



SYSTEM FOR IMPROVING THE EFFECTIVENESS OF ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION INSTITUTIONS BASED ON A COMPETENCY- BASED APPROACH

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Abstract

Within the framework of this scientific research, the current state of the development of oral and written English language skills in the higher education system has been analyzed. The study highlights both globally applied methods and authorial techniques for enhancing oral and writing skills in English.

Keywords: Collaborative, language levels, oral speech, written speech, skill, competence, association, communicative competence, professional competence.

KOMPETENSIYAVIY YONDASHUV ASOSIDA OLIY TA'LIM MUASSASALARIDA INGLIZ TILINI O'QITISH SAMARADORLIGINI OSHIRISH TIZIMI

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Annotatsiya

Ilmiy tadqiqot doirasida oliy ta'lim tizimida ingliz tilidagi og'zaki (oral speech)
va yozish (writing) ko'nikmalarini rivojlantirishni amaliyotdagi mavjud holati



tahlil qiligan. Jahonda og'zaki va yozish ko'nikmalarini rivojlantirish bo'yisha qo'llanilgan metodlar va mualliflik metodlari yoritib berilgan.

Kalit so'zlar: Kollaborativ, til sathlari, og'zaki nutq, yozma nutq, ko'nikma, kompetensiya, asosiatsiya, kommunikativ ko'nikma, kasbiy kompetensiya.

In the context of global integration processes and the rapid development of information technologies, the demand for learning foreign languages, particularly English, is steadily increasing. In higher education, meeting this demand through competency-based educational approaches has become a pressing issue.

The competency-based approach is aimed at developing professional competencies that enable individuals to operate effectively in real-life situations based on knowledge, skills, and abilities. In this model, the student is placed at the center of the educational process—not merely as a recipient of knowledge, but as an active participant and creative individual.

Competence is defined as "the quality of a person who has profound knowledge in a particular field and, therefore, whose opinions are considered reliable and authoritative." A review of academic literature reveals that the main types of competencies include core and specialized competencies. Among these, core professional competence is fundamental compared to specialized competence and serves as the foundation for developing educational processes in professional institutions. Structurally, core competence is divided into two subgroups: key and general professional competence.

The concepts of "competence" and "concept" have existed since ancient times and are reflected in the works of such great thinkers as Alisher Navoi, Abu Nasr Farobi, and Abu Rayhan Beruni, who expressed numerous ideas about learning, self-development, and professional mastery. For example, Mahmud Kashgari, in his work *"Devoni Lughat-it Turk,"* emphasized: "Listen to the words of scholars and intellectuals with goodwill. Learn knowledge and craft, and apply them." Abu Rayhan Beruni stated: "Our aim is not to bore the student. Repeating the same material over and over becomes tedious and exhausting. If a student moves from one topic to another, it is like walking through various gardens. One garden ends, another begins. He wants to see and enjoy them all. Every new thing is



interesting.” These classical insights have been reinterpreted and modernized in today's educational discourse.

When discussing the concepts of competence and competency, it is essential to analyze the definitions and meanings attributed to these terms in contemporary pedagogical theory.

Application of the Competency-Based Approach in Teaching English in Higher Education

In the process of teaching English at higher education institutions, it is essential to develop the following competencies:

- Communicative competence – the ability to engage in fluent oral and written communication;
- Cultural competence – understanding the culture of English-speaking countries;
- Information and communication competence – the ability to use digital tools effectively;
- Professional competence – the ability to use English within one's professional field.

To enhance these competencies, the use of interactive methods such as role plays, debates, project-based learning, clustering, case studies, and blended learning approaches is considered effective.

Teaching Methodology

The following methodological principles are recommended when teaching English:

- Student-centered education – providing an individualized approach tailored to each student's needs and interests;
- Integrated learning – teaching English in connection with other academic disciplines;
- Reflective approach – fostering students' skills in analyzing and evaluating their own learning process;
- Competency-based assessment criteria – using clear, result-oriented benchmarks to evaluate learning outcomes.



Conclusion

The methodology of teaching English based on a competency-based approach plays a crucial role in enhancing the quality of education. This approach helps students not only develop language skills but also gain professional and cultural competencies. By implementing this model in higher education, it is possible to train specialists who are competitive in the global labor market.

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