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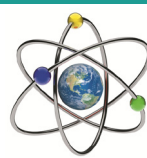
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi 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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IMPLEMENTING COMPETENCY-BASED EDUCATION (CBE) IN ENGLISH LANGUAGE TEACHING: PRINCIPLES, FRAMEWORKS, AND PERFORMANCE-BASED ASSESSMENT

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Annotatsiya: This article examines the role and implementation of Competency-Based Education (CBE) within modern English Language Teaching (ELT) paradigms. Shifting the educational focus from traditional input-driven models to measurable performance-based outcomes, CBE prioritizes learners' capacity to operationalize grammatical, lexical, and phonological knowledge within authentic communicative environments. The study discusses the core principles of CBE—including its outcome-oriented nature, student autonomy, integrated skill application, and alignment with modern global frameworks such as the CEFR. Furthermore, it outlines the transition of the instructor's role from a primary lecturer to an adaptive facilitator and details the design of transparent rubrics for performance assessment. Ultimately, the paper provides English language educators with a clear framework to bridge the gap between abstract linguistic knowledge and practical communicative execution.

Kalit so'zlar: Competency-Based Education, English language teaching, communicative competence, learning outcomes, performance assessment, learner autonomy.

Abstract: Ushbu maqolada ingliz tilini o'qitishning zamonaviy paradigmalarida kompetensiyaga asoslangan ta'lim (Competency-Based Education – CBE) yondashuvining o'рни va tatbiq etilishi tahlil qilinadi. Diqqat markazini an'anaviy ta'lim modellaridan o'lchanadigan amaliy natijalarga yo'naltirgan holda, CBE o'quvchilarning grammatik, leksik va fonologik bilimlarni real kommunikativ muhitda qo'llay olish qobiliyatiga ustuvorlik beradi. Maqolada CBEning asosiy tamoyillari – natijaga yo'naltirilganlik, o'quvchi mustaqilligi, integratsiyalashgan nutq ko'nikmalari va CEFR kabi xalqaro standartlarga moslik masalalari ko'rib chiqiladi. O'qituvchi rolini o'zgartirish va shaffof baholash mezonlarini ishlab chiqish masalalari yoritiladi.

Key words: kompetensiyaga asoslangan ta'lim, ingliz tilini o'qitish, kommunikativ kompetensiya, ta'lim natijalari, mezonli baholash.

Аннотация: В статье рассматривается роль и внедрение компетентностно-ориентированного образования (Competency-Based Education – CBE) в современной парадигме обучения английскому языку. Смещая фокус с традиционных моделей обучения на измеримые результаты, CBE уделяет приоритетное внимание способности учащихся применять грамматические, лексические и фонологические знания в реальных коммуникативных ситуациях. В работе анализируются основные принципы CBE: ориентация на результат, автономность учащихся, интеграция языковых навыков и соответствие международным стандартам, таким как CEFR. Описываются изменение роли преподавателя и разработка прозрачных дескрипторов оценивания.

Ключевые слова: компетентностно-ориентированное образование, преподавание английского языка, коммуникативная компетенция, результаты обучения, критериальное оценивание.

INTRODUCTION

Modern educational systems are undergoing a global transition, shifting their focus away from what learners merely memorize toward what they can actively execute with their knowledge. This pedagogical paradigm shift is vital within foreign language education. For decades, traditional classrooms operated on the assumption that mastering structural grammar rules and accumulating vast lexical stores equated to language proficiency.



However, extensive classroom evidence reveals that structural knowledge of grammar and vocabulary remains fundamentally insufficient if learners cannot deploy these resources effectively during real-time communication [2, page 12].

LITERATURE REVIEW

Competency-Based Education (CBE) has emerged as an influential approach to educational reform, particularly in contexts where the development and demonstration of practical competencies are prioritized over the accumulation of theoretical knowledge. The literature on CBE emphasizes that learning should be organized around clearly defined competencies and observable learning outcomes rather than the amount of time learners spend in formal instruction.

The Competency-Based Education Network (C-BEN, 2017) identifies competency clarity, meaningful assessment, learner agency, and flexible learning pathways as important elements of a competency-based educational model. From this perspective, CBE provides a framework for connecting instructional objectives with demonstrable performance and measurable outcomes.

Within English Language Teaching (ELT), competency-oriented approaches are closely associated with the development of communicative competence. Richards (2006) argues that effective language teaching should move beyond the presentation and memorization of grammatical structures and provide learners with opportunities to use language for meaningful communication. This perspective is particularly relevant to CBE because competency is demonstrated through the successful performance of authentic communicative tasks. Learners are therefore expected not only to possess grammatical and lexical knowledge but also to apply such knowledge appropriately in academic, professional, and everyday contexts.

The relationship between language knowledge and communicative performance has also been examined extensively in language pedagogy. Brown (2007) emphasizes the importance of integrating language skills, meaningful interaction, learner participation, and contextualized activities into language instruction. Such principles correspond closely with the competency-based model, in which reading, writing, listening, and speaking are not necessarily treated as isolated abilities but can be integrated within complex performance tasks. Consequently, CBE can provide a structured framework for translating general language-learning objectives into specific competencies that learners can demonstrate through observable performance. International language education frameworks have further strengthened the emphasis on measurable communicative outcomes. The Council of Europe (2020), through the Common European Framework of Reference for Languages (CEFR) and its Companion Volume, conceptualizes language proficiency in terms of what learners can do with language in different communicative contexts. The use of action-oriented descriptors provides a useful theoretical foundation for competency-based language education because learning outcomes can be expressed through observable communicative activities. In this regard, CBE and the CEFR share a strong emphasis on performance, learner agency, contextualized language use, and transparent descriptions of proficiency.

RESEARCH METHODOLOGY

Competency-Based Education (CBE) addresses this gap by placing demonstrated, observable competence at the absolute center of instructional design [1, page 5].

CBE defines learning not by hours spent sitting in a classroom, but by the learner's verified ability to apply language skills to solve concrete, real-world problems. In English Language Teaching (ELT), this methodology shifts the curriculum from an input-centered focus ("what structural units have been taught") to an output-centered focus ("what tasks can learners successfully perform using the language") [2, page 15].

For example, instead of administering a discrete-item test evaluating a student's abstract knowledge of the past simple tense, a competency-based model requires the student to successfully narrate a past personal experience, resolve a workplace misunderstanding, or write a coherent professional report. The objective of this article is to comprehensively analyze the foundational principles of CBE, examine its structural integration within ELT, and guide classroom practitioners toward designing authentic performance-based assessments.

Competency-Based Education is anchored in a series of interdependent pedagogical principles designed to optimize transparency, individualization, and real-world utility: Outcome-Oriented Frameworks: Every instructional module within a CBE curriculum is built backward from clearly articulated, distinct competencies [1, page 9].

These outcomes explicitly define the exact behaviors, skills, and strategic actions a student must demonstrate to pass a unit, making the educational objectives highly transparent and measurable for both the teacher and the learner.

Learner-Centered Trajectories: CBE abandons the rigid, time-bound structures of traditional schooling. Because the primary metric of success is the mastery of a specific skill rather than classroom seat time,

students are encouraged to assume personal responsibility for their learning progress. They work alongside the instructor to identify individual linguistic weaknesses, practice targeted macro-skills, receive continuous formative feedback, and advance only when mastery is definitively achieved [1, page 14].

Authentic Practical Application: Theoretical linguistic knowledge achieves educational meaning exclusively when it is operationalized to perform real or highly realistic tasks [2, page 18]. CBE explicitly demands that learning environments mimic real-world contexts, requiring students to engage in functional interactions rather than artificial mechanical drills.

Instructional Flexibility: Recognizing that learners possess highly diverse cognitive styles, pre-existing language proficiencies, and varying acquisition speeds, CBE allows for flexible instructional paths [1, page 16]. Time becomes a variable resource, whereas the standard of absolute mastery remains a constant requirement for all students.

Performance-Based Evidentiary Assessment: Assessment within a CBE framework focuses heavily on collecting tangible evidence of a student's communicative performance rather than testing isolated acts of memorization. Consequently, all assessments are explicitly tied back to the core operational competencies established at the beginning of the course [5, page 42].

ANALYSIS AND RESULTS

The structural architecture of CBE is inherently suited for English Language Teaching due to the functional nature of language as an evolutionary tool for social interaction. The overriding objective of modern ELT is not the clinical memorization of syntactical forms, but the development of communicative competence across diverse social, academic, and professional fields [2, page 26; 4, page 34]. A standard competency-based English curriculum translates broad language objectives into highly specific, action-oriented "Can-Do" statements [4, page 25]. Rather than utilizing vague course descriptions, the curriculum maps out clear performance benchmarks across multiple communicative domains:

Table 1: From Traditional Grammar Objectives to Competency-Based "Can-Do" Outcomes Across Communicative Domains

Communicative Domain	Traditional Grammar Objective	Competency-Based "Can-Do" Outcome
Academic / Professional	Study formal vocabulary and passive voice	Can write a professional, persuasive email requesting an extension on a deadline, maintaining an appropriate polite register. [5, page 48]
Interpersonal / Spoken	Complete fill-in-the-blank dialogue exercises	Can participate actively in a multi-party group discussion, express agreement/disagreement, and synthesize peer arguments. [2, page 33]
Strategic / Survival	Memorize vocabulary lists related to travel	Can independently navigate a simulated international airport, request directions, and verbally resolve a lost-baggage crisis. [4, page 52]

This methodology seamlessly integrates macro-skills (reading, writing, listening, and speaking) within a single task. For instance, a student executing a professional competency task may be required to listen to a recorded customer complaint (listening), extract the primary grievances (reading), discuss potential structural solutions with a peer (speaking), and draft a formal compensatory response to the client (writing) [5, page 55]. The implementation of a competency-based model completely alters the traditional classroom hierarchy. The teacher stops acting as the dominant "sage on the stage"—an authoritarian figure who spends the majority of class time delivering lectures on abstract grammar rules. Instead, the instructor transitions into an active facilitator, analytical organizer, pedagogical consultant, and diagnostic evaluator. In a CBE environment, the teacher's primary responsibilities shift to the following domains:

- Curriculum Calibrator:** Designing highly explicit learning outcomes that align with international benchmarks such as the Common European Framework of Reference (CEFR) [4, page 110].
- Task Architect:** Developing contextualized classroom simulations, role-plays, and real-world collaborative scenarios that require students to deploy their language skills organically [2, page 45].
- Formative Guide:** Continuously monitoring active learning spaces, providing precise, real-time diagnostic feedback, and diagnosing individual fossilized grammatical errors before they become permanent [page 112].



Traditional psychometric testing models, such as multiple-choice grammar quizzes or translation drills, are highly useful for measuring isolated lexical recall and discrete structural knowledge. However, these traditional instruments fail to measure whether a student can successfully orchestrate those linguistic components during a live, unpredictable human interaction [5, page 18].

To resolve this, CBE relies heavily on performance-based assessments, utilizing instruments such as student portfolios, live presentations, simulation interviews, extended group projects, and interactive role-plays. To evaluate these complex communicative events objectively without slipping into teacher bias, educators must deploy highly detailed analytical scoring rubrics [5, page 64].

These rubrics break down performance into distinct criteria, with transparent descriptors explaining exactly what success looks like at every level: —> Criteria 1: Grammatical & Syntactic Accuracy —> Level Descriptors —> Criteria 2: Lexical Precision & Register Choice —> Level Descriptors —> Criteria 3: Discourse Management & Cohesion —> Level Descriptors —> Criteria 4: Interactive Fluency & Pragmatic Appropriateness —> Level Descriptors Furthermore, continuous formative assessment loops are a non-negotiable component of this methodology.

Rather than relying on a single, high-stakes final exam at the end of the term, students receive descriptive feedback at every stage of their learning journey. This allows them to see exactly which sub-skills require further refinement, turning assessment into a supportive tool for growth rather than a punitive grade. The implementation of a competency-based framework within ELT yields significant empirical benefits, but it also presents clear systemic challenges that institutions must navigate carefully:

1. **Direct Real-World Alignment:** CBE bridges the gap between institutional education and employment by directly mirroring the communicative demands of real-world workplaces and academic settings [1, page 31].
2. **Cultivation of Learner Autonomy:** By providing students with clear, transparent rubrics and performance criteria, the methodology eliminates mystery grading, allowing students to independently evaluate their own work and self-correct their learning path [6, page 92].
3. **Purposeful Instructional Coherence:** CBE creates a tight alignment between course objectives, daily classroom activities, and final assessments, ensuring every component of the course serves a clear purpose [page 140].
4. **Demanding Design Requirements:** Formulating clear competencies and building highly detailed scoring rubrics requires an enormous amount of time, planning, and pedagogical expertise from the teaching staff.
5. **Time-Intensive Assessment Processes:** Evaluating individual oral presentations, portfolios, and interactive role-plays takes considerably more time than grading automated multiple-choice tests, placing a heavier administrative burden on educators.
6. **The Need for Institutional Re-Training:** Many teachers are trained in traditional, lecture-heavy formats. Transitioning to CBE requires professional development workshops focusing on curriculum design, rubric calibration, and formative feedback techniques.

CONCLUSION

Competency-Based Education represents a highly effective, scientifically grounded framework that makes English Language Teaching genuinely practical, accountable, and student-centered. By focusing on what a learner can achieve in meaningful communication rather than how many vocabulary items they can memorize in isolation, CBE brings needed realism to language pedagogy. The success of this framework relies on tight alignment across four pillars: clearly defined competencies, authentic learning tasks, integrated communicative performance, and transparent, criteria-based assessment rubrics. When educational institutions invest in proper teacher training and align their assessment systems with these core principles, CBE empowers language learners with both high target language proficiency and the practical communicative tools needed to thrive in our globalized world.

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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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