologue, discussion, debate, presentation, project, and creative writing is appropriate. When using digital educational tools, not the novelty of the technology, but its service in forming a specific competence must be taken as the main criterion. Clear criteria and indicators must be developed for assessing learners' speech competence, and the learner's communicative activity must also be taken into account in the assessment process. Practical-methodological seminars on the competency-based approach, modern linguodidactic methods, and the use of digital educational tools must be organized for teachers. It is necessary to develop a system of differential and individual tasks taking into account learners' individual opportunities.

Conclusion. Particular attention must be paid to forming skills of independent learning and reflection in learners. It is appropriate to create a bank of competency-based tasks based on real-life situations in Uzbek language lessons. In the future, the creation of electronic methodological platforms for developing learners' speech competence on the basis of the competency-based approach and testing their pedagogical effectiveness on an experimental basis is one of the promising scientific directions. As a final conclusion, it should be emphasized that the competency-based approach makes it possible to transfer the education system from a model oriented toward providing knowledge to a model oriented toward developing a person's practical activity. Uzbek language education organized on the basis of this approach, along with deepening learners' grammatical and linguistic knowledge, develops their abilities to express thoughts clearly, logically, and culturally correctly, to communicate effectively in various communicative situations, to work independently with information, and to evaluate their own speech activity. Thus, the systematic use of the pedagogical and linguodidactic opportunities of the competency-based approach is one of the important conditions for increasing the quality and effectiveness of modern Uzbek language education.

On its basis, not the learner's "possession of knowledge," but their "ability to use knowledge" is defined as the central outcome. Precisely this aspect determines the methodological and practical significance of the competency-based approach in modern education.

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