

PEDAGOGICAL MECHANISMS OF TEACHING ENGLISH BASED ON THE COMPETENCY-BASED APPROACH IN HIGHER EDUCATION INSTITUTIONS

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Annotation: This article examines the pedagogical mechanisms of teaching English based on the competency-based approach in higher education institutions. The study explores the theoretical foundations of competency-based education and its role in developing students' communicative, linguistic, sociocultural, strategic, and professional competencies. It analyzes innovative teaching methods, learner-centered instruction, digital educational technologies, and authentic assessment strategies that enhance English language learning. Furthermore, the paper discusses the importance of integrating practical language use with academic and professional contexts to prepare students for global communication and lifelong learning. The findings indicate that competency-based English language teaching significantly improves learners' language proficiency, critical thinking, problem-solving abilities, and professional readiness, thereby contributing to the quality of higher education.

Keywords: Competency, english, pedagogy, communication, linguistics, assessment, motivation, autonomy, innovation, technology, digitalization, curriculum, proficiency, collaboration, education.

The increasing globalization of education, science, and international communication has significantly enhanced the importance of English language proficiency in higher education. As universities strive to prepare graduates who are capable of competing in the global labor market, traditional approaches to English language teaching are being replaced by innovative, learner-centered methodologies. Among these, the competency-based approach has gained considerable attention because it emphasizes the development of practical knowledge, skills, attitudes, and values required for effective communication in academic and professional environments. Rather than focusing solely on the acquisition of grammatical knowledge, competency-based education enables students to apply English confidently in real-life situations. In higher education institutions, English language teaching is expected to develop learners' communicative competence, critical thinking, creativity, collaboration, and problem-solving abilities. These competencies are essential for academic success, professional development, and lifelong learning. Consequently, educators are encouraged to implement pedagogical mechanisms that promote active learning, independent study, authentic communication, and continuous assessment. Modern educational technologies, interactive teaching methods, and project-oriented activities further strengthen students' engagement and facilitate the development of both language proficiency and professional competence.

The competency-based approach also supports individualized learning by recognizing students' different learning needs, interests, and proficiency levels. Through authentic tasks, collaborative projects, digital learning platforms, and formative assessment, learners become active participants in constructing their own knowledge and improving their communication skills. Therefore, understanding the pedagogical mechanisms that support competency-based English language teaching has become increasingly important for improving educational quality in higher education institutions. The purpose of this study is to examine the pedagogical

mechanisms of teaching English based on the competency-based approach in higher education institutions. The article analyzes the theoretical principles of competency-based education, discusses effective instructional strategies, and highlights practical approaches that contribute to the development of students' communicative and professional competencies.

The competency-based approach is founded on the principle that education should prepare learners to perform successfully in academic, professional, and social contexts. In English language teaching, this means that students are expected not only to understand linguistic structures but also to use English effectively for communication, collaboration, research, and problem-solving. Consequently, the learning process shifts from teacher-centered instruction to student-centered learning, where learners actively participate in discussions, presentations, projects, and practical language activities. One of the primary pedagogical mechanisms of competency-based English language teaching is communicative instruction. Classroom activities are designed to simulate authentic communication through role plays, debates, case studies, interviews, and group discussions. These activities provide learners with opportunities to practice speaking, listening, reading, and writing in meaningful situations. As a result, students develop communicative competence together with confidence and fluency in using English. Another important mechanism is collaborative learning. Working in pairs and groups enables students to exchange ideas, solve problems collectively, and complete academic tasks through English.

Collaborative learning encourages peer interaction, strengthens interpersonal communication, and promotes mutual responsibility. At the same time, it develops teamwork, leadership, and intercultural communication skills that are essential in contemporary professional environments. Project-based learning also plays a significant role in competency-based English language education. Students participate in research projects, presentations, reports, and practical assignments that require them to gather information, analyze data, and present their findings in English. These activities integrate language learning with academic content and professional practice, making the educational process more meaningful and relevant.

Digital educational technologies have become another essential pedagogical mechanism. Learning management systems, virtual classrooms, online assessment tools, educational applications, multimedia resources, and artificial intelligence-based learning platforms provide students with flexible opportunities to improve their language skills independently. Digital technologies support personalized learning, immediate feedback, continuous assessment, and self-directed learning, thereby increasing learners' motivation and engagement. Assessment within the competency-based approach differs from traditional examinations because it evaluates learners' ability to apply knowledge in authentic situations. Formative assessment, portfolio assessment, project evaluation, presentations, peer assessment, and self-assessment allow teachers to monitor students' progress continuously while encouraging reflective learning. Such assessment methods provide comprehensive information about learners' communicative competence, critical thinking, creativity, and professional readiness.

Furthermore, the competency-based approach emphasizes learner autonomy. Students are encouraged to take responsibility for planning, organizing, monitoring, and evaluating their own learning process. Independent learning activities, online resources, academic research, and reflective practice help learners become lifelong learners who can continuously improve

their English language proficiency beyond formal education. Despite its numerous advantages, implementing competency-based English language teaching in higher education presents several challenges. Universities need qualified teachers who possess strong pedagogical and digital competencies, modern curricula aligned with international standards, sufficient technological infrastructure, and authentic instructional materials. Continuous professional development for teachers and institutional support are essential to ensure successful implementation of competency-based education.

In conclusion, the competency-based approach has become a fundamental principle of modern English language teaching in higher education institutions. By focusing on the development of practical language competencies rather than the memorization of theoretical knowledge, this approach enables students to communicate effectively in academic, professional, and intercultural contexts. The integration of innovative teaching methodologies, digital educational technologies, authentic assessment, and learner-centered instructional strategies strengthens students' communicative competence, critical thinking, creativity, collaboration, and lifelong learning skills. Although successful implementation requires curriculum modernization, teacher professional development, and adequate educational resources, the educational benefits of the competency-based approach considerably outweigh its challenges. Therefore, higher education institutions should continue promoting competency-based English language instruction to prepare graduates who are capable of meeting the linguistic and professional demands of an increasingly globalized world.

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