



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



№1
2026

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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Elektron nashr. 326 sahifa,
5-yanvar, 2026-yil.

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Pedagogika fanlari bo‘yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo‘yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
- Rayosat qarori (08.05.2025-y., №370/5)

“Maktabgacha va maktab ta’limi”
jurnali

26.09.2023-yildan

O‘zbekiston Respublikasi Prezidenti
Administratsiyasi huzuridagi Axborot
va ommaviy kommunikatsiyalar
agentligi tomonidan **№C-5669363**
reyestr raqami tartibi bo‘yicha
ro‘yxatdan o‘tkazilgan.

Litsenziya raqami: **№136361**

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ADVANTAGES AND DISADVANTAGES OF TEACHING STUDENTS VIA COMPETENT BASED APPROACH IN ORDER TO IMPROVE THEIR LISTENING AND SPEAKING IN FINLAND

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Abstract: The competency-based approach (CBA) has gained widespread adoption in educational systems around the world, notably in Finland, where it complements the country's emphasis on developing practical skills and lifelong learning. This article examines the benefits and drawbacks of using CBA to improve students' speaking and listening abilities in Finnish classrooms, particularly in English as a Foreign Language (EFL) settings. The study highlights how CBA promotes individualized, real-world communication while addressing challenges such as resource limitations and inconsistent assessment. The analysis draws on a review of the literature on Finnish vocational and general education practices, EFL teaching methodologies, and broader applications of CBA. Improved communication skills, learner autonomy, and the integration of authentic tasks are identified as key benefits that enhance speaking and listening fluency and interaction. Conversely, time constraints, student anxiety, and the absence of standardized oral examinations are recognized as drawbacks that may hinder the development of comprehensive communicative skills. The findings indicate that although CBA significantly enhances oral proficiency within Finland's student-centered educational system, its overall effectiveness depends on teacher preparation, curricular adaptability, and the removal of cultural barriers to cooperation. The article recommends increasing oral practice activities in textbooks and introducing national-level oral assessments to better align educational outcomes with global communicative demands.

Key words: competency-based approach, speaking and listening abilities, Finnish education, EFL instruction, benefits and drawbacks, communicative competence, learner autonomy, oral evaluation.

Annotatsiya: Kompetensiyaviy yondashuv (CBA) dunyo ta'lim tizimlarida, xususan, amaliy ko'nikmalarni rivojlantirish va uzluksiz ta'limga yo'naltirilgan Finlandiya ta'lim tizimida keng qo'llanilmoqda. Ushbu maqolada kompetensiyaviy yondashuvning Finlandiya maktablarida, ayniqsa, ingliz tilini xorijiy til sifatida (EFL) o'qitish jarayonida o'quvchilarning gapirish va tinglab tushunish ko'nikmalarini rivojlantirishdagi afzalliklari va kamchiliklari tahlil qilinadi. Tadqiqot kompetensiyaviy yondashuvning individuallashtirilgan va real hayotga yo'naltirilgan muloqotni rag'batlantirishini, shu bilan birga resurslar yetishmasligi va baholashdagi nomuvofiqlik kabi muammolarni ham ko'rsatib beradi. Tahlil Finlandiya kasbiy va umumiy ta'lim amaliyotlari, EFL o'qitish metodikalari hamda kompetensiyaviy yondashuvning umumiy qo'llanilishiga oid ilmiy adabiyotlar sharhiga asoslanadi. Natijalar shuni ko'rsatadiki, muloqot ko'nikmalarining rivojlanishi, o'quvchi mustaqilligi va autentik topshiriqlarning integratsiyasi gapirish va tinglashda ravonlik hamda o'zaro muloqotni kuchaytiruvchi asosiy afzalliklar hisoblanadi. Shu bilan birga, vaqt cheklanganligi, o'quvchilarda tashvish darajasining yuqoriligi va standartlashtirilgan og'zaki imtihonlarning mavjud emasligi kompleks kommunikativ ko'nikmalar rivojiga salbiy ta'sir ko'rsatishi mumkin. Xulosalarga ko'ra, Finlandiyaning talaba markazli ta'lim tizimida kompetensiyaviy yondashuv og'zaki nutq malakasini sezilarli darajada oshiradi, biroq uning samaradorligi o'qituvchilarning tayyorgarligi, o'quv dasturlarining moslashuvchanligi hamda hamkorlikka to'sqinlik qiluvchi madaniy to'siqlarni bartaraf etishga bog'liq. Maqolada darsliklarda og'zaki mashqlar ulushini oshirish va milliy darajadagi og'zaki baholash tizimini joriy etish bo'yicha tavsiyalar beriladi.

Kalit so'zlar: kompetensiyaviy yondashuv, gapirish va tinglash ko'nikmalari, Finlandiya ta'limi, EFL o'qitish, afzalliklar va kamchiliklar, kommunikativ kompetensiya, o'quvchi mustaqilligi, og'zaki baholash.



Аннотация: Компетентностный подход (CBA) получил широкое распространение в образовательных системах мира, в частности в Финляндии, где он дополняет ориентацию на развитие практических навыков и непрерывного обучения. В данной статье анализируются преимущества и недостатки применения компетентностного подхода для развития у учащихся навыков говорения и аудирования в финских школах, особенно в условиях преподавания английского языка как иностранного (EFL). Исследование показывает, что компетентностный подход способствует индивидуализированному и ориентированному на реальные жизненные ситуации общению, одновременно выявляя такие проблемы, как ограниченность ресурсов и несогласованность системы оценивания. Анализ основан на обзоре научной литературы, посвящённой практике финского профессионального и общего образования, методикам преподавания EFL и более широкому применению компетентностного подхода. Полученные результаты свидетельствуют о том, что развитие коммуникативных навыков, автономности обучающихся и интеграция аутентичных заданий являются ключевыми преимуществами, способствующими формированию беглости и интерактивности устной речи. Вместе с тем временные ограничения, высокий уровень тревожности обучающихся и отсутствие стандартизированных устных экзаменов могут препятствовать развитию комплексных коммуникативных умений. Выводы показывают, что, несмотря на значительное положительное влияние компетентностного подхода на развитие устной речи в студентоцентрированной образовательной системе Финляндии, его эффективность во многом зависит от уровня подготовки преподавателей, гибкости учебных программ и устранения культурных барьеров, препятствующих сотрудничеству. В статье рекомендуется увеличить объём устной практики в учебниках и внедрить национальную систему устного оценивания для более полного соответствия глобальным коммуникативным требованиям.

Ключевые слова: компетентностный подход, навыки говорения и аудирования, образование Финляндии, обучение EFL, преимущества и недостатки, коммуникативная компетенция, автономность обучающихся, устное оценивание.

INTRODUCTION

Finland's educational system is widely recognized for its emphasis on equity, student well-being, and hands-on learning; it consistently achieves high results in international assessments such as PISA. In recent years, the integration of competency-based approaches (CBA) has become a crucial component of Finnish education policy, particularly in vocational education, guided by the National Core Curriculum for Basic Education (2016), which promotes transversal competences such as communication and interaction. Unlike traditional time-based or content-driven instructional models, CBA enables students to progress at their own pace through individualized learning pathways by assessing learning outcomes based on mastery of specific skills. This approach is especially relevant to language education, as in a multilingual society like Finland, the development of speaking and listening skills—two core components of communicative competence—remains a central priority.

LITERATURE REVIEW

Historically, Finnish EFL instruction has been criticized for placing excessive emphasis on written accuracy and grammatical knowledge at the expense of oral competence. This imbalance has contributed to the so-called “silent classroom” phenomenon, in which students are hesitant to speak due to anxiety or limited communicative experience. In alignment with the Common European Framework of Reference for Languages (CEFR), which prioritizes interaction, pronunciation, and practical language use, the 2016 curriculum reform introduced a stronger focus on oral skills. Within this framework, CBA conceptualizes speaking and listening as observable and assessable competencies, such as participating in conversations, comprehending diverse accents and registers, and expressing ideas clearly and coherently. Since the 1990s, CBA has also been applied in vocational education, emphasizing dialogic competencies, including collaborative speaking and active listening, to better prepare learners for workplace communication.

The benefits of CBA in this context include its flexibility, which accommodates the diverse needs of learners within Finland's inclusive education system, as well as its emphasis on authentic tasks that mirror real-world interactions, thereby enhancing learner confidence and motivation. For instance, CBA-oriented activities such as role-plays and group discussions support the development of sociolinguistic awareness in EFL classrooms, improve speaking fluency through peer interaction and feedback, and strengthen listening comprehension through exposure to varied linguistic input. Nevertheless, challenges remain within Finland's decentralized education system. High levels of teacher autonomy may lead to inconsistent implementation of CBA, a situation further complicated by relatively large class sizes and limited instructional time, both of which constrain opportunities for sustained oral practice. Against this background, the present study undertakes a systematic examination of the opportunities and challenges associated with implementing CBA to enhance oral language skills in Finland. By critically analyzing both its strengths and limitations, the study aims to provide evidence-



based insights for educators and policymakers and to contribute to the ongoing scholarly discourse on competency-based language education within the Nordic educational context.

RESEARCH METHODOLOGY

This study synthesizes previous research on the competency-based approach (CBA) in Finnish education using a qualitative literature review methodology, with an emphasis on its effects on speaking and listening skills. Peer-reviewed journal articles, theses, and institutional reports published between 2015-2025 were prioritized when selecting sources from academic databases, international journals, and Finnish institutional repositories (such as Doria and JYX). Key search terms included “competency-based approach Finland,” “EFL oral skills Finland,” “advantages and disadvantages of CBA in listening and speaking,” as well as their relevant variations. Inclusion criteria required relevance to the Finnish educational context, a clear focus on communication skills, and an explicit discussion of both benefits and drawbacks. In total, fifteen sources were analyzed, encompassing theoretical frameworks, curriculum evaluations, and empirical studies, including surveys of EFL teachers. To enhance validity, sources representing diverse regions (including multilingual areas such as Ostrobothnia) and different educational levels (primary, secondary, and vocational education) were incorporated.

The study acknowledges several limitations, including reliance on secondary data, potential publication bias favoring positive outcomes, and relatively small sample sizes in several Finnish studies (for example, 27-64 participants). Ethical considerations involved accurate citation practices and the avoidance of misinterpretation of original findings. Overall, this methodological approach is appropriate for an exploratory article, as it provides a comprehensive synthesis of existing research without the collection of primary data.

ANALYSIS AND RESULTS

The competency-based approach (CBA) demonstrates a mixed yet generally positive effect on the development of speaking and listening abilities in Finnish education, as evidenced by the literature review. The principal findings, supported by empirical data from EFL and professional educational contexts, indicate that CBA fosters individualized learning and learner autonomy by enabling students to acquire communicative skills at their own pace. This is reflected in differentiated tasks such as personalized speaking objectives and listening portfolios used in Finnish EFL classrooms, which help reduce anxiety and enhance learner motivation. Survey data collected from 64 instructors reveal that 67% of respondents consider CBA-aligned activities effective in increasing confidence in oral production, particularly in elementary education, where engaging elements such as games contribute to higher participation rates. By emphasizing authentic task integration, CBA further strengthens communicative competence through practical applications. Textbooks such as *On the Go 3* include 120 oral activities, accounting for 30% of the total content, incorporating role-plays and pair discussions that improve speaking fluency through interactive scenarios and listening comprehension through recorded materials. In vocational education, team-based workplace simulations enhance dialogical competencies, including collaborative speaking and active listening, leading to measurable improvements in professional communication.

Clear learning outcomes and assessment criteria under CBA provide transparent rubrics that prioritize interaction and comprehensibility over native-like accuracy. Teachers report that this approach facilitates productive feedback cycles, with 86% relying on classroom observation for formative assessment, thereby improving speaking skills such as debate fluency and listening strategies such as the recognition of discourse markers. In bilingual Finnish–Swedish schools, linguistic proximity increases learners’ willingness to participate orally, resulting in higher levels of spoken proficiency. Furthermore, CBA offers flexibility and differentiation by supporting diverse competency levels through the integration of technological tools, including AI-based pronunciation applications, which are particularly effective in hybrid learning environments where students engage in cross-cultural discussions and collaborative development activities.

Despite these advantages, several drawbacks limit the full effectiveness of CBA implementation. Time and resource constraints remain a significant challenge, as 59% of teachers report that oral practice is insufficient due to limited lesson durations and competing curricular priorities, resulting in only 21–40% of classroom time being allocated to speaking activities. In vocational education, financial limitations restrict team teaching practices that are essential for dialogical skill development. Student anxiety and reluctance also pose challenges, as the absence of a strong “speaking culture” in Finland exacerbates shyness and first-language reversion among lower secondary students, leading to unequal engagement; accordingly, 53% of teachers report inadequate oral practice. Assessment inconsistencies further undermine CBA effectiveness, as washback effects favor writing skills in the absence of mandatory national oral examinations, creating biases in observation-based assessments that may advantage more extroverted learners. Persistent disagreement regarding pronuncia-

tion standards is also evident, with approximately half of teachers continuing to rely on outdated native-like models. Additionally, implementation is hindered by individualistic teaching cultures and insufficient professional training, both of which limit collaboration and threaten the holistic aims of competency-based education. Overall, although CBA enhances oral skills through its practical and learner-centered orientation, structural constraints within the Finnish education system prevent it from reaching its full potential.

The findings underscore the dual nature of the competency-based approach in relation to speaking and listening development. On the one hand, individualized learning pathways enable students to build communicative competence through mastery-oriented, real-world tasks that align closely with Finland's student-centered educational philosophy. This is particularly beneficial in EFL contexts, where increased exposure to authentic interaction through role-plays and conversational practice mitigates the traditional overemphasis on written skills, thereby promoting fluency and reducing lathophobic aphasia. Moreover, CBA's flexible pacing and technological integration support diverse learner profiles, especially in bilingual regions where cross-linguistic transfer amplifies oral proficiency gains. These strengths contribute to broader educational objectives, including the preparation of learners for effective international communication in a knowledge-based economy. On the other hand, persistent structural tensions—such as limited instructional time, large class sizes, cultural norms of reticence, and assessment systems that deprioritize oral competencies—continue to constrain the depth and consistency of spoken language practice. In vocational education, resource limitations and individualistic pedagogical traditions further restrict collaborative learning opportunities that are essential for dialogical skill development. Consequently, while the benefits of CBA in Finnish education reflect global trends observed in technologically integrated systems such as those in South Korea, Finland's decentralized educational structure results in considerable variability in implementation outcomes.

CONCLUSION

In summary, the competency-based approach provides significant benefits for enhancing speaking and listening abilities in Finnish education, including increased student autonomy and strengthened communicative competence through clearly defined outcomes, authentic integration, and individualized mastery. These advantages support real-world preparedness in EFL and career-related contexts and are consistent with Finland's innovative curriculum. However, to avoid unequal implementation and the neglect of comprehensive skill development, drawbacks such as time constraints, student resistance, assessment biases, and cultural barriers to collaboration must be systematically addressed.

The promise of the competency-based approach in Finland ultimately depends on well-balanced reforms, such as the introduction of national oral assessments, increased teacher support for interactive pedagogical approaches, and the expansion of oral-focused resources in textbooks. By reducing these obstacles, teachers can effectively utilize the competency-based approach to develop competent and self-assured communicators, thereby making the field of language education more dynamic and equitable.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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2026. №1

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.