

LINGUODIDACTIC AND INNOVATIVE ASPECTS OF THE COMPETENCY-BASED APPROACH IN TEACHING ENGLISH

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Abstract: This article examines the competency-based approach in teaching English from the perspective of linguodidactics and pedagogical innovation. The study clarifies the concepts of competence, competency, linguistic competence, language competence, and communicative competence, and explains their role in the formation of a modern foreign language learner. Special attention is paid to innovative methods that help students transform theoretical knowledge into practical communicative ability, including communicative language teaching, task-based learning, project work, digital tools, interactive exercises, collaborative learning, and reflective assessment. The article emphasizes that English language teaching should not be limited to memorizing vocabulary and grammar rules; it should develop students' ability to use the language appropriately in real-life, academic, intercultural, and professional situations. The paper concludes that the competency-based approach, when combined with linguodidactic principles and pedagogical innovations, increases students' motivation, independence, communicative activity, and readiness for lifelong learning.

Keywords: competency-based approach, linguodidactics, pedagogical innovations, English language teaching, competence, competency, communicative competence, linguistic competence, language competence, foreign language education, interactive methods, digital learning, learner autonomy, task-based learning, project-based learning, intercultural communication.

The modernization of contemporary education requires the renewal of aims, content, methods, and assessment tools in foreign language teaching. In this process, the competency-based approach has become one of the most important directions, because it focuses not only on what students know, but also on what they are able to do with this knowledge in real communication. For this reason, the topic is directly connected with the section "Linguodidactic approaches and pedagogical innovations in teaching foreign languages," since it combines theoretical language education with practical classroom technologies.

In traditional teaching, the main result of education was often understood as the acquisition of knowledge, skills, and abilities. However, modern English language education demands a broader result. A learner should be able to understand speech, express ideas, participate in dialogue, use appropriate vocabulary and grammar, interpret cultural meanings, and solve communicative tasks in different situations. Therefore, the competency-based approach changes the role of both teacher and student: the teacher becomes an organizer, facilitator, and guide, while the student becomes an active participant in learning.

The concept of "competence" was first widely discussed in linguistics by Noam Chomsky, who distinguished competence from performance. In his view, competence refers to a person's internal knowledge of language, while performance is the actual use of language in speech. Later, Dell Hymes developed the idea of communicative competence and showed that language knowledge alone is not enough for successful communication. A speaker must also understand

when, where, why, and how certain language forms should be used. This idea is especially significant for foreign language teaching, because learners need not only correct sentences, but also meaningful and socially appropriate communication.

From a linguodidactic point of view, competence in English teaching can be understood as an integrated ability that includes linguistic, sociolinguistic, pragmatic, discourse, strategic, and intercultural components. Linguistic competence includes knowledge of vocabulary, grammar, pronunciation, spelling, and sentence structure. Sociolinguistic competence helps learners choose appropriate forms of speech according to social context. Pragmatic competence enables them to express intentions, requests, opinions, agreement, disagreement, and emotions. Discourse competence allows students to organize speech logically and coherently, while strategic competence helps them overcome communication difficulties.

It is important to distinguish between language competence and linguistic competence. Language competence is connected with practical mastery of the language system and the ability to understand and produce speech. Linguistic competence, in turn, refers to conscious knowledge about language as a system: phonetics, morphology, word formation, syntax, stylistics, and text structure. In English classes, both types of competence should be developed together. If students only learn rules, they may not communicate fluently; if they only practice speaking without understanding the system, their speech may remain limited and inaccurate.

The competency-based approach also requires the development of communicative competence as the central aim of foreign language teaching. Communicative competence means the ability to use English effectively in real-life situations. It includes listening, speaking, reading, writing, interaction, mediation, and cultural awareness. For example, a student should be able to introduce themselves, describe events, express opinions, ask for clarification, write emails, understand authentic texts, and participate in group discussions. Thus, the classroom should create conditions where language is used as a tool for communication, not only as an object of analysis.

Pedagogical innovation plays a key role in implementing the competency-based approach. Innovative teaching does not simply mean using technology; it means organizing learning in a way that develops independence, creativity, collaboration, critical thinking, and communicative activity. In English language teaching, effective innovations include task-based learning, project-based learning, problem-based learning, flipped classroom, blended learning, digital storytelling, role plays, debates, web quests, online quizzes, and portfolio assessment. These methods make students active users of the language and connect classroom learning with real communicative needs.

Task-based learning is one of the most effective linguodidactic approaches for forming communicative competence. In this approach, students complete meaningful tasks such as planning a trip, solving a problem, conducting an interview, creating a poster, preparing a presentation, or writing a message. The main focus is on communication, while vocabulary and grammar are learned through use. This method is especially useful because it develops not only linguistic accuracy, but also fluency, cooperation, decision-making, and confidence.

Project-based learning is another important pedagogical innovation. It allows students to work on a topic for a certain period of time and produce a final product, such as a presentation, video, brochure, research report, or classroom exhibition. For example, students may prepare a project on “English idioms in everyday speech,” “National traditions in English-speaking countries,” or “The role of English in my future profession.” Such projects develop language competence, digital literacy, creativity, teamwork, and intercultural awareness at the same time.

Digital technologies also expand the possibilities of competency-based English teaching. Online platforms, interactive presentations, learning applications, electronic dictionaries, video

materials, podcasts, virtual classrooms, and AI-supported tools can be used to create a more flexible and engaging learning environment. However, technology should not replace the teacher or the learning goal. It should support meaningful communication, provide feedback, help students practice independently, and give access to authentic language materials.

In the competency-based classroom, assessment should also be renewed. Traditional tests are useful for checking grammar and vocabulary, but they are not sufficient for evaluating communicative ability. Therefore, teachers should combine tests with performance-based assessment, oral presentations, dialogues, portfolios, peer assessment, self-assessment, and observation. Assessment criteria should include accuracy, fluency, coherence, vocabulary range, pronunciation, interaction, creativity, and task achievement. Such assessment helps students understand their progress and become more responsible for their own learning.

The role of the teacher is especially important in this process. A teacher who applies a competency-based and linguodidactic approach should design tasks according to learners' needs, select authentic and motivating materials, organize pair and group work, encourage reflection, and provide constructive feedback. At the same time, the teacher should create a psychologically comfortable atmosphere where students are not afraid of making mistakes. Mistakes should be treated as a natural part of language development.

The competency-based approach is also closely connected with intercultural competence. English is used not only as a school subject but also as a means of international communication. Therefore, students should learn how language reflects culture, values, politeness norms, traditions, and ways of thinking. Dialogues, literary texts, films, songs, idioms, proverbs, and real-life situations can help learners compare cultures and develop respect for linguistic and cultural diversity. This aspect makes English lessons more meaningful and socially valuable.

In practical terms, the formation of linguistic competence can be organized through three groups of skills: recognition, classification, and analysis. Recognition skills help students distinguish grammatical, lexical, phonetic, and stylistic phenomena. Classification skills help them group language units according to their features. Analytical skills help learners explain the structure and function of language units in context. These skills should not be taught separately from communication; they should be integrated into speaking, reading, listening, and writing activities.

For example, when teaching modal verbs, the teacher can first present their meanings in authentic dialogues, then ask students to identify examples, classify them according to function, and finally use them in role-play situations such as giving advice, making requests, or expressing obligation. In this way, linguistic knowledge becomes a practical communicative resource. This reflects the main idea of linguodidactics: language material should be selected and taught according to the aims of communication and the needs of learners.

The competency-based approach is particularly important in the professional training of future philologists and English teachers. Future specialists should not only know the English language, but also understand how to teach it, how to analyze language phenomena, how to design communicative tasks, and how to use innovative methods in the classroom. Their professional competence includes methodological, linguistic, communicative, intercultural, digital, and reflective components. Therefore, university-level English education should combine theory, practice, research, and pedagogical creativity.

In conclusion, the competency-based approach in teaching English is an essential linguodidactic direction that corresponds to the needs of modern education. It helps to move from mechanical memorization to meaningful language use, from teacher-centered explanation to learner-centered activity, and from isolated grammar practice to real communication. When this

approach is supported by pedagogical innovations such as task-based learning, project work, digital tools, collaborative activities, and reflective assessment, English lessons become more effective, motivating, and practically oriented. Thus, the development of students' competencies is one of the main conditions for improving the quality of foreign language education.

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