

The Role of The Competence-Based Approach in Developing Speech-Linguistic Competence in Higher Education Institutions

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Abstract: This article scientifically examines the significance and distinctive features of the competency-based approach in developing the speech and linguistic competencies of students in higher education institutions. It analyzes practice-oriented mechanisms aimed at moving away from traditional memorization-based education and enhancing students' communication culture, their ability to construct coherent and accurate texts, and their capacity to express ideas fluently and effectively in both oral and written forms. Furthermore, the study addresses the development of speech and linguistic competence as a key component of the professional competence of future specialists. Particular attention is given to the ability of students to analyze information related to their professional fields, address scientific and practical problems through effective communication, and express their ideas accurately, coherently, and persuasively in both oral and written forms. The article emphasizes that these competencies constitute an essential foundation for the formation of a future specialist's professional competence and communicative potential.

Keywords: Speech and linguistic competence, professional competence, communicative skills, modern pedagogical technologies, simulations, cross-debates, culture of argumentation.

Introduction: In today's modern education system, transitioning from the traditional paradigm of "knowledge, skills, and abilities" to a competence-based approach has become a global trend, serving as a key condition for training competitive specialists. One of the most important factors determining the professional aptitude of higher education students is speech-linguistic competence. A future specialist's ability to analyze information related to their field, to solve scientific and practical problems through communication, and to express their thoughts correctly and persuasively in both oral and written form, develops precisely on the basis of this competence. However, practice shows that, despite students having a high level of knowledge of language rules, a number of difficulties arise when applying this knowledge in real communication or professional activity. The issue of speech-linguistic competence and the competence-based approach in education has been studied from

various perspectives by a number of scholars in both foreign and national pedagogy and linguistics.

According to scientific sources, the concept of "linguistic competence" was first introduced into scientific usage by the American linguist N. Chomsky in his work "Aspects of the Theory of Syntax," where it refers to knowledge of the language system [1]. Later, the sociolinguist D. Hymes critically analyzed this theory and put forward the theory of "communicative competence," which expresses the purposeful use of language in a social environment [2]. Within the CIS countries, the competence-based approach as a new result-oriented paradigm of education has been deeply researched by Russian scholars I.A. Zimnyaya [3] and A.V. Khutorskoy [4]. In particular, having classified the key competencies in education, A.V. Khutorskoy noted that competence is not simply knowledge of information, but rather the ability to mobilize that knowledge in a given situation.

In the Uzbek methodological school and linguistics, a number of leading scholars have conducted specialized research on issues of speech culture, linguistic competence, and the training of specialists in higher education.

In the work "Teacher's Speech Culture" [5] by Academician N. Mahmudov, the appropriate use of the rich possibilities of the native language in the communication process, and the culture of constructing correct and persuasive speech, are substantiated. Professor B. Mengliyev and the representatives of his scientific school, abandoning rote memorization of dry rules in native-language education, have scientifically justified the necessity of practically mastering the structure of language through speech activity, that is, developing speech and linguistic competencies in unity [6]. Issues of forming the professional competencies of future specialists in the higher education system and using innovative educational technologies have been reflected in the monographs and scientific articles of pedagogical scholars such as N.A. Muslimov [7], Sh.K. Mardonov, and R. Safarova [8].

In the course of the research, comparative and logical analysis, analysis of state educational standards and qualification requirements, as well as observation of practical class sessions, were used as empirical and theoretical methods to comprehensively study the problem. Instead of the traditional approach, interactive educational technologies were applied in teaching, and their effectiveness was evaluated through pedagogical experimentation.

Analyses conducted in higher education institutions show that most students have developed linguistic competence (knowledge of the phonetic, lexical, morphological, and syntactic rules of the language) to a certain degree. They know the rules by heart, perform exercises correctly, and achieve high results in tests. However, serious problems become apparent when it comes to applying this theoretical knowledge in real communication, in creating professional texts, or in speaking before a scientific audience — that is, when speech and communicative competence are required.

In the course of the research, the following innovative pedagogical technologies can be applied in practice to develop students' speech-linguistic aptitude:

- **Situational task analysis:** Students were presented not simply with ready-made texts to work on, but with problem situations directly related to their future professional activities. For example, tasks such as "As the head of an enterprise, you need to write an official letter to partners or give a presentation to employees. How would you construct the text?" were assigned. This method taught students to consciously use language tools in a purposeful manner, adapted to the given circumstances.

- **Project work technology:** Students were divided into small groups and prepared mini-projects on topical subjects related to their specializations. During project defense, they were ensured the opportunity to speak freely in a scientific style, to logically substantiate their arguments, and to give linguistically literate answers to the questions posed.

- **Role-playing games and simulations:** By transforming the classroom into the setting of an official office, an international conference, or a press conference, students were assigned various socio-professional roles. As a result, students gained the skill of using their linguistic knowledge not as a fixed set of rules, but as a living tool for communication and influence.

- **Cross-debates and discussions:** To develop students' oral speech and culture of argumentation, debates in the "Agree / Disagree" format were organized. In this process, students were taught not only to speak correctly, but also to listen to their interlocutor, observe speech etiquette, and express their opinions while controlling their emotions.

To determine the effectiveness of the competence-based approach in education, an experimental study was conducted among students of higher education institutions. A total of 120 students were involved in the study, divided into a control group (taught by the traditional method — 60 students) and an experimental group (taught on the basis of the competence-based approach — 60 students).

At the end of the semester, students' speech-linguistic competence was assessed according to the following criteria: lexical richness, grammatical and stylistic correctness, logical coherence of thought, and the level of use of professional terminology.

Assessment Criteria (Competence Level)	Control Group (Before / After Experiment)	Experimental Group (Before / After Experiment)
High (Creative-Speech)	12% / 18%	14% / 45%
Medium	35% / 42%	33% / 41%
Low (Reproductive)	53% / 40%	53% / 14%

The data in the table show that the proportion of students demonstrating a high (creative-speech) level in the experimental group increased sharply from 14% to 45%. The number of students at the low (based solely on rote memorization) level decreased from 53% to 14%. In the control group, by contrast, the dynamics of growth were considerably lower.

The processes observed and the statistical changes recorded during the experimental lessons confirmed that organizing lessons on the basis of the principles of the competence-based approach leads to the following positive changes:

- Students' fear of speaking in front of an audience is eliminated, and freedom in entering into communication is ensured.
- Theoretical linguistic rules are directly transferred into practice, and the skill of correctly formulating thoughts in scientific, official, and popular styles is developed.
- Future specialists gain increased ability to work independently on themselves, to think logically, and to choose the correct speech strategy in any professional situation.

Thus, the correct application of practice-oriented methods in the educational process is not simply about imparting linguistic knowledge, but is the most optimal and effective way of practically preparing students for competition in professional and social life.

CONCLUSION

In conclusion, it should be noted that the process of developing students' speech-linguistic competence in higher education institutions is not limited to knowledge of language rules alone. Students must possess the ability to express their knowledge freely, persuasively, and logically in the process of

communication. The results of the research showed that while traditional rote-based teaching methods do not yield the expected results, the application of practice-oriented interactive methods based on the competence-based approach significantly increases students' speech-linguistic and communicative skills, shapes their culture of professional communication, and serves to enhance their competitiveness.

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