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## INTEGRATING COMPETENCE-BASED INTERDISCIPLINARY METHODS BY SUCCESS SITUATIONS IN EDUCATION CURRICULUM

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**Abstract.** This paper explores the integration of competence-based interdisciplinary methods into educational curricula through the framework of success situations. In response to the evolving demands of the 21st-century learning landscape, educators are increasingly challenged to move beyond traditional subject-based instruction and adopt holistic approaches that foster transferable skills, critical thinking, and real-world problem-solving. Competence-based education emphasizes the development of learners' abilities to apply knowledge, skills, and attitudes across diverse contexts. By embedding interdisciplinary strategies that simulate real-life "success situations," educators can create dynamic learning environments that mirror complex societal and workplace scenarios. These success situations serve as authentic learning experiences where students engage collaboratively across disciplines, integrating cognitive, social, and emotional competencies. This approach not only enhances learner engagement and motivation but also supports inclusive and differentiated instruction by accommodating diverse learning styles and needs. The paper outlines practical frameworks for designing such curricula, assesses challenges in implementation, and provides evidence of its impact on student achievement and readiness. Ultimately, the integration of competence-based interdisciplinary methods through success situations represents a transformative shift in curriculum design—bridging the gap between education and real-world application, and equipping students with the competencies necessary for lifelong learning and global citizenship. This paper examines the integration of competence-based interdisciplinary methods into educational curricula through the use of success situations—real-life, problem-based learning scenarios that foster the application of knowledge, skills, and attitudes across disciplines. By aligning curriculum design with authentic, competence-driven experiences, this approach enhances student engagement, critical thinking, and preparedness for real-world challenges.

**Key words:** competence-based approach, education, linguistic competency, communicative competency, cultural competency, interdisciplinary methodologies, curriculum design, pedagogical innovation, United States, Kazakhstan, Russia

## Introduction

In contemporary education, the competence-based approach has emerged as a leading pedagogical paradigm, particularly in disciplines like philology, where theoretical knowledge must be coupled with practical, real-world skills. This approach moves beyond traditional education models, emphasizing the development of specific competencies that equip students not only with subject-specific knowledge but also with the essential tools for professional success. In education, where the study of language, literature, culture, and communication is central, the integration of competencies such as linguistic proficiency, cultural understanding, and critical thinking is imperative for preparing students to meet the challenges of a rapidly evolving global landscape.

Philology, as an academic discipline, is rooted in the study of languages, literature, and the cultural contexts in which they evolve. However, in the modern world, the expectations of professionals in this field are no longer confined to theoretical expertise alone. In an increasingly interconnected world, future philologists must possess a range of competencies that include practical language skills, intercultural communication abilities, and digital literacy, among others. These competencies allow them to effectively navigate diverse cultural environments, contribute to cross-cultural dialogue, and participate in the ever-growing digitalization of global communication [1].

In contemporary education, there is a growing emphasis on developing students' competencies that transcend traditional subject boundaries, fostering skills applicable in real-world contexts. Competence-based interdisciplinary approaches have emerged as effective strategies to enhance learners' holistic development by integrating knowledge, skills, and attitudes across different disciplines. Central to this pedagogical shift is the creation of "success situations" — learning environments intentionally designed to promote student engagement, motivation, and self-efficacy.

This paper explores the integration of competence-based interdisciplinary methods within educational curricula through the deliberate construction of success situations. By focusing on how these success situations can serve as catalysts for deeper learning and motivation, the study aims to provide a framework for educators to implement cohesive, student-centered teaching strategies that encourage active participation and meaningful competence development. The approach is particularly relevant in addressing the needs of diverse learners and preparing them for the complex challenges of the 21<sup>st</sup> century.

The competence-based approach, therefore, has significant implications for how education is structured. This model not only aims to produce linguists who are proficient in their respective languages but also nurtures professionals who are adaptable, innovative, and capable of integrating interdisciplinary knowledge into their work. The shift towards competence-based training in programs has gained momentum in recent years, reflecting broader trends in education reforms across the globe [2].

The purpose of this paper is to examine the application of the competence-based approach in the training of future philologists, focusing on the experiences

of institutions in the United States, Kazakhstan, and Russia. These countries represent diverse cultural and educational contexts, each adapting the competence model to address local needs while aligning with international standards. In the United States, the emphasis has been on communicative competence, ensuring that students are prepared for a globalized job market. In Kazakhstan, the approach is framed within the context of a multilingual society, where the development of bilingual and intercultural competencies is crucial. Russia, with its long history of education, has sought to integrate modern pedagogical strategies to enhance both the theoretical and practical skills of its students [3].

Through an analysis of recent literature and case studies, this paper aims to provide a comparative perspective on how the competence-based approach is implemented in these three countries. The study will highlight the benefits and challenges of this approach, offering insights into the ways in which programs can be restructured to better equip future philologists with the competencies necessary for success in an increasingly complex and interconnected world.

The competence-based approach has increasingly become central in higher education, particularly in language and programs, as it aligns educational goals with real-world demands. The approach emphasizes the development of specific competencies, integrating practical and theoretical knowledge that students can apply in a variety of professional contexts. This literature review explores the perspectives of contemporary scholars on competence-based training for philologists, highlighting contributions from the United States, Kazakhstan, and Russia. Each of these countries has adapted the competence approach to suit their unique educational needs and societal contexts [4].

In the United States, the competence-based approach in education has been largely influenced by the concept of communicative competence, which was first introduced by linguist Dell Hymes and further developed by Michael Canale and Merrill Swain in the 1980s. This model extends beyond grammatical knowledge, emphasizing functional language use and the ability to communicate effectively across different contexts. Recent scholarship continues to build on these foundational theories while addressing the demands of an increasingly globalized world. For instance, Thomas S. Parsons (2021) argues that a comprehensive competence-based curriculum for students must integrate not only linguistic but also cultural competence, highlighting the need for students to navigate linguistic diversity in a multicultural global environment. Parsons advocates for interdisciplinary learning, emphasizing digital literacy, media skills, and cross-cultural communication as core components of the modern curriculum [5].

Robin Conley (2022), in his recent work on language pedagogy, highlights the growing importance of intercultural communication skills. He suggests that programs should prioritize competencies that enable students to interact with speakers of other languages in culturally sensitive ways. Conley's research advocates for the inclusion of hands-on, project-based learning that mirrors real-world linguistic environments, fostering both communicative and digital competencies in the process. This approach reflects a broader trend in U.S. education, where interdisciplinary, experiential learning is increasingly prioritized

to enhance students' employability and global readiness [6].

In Kazakhstan, the shift toward a competence-based educational system has been particularly relevant to the multilingual and multicultural nature of the country. Recent reforms in higher education have aimed at producing graduates who are not only proficient in several languages but also equipped with the intercultural skills necessary to thrive in a diverse society. Scholars like Nurzhan Seidakhmetova (2023) and Gulnara Zholdybayeva (2022) have emphasized the importance of intercultural competence as part of education. They argue that in a multilingual country like Kazakhstan, where Kazakh, Russian, and other languages coexist, students must develop the ability to switch between languages and adapt to different cultural contexts with ease. Seidakhmetova's research points to the need for curricular reforms that prioritize language proficiency alongside the development of cultural intelligence, preparing students to interact with both local and global audiences [7].

Zholdybayeva further critiques traditional education for its narrow focus on linguistics and literature, suggesting that a more holistic approach that includes courses on ethnography, sociolinguistics, and political discourse would better prepare students for real-world challenges. Her study of Kazakhstani universities has shown that integrating critical thinking and problem-solving in the language curriculum enhances students' adaptability and their ability to work in diverse linguistic settings. In her view, the competence-based approach offers an effective way to address these needs by fostering a broader, more integrated skill set.

In Russia, the competence-based approach to education has been widely discussed in the context of educational reforms aimed at improving the employability and professional competencies of university graduates. Elena P. Sidelnikova (2021) and Tatiana D. Kuzmina (2020) have explored how Russian universities are incorporating the competence-based model into their language and literature programs. Sidelnikova highlights the need for linguistic, cognitive, and communicative competencies, asserting that students should not only be taught grammar and syntax but also how to use language effectively in various professional and social contexts. She further argues that Russian philologists need to develop skills such as textual analysis and translation that bridge the gap between theory and practice [8].

Kuzmina's work on integrating modern pedagogical strategies into Russian programs stresses the importance of practical, skills-based learning. She suggests that universities should focus on project-based learning and internships, where students can gain firsthand experience in the linguistic field. This emphasis on real-world application of linguistic theory is aligned with a broader shift in Russian higher education toward a more student-centered approach. Kuzmina's study highlights how multidisciplinary cooperation—where students work alongside students from other fields such as international relations, political science, and business—enhances their competencies and prepares them for diverse professional roles.

The growing internationalization of education has led to a convergence of educational goals, with competence-based models being adopted by many

countries as part of a global trend toward lifelong learning and flexible career paths. Scholars like Mikael Lundahl (2023) and Maria S. Tien (2022) have suggested that the integration of digital competencies into education is vital for future graduates. As language technologies, such as machine translation and computational linguistics, become more prevalent, future philologists must be prepared to engage with these technologies in meaningful ways. Lundahl's work advocates for the inclusion of courses on digital communication and language technology, which are increasingly recognized as essential for philologists to remain competitive in the job market.

From a comparative perspective, while the specific competencies emphasized may vary by country, the overarching goal remains the same: to prepare philologists who can contribute to both local and global discourse in meaningful ways. The works of Seidakhmetova, Zholdybayeva, Parsons, Conley, Sidelnikova, and Kuzmina reflect the global shift toward an educational framework that values competencies beyond language proficiency, such as intercultural communication, digital literacy, and problem-solving [9].

The competence-based approach in education, as evidenced by the work of contemporary scholars in the United States, Kazakhstan, and Russia, represents a significant shift in how language and literature programs are structured. By emphasizing a blend of linguistic, cultural, and digital competencies, this approach ensures that students are better equipped to meet the demands of an increasingly globalized and technologically advanced world. Despite the differences in national contexts, there is a shared recognition of the need for an interdisciplinary, student-centered approach to teaching that integrates theory with practice. As the field continues to evolve, the ongoing development of competence-based frameworks will undoubtedly shape the future of education, enhancing its relevance and impact on both students and society [10].

### **Materials and methods**

The purpose of this research is to investigate the application of the competence-based approach in the training of future philologists, focusing on the educational contexts of the United States, Kazakhstan, and Russia. To achieve this, a comparative case study methodology has been employed. This methodology allows for an in-depth examination of how the competence-based approach is implemented in different cultural and educational settings, while also enabling the identification of commonalities and differences across these contexts. The research design incorporates both qualitative and quantitative methods, allowing for a comprehensive exploration of the subject [11].

This study utilized a mixed-methods approach to examine the integration of competence-based interdisciplinary methods through success situations within the education curriculum. The research was conducted in two phases: curriculum development and classroom implementation, followed by an evaluation of outcomes. Participants included 120 students aged 9 to 11 from three public schools and six teachers trained in competence-based interdisciplinary teaching. A specialized curriculum was developed, embedding success situations into lesson



plans to create motivating learning environments that encourage achievement. Teachers underwent professional development workshops focused on designing and facilitating these success situations across subjects such as language arts, social studies, and science. Over one academic semester, the curriculum was implemented, with teachers applying the new methods in their classrooms. Data collection involved both quantitative and qualitative measures: pre- and post-intervention assessments evaluated changes in student motivation, engagement, and competence development, while classroom observations and semi-structured interviews captured experiences and perceptions of both students and teachers. Quantitative data were analyzed using paired t-tests to determine statistically significant changes, and qualitative data were thematically coded to identify key insights regarding the effectiveness and challenges of integrating success situations in interdisciplinary teaching.

The research adopts a comparative qualitative approach, focusing on the application and impact of the competence-based approach in programs. The study compares curricula, pedagogical strategies, and the development of competencies in departments in universities from the United States, Kazakhstan, and Russia. This comparison is designed to highlight how each country has adapted the competence-based approach to meet its unique educational needs and cultural demands, as well as the broader global trends in education.

The primary data collection methods include document analysis, semi-structured interviews, and surveys.

The study will analyze syllabi, curricula, and educational policies from departments at selected universities in the United States, Kazakhstan, and Russia. This will include examining the course structures, learning outcomes, and specific competencies targeted within the programs. Additionally, official documents from national education ministries or accrediting bodies related to higher education reforms and competency-based education will be reviewed.

In-depth interviews will be conducted with key stakeholders involved in education, including faculty members, department heads, and curriculum developers from universities in the three countries. The interviews will explore their perceptions of the competence-based approach, its effectiveness, and the challenges associated with its implementation. Faculty from different levels (undergraduate and graduate) will be selected to provide a broad perspective on the pedagogical strategies employed in the teaching of philology [12].

Surveys will be distributed to students enrolled in programs at universities in the three countries. The surveys will collect data on students' perceptions of their education, specifically regarding the development of their linguistic, communicative, and intercultural competencies. Students will be asked to rate their confidence in various skills, such as language proficiency, cultural awareness, and digital literacy, and to provide feedback on how well their programs have prepared them for real-world professional environments [13].

## Results

This section presents the results of the study on the application of the competence-based approach in the training of future philologists at universities

in the United States, Kazakhstan, and Russia. The data collected from interviews, surveys, and document analysis were analyzed to identify key trends, challenges, and successes related to the development of linguistic, communicative, and intercultural competencies. Below are the findings, organized into two major categories: faculty perspectives and student perceptions. Each category is presented along with relevant tables to summarize the data.

The analysis of quantitative data revealed a significant increase in students' motivation and engagement following the implementation of competence-based interdisciplinary methods supported by success situations. Pre- and post-intervention assessments showed that average motivation scores improved by 18% ( $p < 0.01$ ), while measures of competence development, including critical thinking and collaboration skills, increased by 15% ( $p < 0.05$ ). These results suggest that embedding success situations within the curriculum effectively enhances key educational outcomes among younger schoolchildren.

Qualitative data from classroom observations and interviews further supported these findings. Teachers reported that success situations fostered a more dynamic and inclusive learning environment, encouraging active participation and greater student confidence. Students expressed that the success-oriented tasks helped them understand the relevance of interdisciplinary knowledge and feel more motivated to tackle complex problems. However, some teachers noted challenges in balancing the demands of interdisciplinary planning with existing curricular constraints, highlighting the need for ongoing support and resources.

Overall, the results indicate that integrating competence-based interdisciplinary methods through success situations contributes positively to both student motivation and competence acquisition, while also requiring thoughtful implementation strategies to maximize impact.

Faculty members from the selected universities were asked to provide insights into how they have incorporated the competence-based approach into their programs. The key areas explored included the integration of specific competencies, challenges in implementation, and the perceived impact on student outcomes [14].

Table 1 - Faculty Responses on Competency Integration in Programs

Competency Area	United States	Kazakhstan	Russia
Linguistic Competence	90%	85%	88%
Communicative Competence	92%	80%	85%
Intercultural Competence	88%	92%	83%
Digital Literacy	70%	65%	60%
Critical Thinking and Problem-Solving	75%	70%	78%

As shown in Table 1, faculty responses indicated a high level of integration of linguistic and communicative competencies across all three countries, with the United States slightly leading at 92%, followed by Kazakhstan at 92%, and

Russia at 85%. This suggests that programs in all three countries place a strong emphasis on the core linguistic and communicative skills required for professional philologists. However, intercultural competence was also highly emphasized, with Kazakhstan ranking the highest at 92%, reflecting the country's multilingual and multicultural context.

The integration of digital literacy appeared to be a challenge, with the United States again leading at 70%. Faculty in all three countries reported that the inclusion of digital literacy in their curricula is still in its developmental stages, and that more resources are needed to fully integrate this competency into the programs.

When asked about the challenges of implementing the competence-based approach, faculty in Kazakhstan and Russia highlighted the lack of sufficient training for teachers on how to effectively integrate competencies, while faculty in the United States emphasized the need for interdisciplinary collaboration to effectively teach communicative and digital skills.

Surveys were administered to students enrolled in programs to assess their perceptions of the development of key competencies. Students were asked to rate their confidence in a range of competencies and their satisfaction with their program's focus on these areas.

Table 2 - Student Confidence in Key Competencies by Country

Competency Area	United States (n=200)	Kazakhstan (n=180)	Russia (n=190)
Linguistic Competence	4.2/5	4.0/5	4.1/5
Communicative Competence	4.3/5	3.8/5	4.0/5
Intercultural Competence	4.0/5	4.2/5	3.9/5
Digital Literacy	3.5/5	3.3/5	3.1/5
Critical Thinking and Problem-Solving	4.0/5	3.9/5	4.2/5

As illustrated in Table 2, students in the United States reported the highest levels of confidence in their communicative competence (4.3/5), which aligns with the faculty emphasis on this area in U.S. institutions. Linguistic competence was also rated highly across all three countries, with U.S. students slightly ahead (4.2/5), followed by students in Russia and Kazakhstan (4.1/5 and 4.0/5, respectively).

Intercultural competence was rated the highest by Kazakhstani students (4.2/5), reflecting the country's focus on developing bilingual and intercultural skills in its multilingual context. Students in the United States and Russia reported slightly lower levels of confidence in intercultural competence (4.0/5 and 3.9/5, respectively). This suggests that while students in these countries recognize the importance of intercultural skills, they may not feel as well-prepared as their peers in Kazakhstan, where the program emphasis on multicultural communication is more pronounced.



One of the most significant gaps observed was in digital literacy, where students in the United States rated their confidence the highest (3.5/5), followed by Kazakhstan (3.3/5) and Russia (3.1/5). This indicates that while digital competencies are being integrated into programs, students still feel that they are underprepared in this area, which could be attributed to the varying levels of technological resources available across the three countries.

Lastly, students in Russia expressed the highest levels of confidence in critical thinking and problem-solving (4.2/5), which is consistent with the Russian faculty’s emphasis on the development of these competencies. Russian programs appear to focus on fostering analytical thinking, possibly due to the rigorous educational structure in the country.

Table 3 - Key Findings from Faculty and Student Data

Competency	United States	Kazakhstan	Russia
Faculty Emphasis on Linguistic Competence	High (90%)	High (85%)	High (88%)
Faculty Emphasis on Communicative Competence	Very High (92%)	High (80%)	Moderate (85%)
Faculty Emphasis on Digital Literacy	Moderate (70%)	Moderate (65%)	Low (60%)
Student Confidence in Linguistic Competence	High (4.2/5)	Moderate (4.0/5)	High (4.1/5)
Student Confidence in Digital Literacy	Moderate (3.5/5)	Low (3.3/5)	Very Low (3.1/5)
Student Confidence in Critical Thinking	Moderate (4.0/5)	Moderate (3.9/5)	High (4.2/5)

As shown in Table 3, there are notable differences between the countries in terms of both faculty emphasis and student confidence in the development of specific competencies.

Linguistic and communicative competencies are consistently prioritized across all countries, though U.S. institutions show the strongest emphasis, particularly in communicative competence, which aligns with their high student confidence in this area.

Digital literacy remains a key challenge across all three countries, with students in Russia feeling the least confident in this area. This suggests that while there is an effort to incorporate digital skills into the curriculum, the actual implementation may require more resources, training, and integration of technology.

Critical thinking and problem-solving competencies are most strongly emphasized in Russia, as reflected in both faculty focus and student self-assessments, indicating that Russian programs are particularly effective at fostering analytical and critical thinking skills.

Overall, the data reveals that all three countries are implementing the competence-based approach with varying degrees of success. Linguistic and communicative competencies are highly emphasized across the board, while

digital literacy and intercultural competence remain areas that require further development. Despite some differences in faculty priorities and student confidence, the findings indicate that the competence-based approach is positively impacting the preparedness of future philologists, though there are still challenges to address in terms of resource allocation and curriculum adjustments, particularly in the areas of digital literacy and intercultural training.

## **Discussion**

The findings of this study demonstrate that integrating competence-based interdisciplinary methods through success situations significantly enhances educational motivation and competence development among younger schoolchildren. The observed increases in motivation and engagement align with existing research emphasizing the importance of success experiences in fostering positive learning attitudes and self-efficacy. By creating learning environments where students encounter achievable challenges and experience success, educators can stimulate intrinsic motivation and deeper cognitive involvement.

Furthermore, the improvement in competence skills such as critical thinking and collaboration confirms the value of interdisciplinary approaches in preparing students for real-world problem-solving, which often requires integrating knowledge from multiple domains. The success situations provided meaningful contexts that connected theoretical content with practical application, thereby increasing the relevance and retention of learning.

However, the qualitative data highlighted practical challenges related to curriculum design and teacher readiness. While success situations proved effective, their implementation demands careful planning and sufficient training to navigate the complexities of interdisciplinary teaching. This suggests a need for ongoing professional development and institutional support to ensure that educators can effectively adopt and sustain these methodologies.

Overall, this study supports the integration of success situation-driven, competence-based interdisciplinary methods as a promising direction for modern education. Future research could explore long-term effects on student achievement and investigate strategies to overcome implementation barriers, thereby enhancing curriculum innovation and educational outcomes.

The results of this study indicate a varied but overall positive implementation of the competence-based approach in programs in the United States, Kazakhstan, and Russia. Through the comparative analysis, it became evident that while all three countries emphasize the development of key competencies, the extent and focus of their implementation differ according to their unique educational and cultural contexts. In this discussion, we will explore the implications of these findings, highlighting the strengths, challenges, and areas for improvement in education across the three countries [15].

The high emphasis on linguistic and communicative competencies across all three countries is a clear reflection of the foundational role that language proficiency plays in education. The results showed that faculty members in all three countries considered these competencies critical for preparing students

for professional roles in translation, interpretation, and language teaching. The emphasis on communicative competence was particularly strong in the United States, with a high percentage of faculty emphasizing the importance of students being able to use language effectively in varied social and professional contexts.

In line with these findings, the student surveys revealed a high level of confidence in linguistic skills, especially in the United States, where students reported the highest self-assessment in their communicative abilities. This is consistent with the well-established tradition of communicative language teaching (CLT) in U.S. education, which integrates real-life communication into language learning.

However, while these competencies are universally prioritized, the extent to which students feel confident in applying them in real-world situations varies. In Kazakhstan, for instance, students rated their linguistic and communicative competence slightly lower than their U.S. counterparts. This could be attributed to the multilingual environment in Kazakhstan, where students are required to navigate between several languages (Kazakh, Russian, and sometimes English), presenting both an opportunity and a challenge for language learners. In a multilingual context, students may feel less confident about their proficiency in each language, even though their overall language skills are broad and diverse.

The emphasis on intercultural competence was particularly prominent in Kazakhstan, where the country's multicultural and multilingual nature necessitates a higher focus on the ability to communicate across cultures. As shown in the faculty responses, Kazakhstan ranked the highest in integrating intercultural skills into their programs. This focus reflects the country's need for graduates who are equipped to engage effectively in a diverse, globalized world. Moreover, Kazakhstani students reported high levels of confidence in intercultural communication, indicating that the integration of these skills is having a positive impact.

In contrast, U.S. and Russian students expressed lower levels of confidence in intercultural competence, despite the fact that both countries emphasize these skills in their curricula. The relatively lower confidence levels in these areas could be indicative of the challenges students face when applying intercultural competence in real-world situations. Intercultural competence is not only about understanding cultural differences but also about actively engaging with and adapting to diverse cultural contexts. This aspect may be more difficult to assess in a university setting, where most of the learning is still abstract or theoretical.

It is also worth noting that while faculty in the U.S. indicated an emphasis on cultural competence, the lower student self-assessments may suggest that the curriculum might not be providing enough opportunities for students to engage in immersive, experiential learning that would strengthen their intercultural skills. This issue could be addressed through more opportunities for study abroad programs, internships, or cross-cultural collaboration projects.

## **Conclusion**

This study highlights the positive impact of integrating competence-based interdisciplinary methods through success situations in the education curriculum.

The results demonstrate that such an approach significantly enhances younger schoolchildren's motivation, engagement, and development of key competencies like critical thinking and collaboration. Success situations serve as effective tools for creating motivating learning environments that connect interdisciplinary knowledge to real-life contexts. However, successful implementation requires comprehensive teacher training and ongoing support to address practical challenges. Overall, embedding success situations within competence-based interdisciplinary curricula offers a valuable framework for improving educational outcomes and preparing students for complex, real-world problem-solving.

This study has explored the implementation of the competence-based approach in the training of future philologists in the United States, Kazakhstan, and Russia, examining both faculty perspectives and student self-assessments of key competencies. The findings suggest that while there are significant strides in integrating core competencies like linguistic, communicative, and intercultural competence, there are still notable areas that require further development, particularly in the areas of digital literacy and critical thinking.

Across all three countries, the linguistic and communicative competencies were emphasized as essential to the curriculum, aligning with the global recognition of these skills as foundational for professional success in language-related fields. The strong focus on intercultural competence in Kazakhstan reflects the country's multicultural context, highlighting the importance of preparing students to navigate a diverse, globalized world. This study also found that, while students generally felt confident in these core competencies, the integration of digital literacy is still in its early stages. The lack of comprehensive training in this area across all countries suggests the urgent need for curriculum adjustments that will better prepare students for the evolving demands of the digital age.

Moreover, the study found that Russia stood out for its strong emphasis on critical thinking and problem-solving, competencies that are crucial for analytical tasks such as literary analysis, translation, and interpretation. However, the relatively lower confidence levels in these areas among students in the United States and Kazakhstan indicate that there may be a need for further support in fostering these skills across a broader educational context.

In conclusion, while the competence-based approach has made a significant impact on the training of philologists in the three countries studied, there are still areas that need attention for more holistic and future-oriented development. Moving forward, universities must prioritize enhancing digital literacy, strengthening opportunities for intercultural immersion, and fostering interdisciplinary collaboration to ensure that students are well-prepared to meet the challenges of an increasingly complex and interconnected world. By continuing to adapt curricula to these evolving needs, institutions can better equip future philologists with the competencies required for success in the globalized and technology-driven language profession.

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## **ОҚУ БАҒДАРЛАМАСЫНА ТАБЫСТЫ ЖАҒДАЙЛАР АРҚЫЛЫ ҚҰЗЫРЕТТІЛІККЕ НЕГІЗДЕЛГЕН ПӘНАРАЛЫҚ ӘДІСТЕРДІ БІРІКТІРУ**

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**Аңдатпа.** Бұл ғылыми жұмыс «сәттілік жағдайаттар» шеңбері арқылы білім беру оқу бағдарламаларына құзыреттілікке негізделген пәнаралық әдістерді біріктіруді зерттейді. 21-ғасырдағы оқу ландшафтының дамып келе жатқан талаптарына жауап ретінде педагогтар дәстүрлі пәндік оқытудың шегінен шығуға және ауыспалы дағдыларды, сыни ойлауды және нақты әлемдегі мәселелерді шешуді дамытатын біртұтас тәсілдерді қабылдауға барған сайын талаптар қоюда. Құзыреттілікке негізделген білім алушылардың білімдерін, дағдыларын және көзқарастарын әртүрлі контексттерде қолдану қабілеттерін дамытуға баса назар аударады. Нақты өмірдегі «сәттілік жағдайаттар» имитациялайтын пәнаралық стратегияларды енгізу арқылы педагогтар күрделі әлеуметтік және жұмыс орнындағы сценарийлерді көрсететін динамикалық оқу орталарын жасай алады. Бұл сәттілік жағдайаттар студенттердің когнитивтік, әлеуметтік және эмоционалдық құзыреттіліктерін біріктіретін пәндер бойынша бірлесіп әрекет ететін шынайы оқу тәжірибесі ретінде қызмет етеді. Бұл тәсіл оқушылардың белсенділігі мен мотивациясын арттырып қана қоймайды, сонымен қатар әртүрлі оқу стильдері мен қажеттіліктерін ескере отырып, инклюзивті және сараланған оқытуды қолдайды. Бұл мақалада мұндай оқу бағдарламаларын құрудың практикалық негіздері көрсетілген, іске асырудағы қиындықтар бағаланады және оның студенттердің үлгерімі мен дайындығына әсер ететіндігі туралы дәлелдер келтірілген. Айтып келгенде, сәттілік жағдайаттар арқылы құзыреттілікке негізделген пәнаралық әдістерді біріктіру оқу жоспарын жобалаудағы трансформациялық өзгерісті білдіреді — білім мен нақты әлемде қолдану арасындағы алшақтықты жою және студенттерді өмір бойы білім алу және жаһандық азаматтық үшін қажетті құзыреттермен қаруландыру. Бұл мақалада білім, дағдылар мен көзқарастарды пәндер бойынша қолдануды ынталандыратын нақты өмірдегі, проблемалық оқыту сценарийлері – сәттілік жағдайаттар пайдалану арқылы құзыреттілікке негізделген пәнаралық әдістерді білім беру оқу бағдарламаларына біріктіру қарастырылады. Оқу бағдарламасының дизайнын шынайы, құзыреттілікке негізделген тәжірибелермен сәйкестендіру арқылы бұл тәсіл студенттердің

белсенділігін, сыни ойлауын және нақты әлемдегі қиындықтарға дайындығын арттырады.

**Тірек сөздер:** құзыреттілікке негізделген тәсіл, білім беру, тілдік құзыреттілік, коммуникативтік құзыреттілік, мәдени құзыреттілік, пәнаралық әдістер, оқу бағдарламасын жобалау, педагогикалық инновациялар, АҚШ, Қазақстан, Ресей

## **ИНТЕГРАЦИЯ КОМПЕТЕНТНОСТНО-ОРИЕНТИРОВАННЫХ МЕЖДИСЦИПЛИНАРНЫХ МЕТОДОВ ЧЕРЕЗ СИТУАЦИИ УСПЕХА В ОБРАЗОВАТЕЛЬНУЮ ПРОГРАММУ**

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**Аннотация.** В данной исследовательской работе рассматривается интеграция междисциплинарных подходов, основанных на компетенциях, в образовательные программы через структуру «успешных ситуаций». В ответ на меняющиеся требования образовательной среды XXI века педагогам все чаще приходится выходить за рамки традиционного предметного обучения и использовать целостные подходы, развивающие передаваемые навыки, критическое мышление и решение реальных проблем. Обучение на основе компетенций направлено на развитие способностей учащихся применять свои знания, навыки и отношения в различных контекстах. Внедряя междисциплинарные стратегии, моделирующие реальные «ситуации успеха», педагоги могут создавать динамичную учебную среду, отражающую сложные социальные и производственные сценарии. Эти успешные ситуации служат аутентичным опытом обучения, в ходе которого студенты совместно работают над дисциплинами, интегрирующими когнитивные, социальные и эмоциональные компетенции. Такой подход не только повышает вовлеченность и мотивацию учащихся, но и поддерживает инклюзивное и дифференцированное обучение, принимая во внимание различные стили и потребности обучения. В статье излагаются практические основы создания таких учебных программ, оцениваются трудности их внедрения и приводятся доказательства их влияния на успеваемость и готовность учащихся. В конечном итоге, интеграция междисциплинарных подходов, основанных на компетенциях, посредством успешных практических исследований представляет собой преобразующий сдвиг в разработке учебных программ, сокращая разрыв между знаниями и их применением в реальной жизни и вооружая студентов компетенциями, необходимыми для непрерывного обучения и глобальной гражданской ответственности. В данной статье рассматривается интеграция междисциплинарных подходов, основанных на

компетенциях, в образовательные программы посредством использования реальных, проблемно-ориентированных учебных сценариев — историй успеха, — которые поощряют применение знаний, навыков и установок в различных дисциплинах. Благодаря согласованию учебной программы с аутентичным опытом, основанным на компетенциях, этот подход повышает вовлеченность учащихся, критическое мышление и готовность к решению реальных задач.

**Ключевые слова:** компетентностный подход, образование, языковая компетенция, коммуникативная компетенция, культурная компетенция, междисциплинарные методы, проектирование учебных программ, педагогические инновации, США, Казахстан, Россия

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