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DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN PHILOLOGICAL EDUCATION THROUGH COMPETENCY-BASED ASSESSMENT

Mexriban Kuralbay qızı Abatova*
Basic doctoral student Nukus State Pedagogical Institute named after Ajiniyaz
✉ mexriabatova7@gmail.com

ABSTRACT

This article explores the development of communicative competence among philological students through competency-based assessment in higher education institutions. The study emphasizes the importance of practical language application, interactive learning methods, and communicative performance in modern philological education. Furthermore, the research analyzes the role of multilingualism, sociocultural awareness, and objective evaluation criteria in improving students' oral and written communication skills. Special attention is given to the transformation of traditional assessment methods into competency-oriented evaluation systems that support students' professional growth and communicative adaptability. The article concludes that competency-based assessment contributes to the formation of highly qualified, communicatively effective, and professionally competitive philological specialists.

Keywords

communicative competence, competency-based assessment, philological education, interactive learning, multilingualism, speech development, professional communication, language skills.

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Introduction

Speech mastery itself represents a complex linguistic and psychological phenomenon. It includes pronunciation accuracy, lexical richness, grammatical correctness, coherence, fluency, stylistic appropriateness, and pragmatic effectiveness. Moreover, speech mastery also reflects the speaker's intellectual development, cultural awareness, and communicative confidence. Consequently, assessment of speech competence cannot be limited to isolated linguistic elements; instead, it requires holistic evaluation mechanisms that consider communicative performance as an integrated process.

Traditionally, language teaching in higher educational institutions was mainly oriented toward theoretical instruction, memorization of linguistic concepts, and reproduction of grammatical structures. However, modern educational paradigms emphasize the necessity of forming communicative competence, critical thinking, creativity, and independent language use. Therefore, assessment systems must also transform in accordance with these new educational priorities. In particular, evaluating speech mastery requires complex and multidimensional criteria that reflect students' real communicative abilities rather than only theoretical knowledge.

The competency-based approach emerged as a response to global educational transformations connected with globalization, technological development, and labor market demands. According to Noam Chomsky, linguistic competence includes the internal knowledge of language systems, whereas communicative scholars such as Dell Hymes expanded this concept by introducing communicative competence, which integrates sociocultural and pragmatic language use [3;4]. Furthermore, Michael Canale and Merrill Swain identified grammatical, sociolinguistic, discourse, and strategic competences as essential components of successful communication. Con-

sequently, modern philological education increasingly incorporates these dimensions into speech assessment systems [2].

Modern educational reforms in Karakalpakstan have created new requirements for the professional preparation of philological students. In contemporary society, language specialists are expected not only to know grammatical rules and linguistic theories but also to communicate effectively in various social, academic, and professional situations. Consequently, the issue of speech mastery has become one of the central objectives of philological education. In this regard, the competency-based approach occupies an important position because it focuses on the practical application of knowledge, communicative effectiveness, and professional adaptability.

Methods. One of the major advantages of the competency-based approach lies in its learner-centered orientation. Unlike traditional assessment systems, competency-based evaluation focuses on practical outcomes and real communicative tasks. For example, students may participate in debates, presentations, interviews, role-playing activities, and academic discussions that simulate authentic communication situations. Such activities allow teachers to evaluate students' ability to organize ideas logically, use appropriate vocabulary, maintain interaction, and express opinions persuasively. As a result, assessment becomes more objective, functional, and professionally relevant [1].

Furthermore, competency-based assessment encourages active student participation in the learning process. Students are not passive recipients of theoretical information; instead, they become active communicators capable of solving linguistic and communicative problems independently. This educational model develops self-confidence, analytical thinking, and reflective learning strategies. In addition, students learn to evaluate their own speech performance and identify areas requiring improvement. Therefore, competency-oriented education promotes autonomous language development [6, 173-176].

Nevertheless, several difficulties remain within the speech assessment system of philological education in Karakalpakstan. First of all, many assessment practices still rely heavily on traditional examination methods focused primarily on memorization and theoretical reproduction. Consequently, practical communicative skills may receive insufficient attention during evaluation processes. Secondly, objective assessment of speech mastery often presents methodological challenges because oral communication contains subjective and dynamic elements. Different teachers may interpret fluency, coherence, or communicative effectiveness differently, which may reduce assessment reliability.

Moreover, limited technological integration sometimes affects the efficiency of competency-based assessment. Modern digital technologies, including audio analysis tools, presentation software, and online communication platforms, can significantly improve speech evaluation procedures. However, insufficient technical resources and methodological training may restrict their effective implementation in certain educational institutions. Therefore, professional development programs for university instructors are necessary in order to enhance competency-oriented assessment practices [5, 255-264].

Another important issue concerns multilingualism within the educational environment of Karakalpakstan. Philological students frequently study several languages simultaneously, including Karakalpak, Uzbek, Russian, and English. While multilingual education enriches students' linguistic competence, it may also create interference problems influencing pronunciation, lexical selection, and syntactic organization. Consequently, assessment systems should consider multilingual communicative realities rather than applying rigid monolingual standards.

Additionally, sociocultural competence represents a crucial component of speech mastery. Effective communication requires not only grammatical correctness but also awareness of cultural norms, politeness strategies, discourse conventions, and contextual appropriateness. For example, public speaking traditions, forms of address, conversational etiquette, and persuasive techniques may differ across linguistic cultures. Therefore, competency-based assessment should evaluate students' ability to adapt communication according to sociocultural contexts.

The integration of interactive teaching methodologies also plays a significant role in developing speech competence. Debates, case studies, brainstorming activities, problem-solving tasks, project-based learning, and collaborative discussions create communicative environments that stimulate active language use. Furthermore,

such methods increase students' motivation and emotional engagement, which positively influence speech development. Consequently, assessment should be closely connected with communicative classroom practices rather than separated from actual learning processes.

Research observations demonstrate that competency-based assessment positively influences students' communicative confidence and professional preparedness. Students who regularly participate in interactive speech activities generally demonstrate greater fluency, stronger argumentative skills, richer vocabulary usage, and improved discourse organization. Moreover, they become more capable of adapting their speech according to communicative goals and audience expectations. Therefore, competency-oriented education contributes significantly to the formation of professionally competent philologists.

At the same time, effective assessment requires clearly defined evaluation criteria. Speech mastery assessment should include several interconnected dimensions such as pronunciation clarity, grammatical accuracy, lexical diversity, coherence, fluency, interactional ability, and pragmatic appropriateness. Furthermore, transparent rubrics help students understand assessment expectations and improve their communicative performance systematically. Consequently, standardized competency descriptors may increase fairness and reliability within assessment systems.

In conclusion, the assessment of philological students' speech mastery based on the competency-based approach represents an essential direction in the modernization of higher education in Karakalpakstan. Unlike traditional knowledge-oriented evaluation systems, competency-based assessment emphasizes practical communication skills, professional adaptability, sociocultural awareness, and communicative effectiveness. Furthermore, this approach promotes active learning, critical thinking, independent language use, and professional self-development among future philologists. Nevertheless, successful implementation of competency-based assessment requires methodological modernization, teacher training, technological integration, and the development of objective evaluation criteria. Additionally, assessment systems should reflect multilingual and intercultural realities characteristic of Karakalpakstan's educational environment.

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