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COMPETENCE-BASED APPROACH IN HIGHER LANGUAGE
EDUCATION: FROM THEORY TO THE 21ST CENTURY
GRADUATE MODEL

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Abstract. The article examines the implementation of a competence-based approach in higher language education and its contribution to shaping a 21st-century graduate model. It focuses on the empirical evaluation of a competence-based instructional syllabus designed and implemented by English language lecturers of Kazakh Ablai Khan University of International Relations and World Languages (KazUIR & WL) for students of non-linguistic faculties. The study is grounded in a quasi-experimental pre-test–post-test design with experimental (N = 52) and control (N = 49) groups within compulsory English for specific purposes courses. The competence-based syllabus integrates communicative language competence with selected twenty-first century skills, including critical thinking, collaboration, problem-solving and learner autonomy, and operationalises them through integrated skills tasks, project work and authentic communicative activities. Data were collected through a communicative competence test battery aligned with CEFR descriptors, a self-report questionnaire on transversal skills, and qualitative methods such as semi-structured interviews and classroom observations. The results show that the experimental group achieved significantly higher gains in overall communicative competence, with particularly strong improvement in speaking and writing, and reported greater growth in communicative confidence, collaboration and responsibility for learning compared to the control group. Qualitative data confirm increased learner engagement and more active participation in competence-based classes. The findings support the effectiveness of a competence-based approach as a

means of aligning higher language education with labour market demands and societal expectations, and provide an empirically grounded basis for formulating a graduate model that combines communicative language competence with core 21st-century skills. The article concludes with implications for curriculum design, assessment and teacher professional development in higher language education.

Keywords: competence-based approach, higher language education, communicative competence, competency-based language teaching, 21st-century skills, graduate model, quasi-experimental study, higher education

Introduction

Competence-based education has gained increasing prominence in higher education as a response to rapid economic, technological and social change, which has intensified demands on graduates' readiness for complex professional and civic roles. In a knowledge-based economy, higher education is expected not only to transmit disciplinary knowledge but also to cultivate practically oriented skills and integrated competencies that enable graduates to adapt, innovate and act effectively in diverse real-world contexts. This shift entails a qualitatively new mission for universities, where educational processes must align more closely with labour market expectations, societal needs and students' individual developmental trajectories [1; 3].

Within this paradigm, the competence-based approach redefines the aims and outcomes of higher education by focusing on what students are able to do with what they know, rather than on the time spent in formal instruction [2; 4]. In their theoretical review of the competency-based approach and competencies in higher education, a number of researchers conceptualise competence as a holistic construct that integrates knowledge, skills, attitudes and values, and distinguish between universal (generic) and specific (subject-related) competencies that together form the graduate profile [1, p. 15; 5, p. 27]. Systematic reviews of competence-oriented higher education demonstrate growing interest in graduate attributes and exit profiles, but also underline persistent conceptual ambiguities and overlaps that complicate curriculum design and evaluation [3; 6]. At the same time, studies on competency-based assessment stress that aligning assessment procedures with clearly articulated competencies is critical for ensuring programme coherence and for making graduate qualifications meaningful to employers and other stakeholders.

In higher language education, the competence-based approach has been closely linked to the development of communicative language competence as a central outcome of foreign language teaching [5; 8]. Competency-based language teaching emphasises the integration of language skills (listening, speaking, reading, writing) with linguistic components (grammar, vocabulary, pronunciation) and broader personal and professional competencies, thus positioning language proficiency as a form of communicative competence that supports learners' social and professional participation [9, p. 6]. Empirical research in this area shows that when English language teaching is organised around clearly defined competencies, authentic tasks and integrated skills,

students demonstrate noticeable gains in communicative performance and become more active and responsible participants in the learning process [9; 10]. In non-linguistic higher education programmes, the competence-based approach to foreign language teaching also reconfigures the roles of teachers and students, promotes learner autonomy and encourages the use of project work, interdisciplinary tasks and digital tools to support the formation of professionally oriented language competences [8; 11].

At the same time, competence-based language education increasingly intersects with the broader agenda of twenty-first century skills. Integrated language courses and innovative curricula have been shown to foster not only linguistic proficiency but also transversal capabilities such as critical thinking, creativity, communication and collaboration, thereby strengthening students' academic and professional success [9; 12]. Analyses of ELT materials and higher education practices reveal growing, though uneven, attempts to embed these future-oriented competencies into textbook design, course objectives and assessment formats [12; 13]. As a result, the language graduate is no longer viewed solely as a holder of linguistic knowledge, but as a competent actor capable of engaging in multilingual, multicultural and interdisciplinary environments, equipped with transferable skills and attributes valued by contemporary workplaces and by a knowledge-based society [2; 14].

Despite substantial theoretical work on competence-based education and an increasing number of empirical studies on competency-based language teaching and integrated skills instruction, there remains a lack of research that brings these perspectives together into a coherent, empirically grounded graduate model specifically for higher language education [3; 6; 10]. Existing studies often focus either on abstract descriptions of competence frameworks and graduate attributes, or on local classroom interventions enhanced by competency-based language teaching and twenty-first century competencies without explicitly linking them to a broader vision of the 21st-century language graduate [9; 12; 15]. This gap between the declared competence-based paradigm and concrete, evidence-based models of what a competent graduate in higher language education should be able to know and do calls for empirical investigation in specific university contexts.

The present article addresses this gap by examining the competence-based approach in higher language education “from theory to the 21st century graduate model” and by grounding the discussion in empirical data from a quasi-experimental study conducted by English language lecturers of Kazakh Ablai Khan University of International Relations and World Languages (KazUIR & WL). The aim of the research is to design and implement a competence-based instructional model that integrates communicative language competence with selected twenty-first century skills, to empirically evaluate its impact on students' communicative performance in comparison with a traditional skills-based syllabus, and, on the basis of the theoretical synthesis and empirical findings, to propose a graduate model for higher language education that reflects the requirements of the competence-based paradigm and the demands of contemporary society and the labour market [1–3; 9; 12].

Materials and Methods

The empirical study builds on experimental and quasi-experimental research traditions in competence-based foreign language education, where competency-based instructional models are compared with traditional approaches in terms of their impact on communicative competence and related skills [9; 10; 15]. The research investigates the effect of a competence-based syllabus on the development of communicative language competence among university students of a non-linguistic faculty. A quasi-experimental pre-test–post-test design with control and experimental groups was employed, which corresponds to methodological approaches used in previous empirical studies on competency-based language teaching in higher education [9; 10].

The study was conducted at Kazakh Ablai Khan University of International Relations and World Languages (KazUIR & WL) in Almaty in the context of compulsory English courses for specific purposes. The experimental intervention and data collection were carried out by English language lecturers of KazUIR & WL who work with students of non-linguistic faculties, which ensured that the competence-based syllabus was implemented under authentic instructional conditions. The sample consisted of 101 undergraduate students: 52 students in the experimental group and 49 students in the control group. Initial English proficiency was established by a placement test aligned with the CEFR, which showed no statistically significant differences in overall scores between the two groups at the pre-test stage. One group (experimental) was taught according to a competence-based syllabus developed and implemented by KazUIR & WL lecturers, while the other group (control) followed the existing skills-based syllabus without an explicit competence framework, as is typical in comparative studies of competency-based and traditional instruction [10; 15]. Both groups were taught by instructors with similar qualifications and teaching experience in order to minimise teacher-related variability.

The competence-based syllabus for the experimental group was developed with reference to established models of competency-based language teaching and competence-based curricula in higher education [4; 5; 9]. The syllabus specified a set of target competencies that combined language skills (listening, speaking, reading, writing), language components (grammar, vocabulary, pronunciation) and selected twenty-first century skills (critical thinking, collaboration, problem-solving), reflecting current proposals for integrating transversal competencies into language education [9; 12]. Learning outcomes were formulated in competence terms and operationalised through integrated skills tasks, project work and authentic communicative activities, which is consistent with recommendations for implementing competence-based approaches in foreign language teaching [8; 11]. The control group used the standard university syllabus focusing on separate skills and grammatical topics, with lesson content largely based on textbook exercises and without explicit competence descriptors.

Data collection instruments were designed to capture changes in both communicative language competence and students' perceptions of their competence development. Communicative competence was assessed using a test

battery that included productive and receptive tasks aligned with CEFR descriptors and structured around practical competences such as listening, reading, writing, speaking and use of English, in line with competence-based models of exam preparation in higher education [13; 15]. In addition, a self-report questionnaire was administered to measure students' perceived development of selected twenty-first century skills in the context of language learning, adapting items from existing studies on competency-based language teaching and integrated skills courses [9; 12]. To obtain qualitative insights, semi-structured interviews were conducted with a subset of students and teachers from the experimental group, and classroom observations were carried out to document how the competence-based syllabus was enacted in practice [8; 11].

Data were collected at two time points: before the intervention (pre-test) and after the completion of the instructional cycle (post-test), which mirrors the pre-test–post-test designs used in previous experimental research on competence-based approaches [10; 15]. Quantitative data from the language tests and questionnaires were analysed using descriptive statistics and inferential tests (for example, Student's t-test) to determine whether changes in the experimental group were statistically greater than those in the control group [10; 13]. Qualitative data from interviews and observations were subjected to thematic analysis in order to identify recurring patterns in participants' perceptions of the benefits and challenges of the competence-based approach and to triangulate the quantitative findings [8; 11]. This mixed-methods design was chosen to provide a comprehensive view of how a competence-based approach in higher language education contributes to the development of communicative competence and to the formation of a 21st-century graduate profile.

Results

The implementation of the competence-based syllabus at KazUIR & WL led to measurable improvements in the communicative language competence of students in the experimental group compared to the control group. At the pre-test stage, there were no statistically significant differences between the groups in overall test scores for listening, reading, writing, speaking and use of English, which confirmed the comparability of initial proficiency levels. By the end of the intervention, the experimental group demonstrated a statistically significant increase in overall communicative competence, while gains in the control group were smaller and, in several subskills, less pronounced.

As shown in Table 1, both groups started at a comparable level of communicative competence at the pre-test stage, with no statistically significant difference in overall mean scores. By the end of the intervention, the experimental group at KazUIR & WL showed a marked increase in overall communicative competence (from $M = 68.2$ to $M = 81.9$), while the control group improved more modestly (from $M = 68.7$ to $M = 74.8$). The differences between pre-test and post-test scores were statistically significant in both groups ($p < 0.001$), but the effect size was substantially larger in the experimental group, especially in speaking and writing, which confirms the stronger impact of the competence-based syllabus on productive skills.

Table 1. Pre-test and post-test results for communicative competence (experimental vs control group)

<i>Skill / Measure</i>	<i>Group</i>	<i>N</i>	<i>Pre-test Mean</i>	<i>Pre-test SD</i>	<i>Post-test Mean</i>	<i>Post-test SD</i>	<i>t-value</i>	<i>p-value</i>
<i>Overall communicative competence (0–100)</i>	<i>Experimental</i>	52	68.2	6.5	81.9	5.9	10.45	0.000
	<i>Control</i>	49	68.7	6.3	74.8	6.4	5.38	0.000
<i>Speaking (0–20)</i>	<i>Experimental</i>	52	13.1	2.1	17.0	1.9	9.82	0.000
	<i>Control</i>	49	13.3	2.0	15.2	2.2	4.96	0.000
<i>Writing (0–20)</i>	<i>Experimental</i>	52	13.7	2.0	16.8	1.8	8.97	0.000
	<i>Control</i>	49	13.8	2.1	15.4	2.3	4.21	0.000
<i>Listening (0–20)</i>	<i>Experimental</i>	52	14.0	2.2	16.5	2.0	7.15	0.000
	<i>Control</i>	49	14.1	2.1	15.3	2.4	3.42	0.001
<i>Reading (0–20)</i>	<i>Experimental</i>	52	14.1	2.3	16.4	2.1	6.98	0.000
	<i>Control</i>	49	14.2	2.2	15.2	2.5	3.18	0.003
<i>Use of English (0–20)</i>	<i>Experimental</i>	52	13.3	2.4	15.2	2.2	5.86	0.000
	<i>Control</i>	49	13.4	2.3	14.1	2.5	2.12	0.039

The most pronounced progress in the experimental group was observed in productive skills, particularly in speaking and writing. Students who studied under the competence-based syllabus showed higher scores in task completion, coherence and cohesion, lexical and grammatical range, and pragmatic appropriateness in speaking tasks than their peers in the control group. In writing tasks, experimental-group students more frequently produced texts that met genre requirements, used more varied and accurate language, and better addressed communicative purposes. These differences suggest that the focus on clearly formulated competencies, authentic communicative tasks and integrated skills contributed to deeper and more functional mastery of the target language [9; 12].

Receptive skills also improved in both groups, but the gains were more substantial in the experimental group. In listening and reading, experimental-group students showed higher improvement in understanding main ideas, identifying specific information and inferring implied meaning, which can be linked to the systematic use of global tasks and integrated activities in the competence-based syllabus [9; 11]. The control group, whose instruction remained predominantly exercise-based and skill-isolated, showed more modest progress, largely limited to familiar task formats.

In addition to test results, questionnaire data indicated that students in the experimental group reported greater awareness of their own competencies and clearer understanding of course goals and expected learning outcomes. Many participants noted that competence-based tasks helped them see how English could be used in professional and academic contexts, and that project work and collaborative activities supported the development of communication and teamwork skills [9; 12]. In contrast, control-group students more often described the course in terms of “topics” and “grammar units” and less frequently associated it with broader skills relevant to their future careers.

Table 2 shows that students in the experimental group reported statistically significant growth in communicative confidence, collaboration, problem-solving and learning autonomy over the semester. Mean values on all four scales increased by approximately one full point, and all changes were statistically significant at $p < 0.001$, which suggests that the competence-based approach supported not only linguistic development but also key components of a 21st-century graduate profile.

Table 2. Changes in self-reported 21st century skills (experimental group, N = 52)

Competence / Scale	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	t-value	p-value
Perceived communicative confidence (1–5)	3.08	0.72	4.09	0.63	8.15	0.000
Collaboration in group tasks (1–5)	3.21	0.69	4.03	0.66	7.42	0.000
Problem-solving in English-mediated situations	2.97	0.75	3.86	0.67	6.89	0.000
Responsibility for own learning (autonomy, 1–5)	3.04	0.71	3.94	0.65	7.03	0.000

Qualitative data from interviews and classroom observations further supported the quantitative findings. Lecturers of KazUIR & WL reported increased learner engagement and responsibility in the experimental group, emphasising that students were more willing to participate in discussions, negotiate meaning and take initiative during project work. Observations showed that competence-based lessons were characterised by a higher proportion of student–student interaction, use of authentic materials and integrated skill work, whereas lessons in the control group were dominated by teacher explanation and textbook exercises.

Overall, the results of the quasi-experimental study indicate that the competence-based approach implemented by English language lecturers of KazUIR & WL had a positive impact on the development of students' communicative language competence and supported the formation of elements of a 21st-century graduate profile in higher language education [9; 12]. The experimental group achieved higher learning outcomes in communicative performance, reported greater awareness of competencies and demonstrated behaviours associated with autonomy, collaboration and goal orientation.

Discussion

The findings of the quasi-experimental study conducted by English language lecturers of KazUIR & WL provide empirical support for the argument that a competence-based instructional model can significantly enhance students' communicative language competence in higher education [9; 10]. In line with research on Competency-Based Language Teaching (CBLT), which shows that fusing language skills with language components and other essential skills

boosts learners' communicative competence, the experimental group in this study achieved substantially higher gains in overall communicative performance than the control group following a traditional skills-based syllabus [9, p. 7]. The marked improvement in speaking and writing is consistent with empirical evidence from task-based and competency-based approaches, where students exposed to competency-oriented instruction demonstrate greater fluency, accuracy and confidence in real-life communicative situations than those taught through form-focused methods.

The results for receptive skills also align with international studies on integrated skills and CLIL-based language programmes, which demonstrate that embedding multiple language skills in meaningful content and problem-solving tasks fosters both academic and communicative competencies [9; 12]. In the KazUIR & WL experiment, learners in the competence-based condition engaged more frequently with authentic materials and global tasks requiring them to extract main ideas, identify specific information and infer implied meaning, which likely contributed to their higher gains in listening and reading. This pattern echoes findings that task-based and integrated approaches create more meaningful opportunities for language use and deeper processing than grammar-centred instruction, leading to better transfer of skills to real communicative contexts.

An important dimension of the present study is the development of students' metacognitive awareness and perceived competence. Questionnaire data from the experimental group indicate significant growth in communicative confidence, collaboration, problem-solving and learning autonomy, which resonates with conceptualisations of communicative competence as a complex construct comprising linguistic, sociocultural, discourse and strategic components that must be continuously developed and evaluated in pedagogically meaningful ways. When learners understand clearly formulated competence descriptors and see explicit links between course tasks and real academic or professional situations, they are more likely to take responsibility for their learning and to engage actively in communicative tasks. This corresponds to conclusions from competence-oriented higher education research, which emphasises that transparent articulation of competencies and graduate attributes is crucial for aligning university education with working-life expectations and students' individual development needs [3; 6; 13].

The KazUIR & WL experiment also contributes to the broader discussion on integrating twenty-first century skills into English language teaching. Studies on integrated language skills and 21st-century competencies show that courses which intentionally embed the "4C" (critical thinking, creativity, communication, collaboration) into language instruction can significantly increase learners' motivation, improve academic performance and enhance the quality of knowledge [9; 12]. The competence-based syllabus in this study, which combined communicative language competence with collaboration, problem-solving and learner autonomy, produced similar effects, as evidenced by the significant positive shifts in students' self-reports. These findings are consistent with broader research on integrating 21st-century skills into curricula, which highlights that

skills such as communication, cooperation, critical thinking, decision making and creativity are central for students' success in a knowledge-based economy and can be effectively developed through foreign language learning [14].

At the same time, the study reflects several challenges identified in competence-oriented higher education literature. Systematic reviews of competence-oriented higher education underline that ambiguous terminology, inconsistent competence frameworks and insufficient teacher preparation hinder the effective implementation of competence-based curricula and assessment [3; 6; 13]. Lecturers in the KazUIR & WL experiment reported the need for additional time and methodological support to design competence-based tasks, operationalise competence descriptors and develop performance-based assessment tools, which confirms the relevance of these concerns at the institutional level. This suggests that successful integration of a competence-based approach in higher language education requires not only innovative course design but also sustained professional development and institutional commitment to competence-based reform.

Overall, the results obtained at KazUIR & WL extend existing research on competency-based language teaching and competence-oriented higher education by showing how a competence-based syllabus, grounded in clearly defined communicative and transversal competencies, can be operationalised in the context of higher language education and empirically linked to a 21st-century graduate model [1–3; 9; 12]. The stronger gains in communicative performance, higher learner awareness of competencies and observed behaviours related to autonomy, collaboration and goal orientation suggest that such an instructional model is both pedagogically effective and conceptually coherent with current demands on university graduates. These findings provide a foundation for refining competence descriptors in university language programmes, aligning assessment frameworks with graduate attributes and conducting longitudinal studies to investigate how competence-based language education influences graduates' performance in real professional and intercultural contexts.

Conclusion

The study has shown that a competence-based approach in higher language education, as implemented by English language lecturers of Kazakh Ablai Khan University of International Relations and World Languages (KazUIR & WL), can significantly enhance students' communicative language competence and contribute to the formation of key elements of a 21st-century graduate profile. The quasi-experimental results demonstrated that students in the experimental group, who studied under a competence-based syllabus, outperformed their peers in the control group in overall communicative performance, with particularly strong gains in speaking and writing, while also reporting increased communicative confidence, collaboration, problem-solving and learning autonomy. These findings confirm that when language instruction is structured around clearly defined competencies, authentic communicative tasks and integrated skills, it supports not only the development of linguistic abilities but also transversal

skills that are essential for successful professional and social participation in a knowledge-based society.

At the conceptual level, the research bridges theoretical models of competence-based education and empirical evidence from competency-based language teaching by proposing and testing an instructional model that explicitly links communicative language competence with selected twenty-first century skills in the context of higher language education. The empirical outcomes provide a practical basis for articulating a graduate model in which the 21st-century language graduate is viewed as a competent, autonomous and collaborative user of the foreign language, capable of engaging in complex communicative situations and applying language skills to real academic and professional tasks. At the institutional level, the experience of KazUIR & WL highlights both the potential and the challenges of implementing a competence-based approach, underscoring the need for systematic methodological support, adequate time for designing competence-based syllabi and assessment tools, and ongoing professional development for university lecturers. Taken together, the results of this study suggest that competence-based higher language education can serve as an effective pathway towards aligning university language programmes with contemporary demands on graduates and provide a foundation for further research on refining competence descriptors, assessment frameworks and longitudinal effects of competence-based instruction.

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ЖОҒАРЫ ТІЛДІК БІЛІМ БЕРУДЕГІ ҚҰЗЫРЕТТІЛІККЕ НЕГІЗДЕЛГЕН ТӘСІЛ: ТЕОРИЯДАН ХХІ ҒАСЫР ТҮЛЕГІ МОДЕЛІНЕ ДЕЙІН

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Аңдатпа. Мақалада жоғары тілдік білім беруде құзыреттілікке негізделген тәсілді енгізу және оның ХХІ ғасыр түлегі моделін қалыптастыруға қосатын үлесі қарастырылады. Зерттеу Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университетінің (ҚазХҚжӘТУ) ағылшын тілі оқытушылары әзірлеп, жүзеге асырған құзыреттілікке бағытталған оқу бағдарламасының тиімділігін эмпириялық тұрғыдан бағалауға бағытталған. Эксперимент шет тілі кәсіби бағыттағы міндетті курстар аясында жүргізіліп, квазиэксперименттік «бастапқы–қорытынды тест» дизайны негізінде ұйымдастырылды: эксперименттік топта 52 студент, бақылау тобында 49 студент оқыды. Эксперименттік оқу бағдарламасы коммуникативтік шетел тілі құзыреттілігін ХХІ ғасыр дағдыларымен, соның ішінде сын тұрғысынан ойлау, ынтымақтастық,

мәселелерді шешу және оқудағы дербестікпен ұштастырады және оларды тілдік әрекет түрлерін біріктіретін тапсырмалар, жобалық жұмыс және аутенттік коммуникативтік жағдаяттар арқылы іске асырады. Мәліметтер CEFR дескрипторларына сәйкестендірілген коммуникативтік тесттер жиынтығы, трансверсальды дағдылар бойынша өзін-өзі бағалау сауалнамасы, сондай-ақ жартылай құрылымданған сұхбаттар мен сабақтарды бақылау арқылы жиналды. Нәтижелер эксперименттік топ студенттерінің жалпы коммуникативтік құзыреттілігі, әсіресе сөйлеу және жазу дағдылары бойынша, бақылау тобына қарағанда айтарлықтай жоғары өскенін көрсетеді. Сонымен қатар, студенттер ағылшын тілін қолданудағы сенімділіктің, бірлескен жұмыстың, мәселелерді шешу қабілетінің және өз оқуына жауапкершіліктің артуын атап өтті. Сапалық деректер құзыреттілікке негізделген оқытудың жағдайында студенттердің танымдық белсенділігі мен сабаққа қатысу деңгейінің жоғарылағанын растайды. Зерттеу нәтижелері жоғары тілдік білім беруді еңбек нарығы мен қоғам талаптарымен үйлестіру құралы ретінде құзыреттілікке негізделген тәсілдің тиімділігін дәлелдеп, коммуникативтік шетел тілі құзыреттілігін негізгі ХХІ ғасыр дағдыларымен біріктіретін түлек моделін эмпириялық тұрғыдан негіздеуге мүмкіндік береді. Мақалада оқу бағдарламаларын жобалау, бағалау жүйесін жетілдіру және университет оқытушыларының кәсіби дамуына қатысты ұсыныстар берілген.

Тірек сөздер: құзыреттілікке негізделген тәсіл, жоғары тілдік білім беру, коммуникативтік құзыреттілік, құзыреттілікке бағытталған шет тілі оқыту, ХХІ ғасыр дағдылары, түлек моделі, квазиэксперименттік зерттеу, жоғары білім беру

КОМПЕТЕНТНОСТНЫЙ ПОДХОД В ВЫСШЕМ ЯЗЫКОВОМ ОБРАЗОВАНИИ: ОТ ТЕОРИИ К МОДЕЛИ ВЫПУСКНИКА ХХІ ВЕКА

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Аннотация. Статья посвящена реализации компетентного подхода в высшем языковом образовании и его вкладу в формирование модели выпускника ХХІ века. В центре внимания находится эмпирическая оценка компетентно ориентированной учебной программы, разработанной и реализованной преподавателями английского языка Казахского университета международных отношений и мировых языков имени Абылай хана (КазУМОиМЯ) для студентов неязыковых факультетов. Исследование основано на квазиэкспериментальном дизайне с предтестом и посттестом и включает экспериментальную (N = 52) и контрольную (N = 49) группы в рамках обязательных курсов английского языка для специальных целей. Компетентностная программа интегрирует коммуникативную иноязычную компетенцию с рядом универсальных навыков ХХІ века, включая критическое мышление, сотрудничество, решение проблем и учебную

автономию, и операционализирует их через задания на интеграцию видов речевой деятельности, проектную работу и аутентичные коммуникативные ситуации. Сбор данных осуществлялся с помощью тестового комплекса коммуникативной компетенции, согласованного с дескрипторами CEFR, опросника самооценки трансверсальных навыков, а также качественных методов – полуструктурированных интервью и наблюдений за учебными занятиями. Результаты показывают, что студенты экспериментальной группы продемонстрировали значительно более высокий прирост общей коммуникативной компетенции, особенно в говорении и письме, а также более выраженный рост коммуникативной уверенности, способности к сотрудничеству и ответственности за собственное обучение по сравнению с контрольной группой. Качественные данные подтверждают повышение учебной активности и вовлечённости студентов в условиях компетентностного обучения. Полученные результаты подтверждают эффективность компетентностного подхода как средства согласования высшего языкового образования с запросами рынка труда и общества и позволяют эмпирически обосновать модель выпускника, сочетающую коммуникативную иноязычную компетенцию с ключевыми навыками XXI века. В статье обозначены выводы для проектирования учебных программ, оценивания и профессионального развития преподавателей.

Ключевые слова: компетентностный подход, высшее языковое образование, коммуникативная компетенция, компетентностное обучение иностранному языку, навыки XXI века, модель выпускника, квазиэкспериментальное исследование, высшее образование

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