

**ORGANIZATION OF EDUCATION BASED ON A COMPETENCY-BASED
APPROACH IN NATIVE LANGUAGE CLASSES**

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Annotation. This article examines the theoretical and practical foundations of organizing education in mother tongue lessons based on a competency-based approach. The study analyzes the role of competency-oriented education in developing students' linguistic, communicative, social, and cultural competencies. Special attention is paid to modern pedagogical technologies, interactive teaching methods, and assessment mechanisms that contribute to the formation of key competencies in mother tongue education. The article highlights the importance of integrating knowledge, skills, values, and attitudes into the educational process and provides recommendations for improving the effectiveness of mother tongue instruction in general secondary schools.

Keywords: competency-based education, mother tongue teaching, communicative competence, linguistic competence, educational technology, student-centered learning, assessment, language education, curriculum, pedagogical innovation.

INTRODUCTION

In the twenty-first century, rapid scientific and technological advancement, globalization, digital transformation, and the emergence of knowledge-based economies have fundamentally reshaped educational systems around the world. These changes have created a growing demand for individuals who possess not only academic knowledge but also the ability to apply that knowledge effectively in diverse real-life situations. Consequently, educational reforms in many countries have shifted from traditional knowledge-oriented instruction toward competency-based education, which emphasizes the development of practical skills, critical thinking, creativity, communication, collaboration, and lifelong learning abilities. Language education occupies a central position within this transformation because language is not merely a means of communication but also a powerful instrument for cognitive development, cultural transmission, social interaction, and personal growth. Mother tongue education, in particular, plays a vital role in shaping learners' intellectual capacities, national identity, moral values, and communicative competence. Through mother tongue lessons, students acquire the linguistic tools necessary for understanding the world, expressing thoughts and emotions, engaging in social interactions, and participating actively in educational and professional contexts. The concept of competency-based education emerged as a response to the limitations of traditional educational models, which primarily focused on the memorization and reproduction of information. While knowledge remains an essential component of learning, contemporary educational theories emphasize that knowledge alone is insufficient for successful participation in modern society. Learners must be capable of analyzing information, solving problems, making informed decisions, working collaboratively, and adapting to rapidly changing circumstances. Therefore, competency-based education seeks to integrate knowledge, skills, attitudes, and values into a coherent framework that enables students to function effectively in various contexts. In recent years, educational policy reforms in many countries have highlighted the importance of competency-oriented curricula and teaching methodologies. International organizations such as the UNESCO, the

OECD, and the European Commission have consistently advocated for educational systems that prioritize the development of key competencies required for lifelong learning and sustainable development. These competencies include communication skills, digital literacy, critical thinking, creativity, social responsibility, intercultural awareness, and self-directed learning. Within this framework, mother tongue education serves as a foundational discipline that contributes significantly to the development of these competencies. The educational reforms implemented in the Republic of Uzbekistan have also emphasized the transition toward competency-based education. The modernization of the national education system, the introduction of updated State Educational Standards, and the development of competency-oriented curricula reflect the country's commitment to improving educational quality and aligning national practices with international standards. These reforms recognize that effective language instruction should move beyond the transmission of grammatical rules and linguistic knowledge to foster students' ability to use language meaningfully and purposefully in authentic communicative situations. Competency-based mother tongue education is grounded in the principle that language learning should be connected to real-life experiences and practical applications. This approach encourages students to become active participants in the learning process rather than passive recipients of information. Learners engage in problem-solving activities, discussions, debates, collaborative projects, and creative tasks that require them to apply language knowledge in meaningful contexts. As a result, they develop not only linguistic competence but also higher-order thinking skills, interpersonal communication abilities, and social competencies essential for personal and professional success. One of the key advantages of the competency-based approach is its student-centered nature. Unlike traditional teacher-centered instruction, competency-oriented teaching places learners at the center of the educational process. Students are encouraged to take responsibility for their own learning, reflect on their progress, and actively construct knowledge through interaction and experience. Teachers, in turn, assume the role of facilitators, mentors, and guides who create supportive learning environments and provide opportunities for meaningful engagement. This shift in pedagogical practice contributes to increased learner motivation, autonomy, and academic achievement. Furthermore, the integration of digital technologies into education has expanded the possibilities for competency development in mother tongue instruction. Digital learning platforms, multimedia resources, educational applications, and online collaborative tools provide innovative opportunities for enhancing language learning experiences. Through technology-enhanced instruction, students can access diverse sources of information, engage in interactive learning activities, and develop digital competencies alongside linguistic skills. The effective integration of technology therefore represents an important dimension of contemporary competency-based education. Despite the recognized benefits of competency-oriented teaching, the implementation of this approach in mother tongue education continues to face several challenges. These challenges include insufficient teacher preparedness, limited methodological resources, inadequate assessment tools, large class sizes, and varying levels of technological infrastructure. Addressing these issues requires comprehensive professional development programs, curriculum enhancement, methodological support, and continuous educational research aimed at identifying effective instructional strategies. The significance of this study lies in its exploration of the theoretical foundations, pedagogical principles, and practical mechanisms for organizing mother tongue lessons based on a competency-based approach. By examining contemporary educational theories, teaching methodologies, assessment practices, and classroom applications, the research seeks to contribute to the ongoing discourse on educational quality improvement and language teaching innovation. The primary objective of this article is to analyze the role of competency-based education in enhancing the effectiveness of mother tongue instruction and fostering the

comprehensive development of students. Specifically, the study aims to identify the essential competencies cultivated through language education, examine innovative pedagogical technologies that support competency development, evaluate the effectiveness of competency-based assessment methods, and propose practical recommendations for improving educational practice. Ultimately, the successful organization of mother tongue lessons based on competency-oriented principles can contribute significantly to the formation of knowledgeable, skilled, creative, and socially responsible individuals who are capable of meeting the challenges of the modern world. As educational systems continue to evolve in response to global transformations, competency-based mother tongue education will remain a critical component of efforts to promote high-quality, inclusive, and sustainable learning opportunities for all students.

LITERATURE REVIEW

The issue of competency-based education has become one of the most extensively discussed topics in contemporary pedagogical science. Over the last three decades, educational researchers and policymakers have increasingly emphasized the need to move beyond traditional knowledge-centered instruction toward educational models that develop learners' ability to apply knowledge, skills, values, and attitudes in real-life situations. Within this context, mother tongue education has gained particular significance because language serves as the primary medium through which individuals acquire knowledge, communicate ideas, construct meaning, and participate in social and cultural life. The theoretical foundations of competency-based education can be traced to the development of constructivist learning theories, cognitive psychology, communicative language teaching, and lifelong learning paradigms. These theoretical perspectives collectively support the idea that education should focus not only on the acquisition of knowledge but also on the development of practical competencies necessary for successful functioning in contemporary society.

Competence as an Educational Outcome. A major contribution to competency theory was made by John Raven, whose work *Competence in Modern Society* (2001) provided a comprehensive understanding of competence as a multidimensional construct. Raven defines competence as a combination of knowledge, skills, values, attitudes, motivations, and personal characteristics that enable individuals to perform effectively in diverse situations.

Raven emphasizes that competencies are not isolated abilities but integrated systems that involve: Cognitive abilities. Emotional intelligence. Social responsibility. Self-regulation. Problem-solving skills. Critical thinking capacities. His research highlights the importance of creating educational environments that foster holistic learner development rather than merely transmitting academic content. Similarly, Philippe Perrenoud argues that competencies involve the capacity to mobilize cognitive resources to solve complex problems. According to Perrenoud, effective education should prepare learners to transfer knowledge across different contexts and adapt to new situations. This perspective has significantly influenced contemporary curriculum reforms in many countries, including competency-oriented educational frameworks.

Constructivist Perspectives on Learning. The competency-based approach is strongly grounded in constructivist theories of learning. The works of Jean Piaget and Lev Vygotsky have provided essential theoretical foundations for modern competency-oriented education. Piaget's cognitive development theory suggests that learners actively construct knowledge through interaction with their environment. He emphasizes the importance of experiential learning, discovery, and problem-solving activities. These principles align closely with competency-based instruction, which encourages students to engage actively in learning rather than passively receiving information. Vygotsky's sociocultural theory further expands this perspective by emphasizing the role of social interaction in cognitive development. His concept of the Zone of Proximal Development (ZPD) suggests that learning occurs most effectively when students

engage in collaborative activities with peers and teachers. This theory supports the use of interactive teaching methods, group discussions, collaborative projects, and peer learning activities in mother tongue education. Numerous contemporary studies have confirmed that collaborative learning environments contribute significantly to the development of communication skills, critical thinking, and self-regulation competencies.

Communicative Language Teaching and Competency Development. The development of competency-based language education is closely associated with the emergence of Communicative Language Teaching (CLT). Researchers such as Michael Halliday, David Nunan, and Jack C. Richards have emphasized the importance of authentic communication in language learning.

According to Richards and Rodgers (2014), communicative language teaching focuses on:

- Meaningful interaction;
- Real-life communication;
- Learner participation;
- Functional language use;
- Contextualized learning.

These principles are directly aligned with competency-based education because they require learners to apply language knowledge in practical situations rather than merely memorizing grammatical rules. Nunan's research on task-based language teaching further supports competency development by demonstrating that authentic communicative tasks enhance learners' problem-solving abilities, language fluency, and independent learning skills.

Studies Conducted in Uzbekistan. Recent educational research conducted in Uzbekistan demonstrates increasing attention to competency-based education following the implementation of updated State Educational Standards. National scholars have investigated various aspects of competency development in language education, including communicative competence, reading literacy, critical thinking, and digital literacy.

These studies indicate that competency-oriented teaching contributes to:

- Higher student engagement;
- Improved academic achievement;
- Enhanced communication skills;
- Greater learning autonomy;
- Better preparation for lifelong learning.

However, researchers also identify several challenges, including insufficient teacher training, limited methodological resources, inconsistencies in assessment practices, and unequal access to educational technologies.

The analysis of national and international literature reveals a broad consensus regarding the importance of competency-based education in contemporary language teaching. Existing studies consistently demonstrate that competency-oriented instruction contributes to the development of essential twenty-first-century skills, including communication, critical thinking, collaboration, creativity, and self-directed learning. The literature further suggests that successful implementation of competency-based mother tongue education requires: Clearly defined competency frameworks. Student-centered instructional strategies. Interactive and collaborative learning environments. Authentic assessment methods. Effective integration of digital technologies. Continuous teacher professional development. Supportive educational policies. Despite significant progress in theoretical and practical understanding, further research remains necessary to explore effective strategies for implementing competency-based approaches in diverse educational contexts. In particular, there is a need for empirical studies examining classroom practices, teacher competencies, assessment mechanisms, and technology integration

in mother tongue education. Therefore, the present study seeks to contribute to the existing body of knowledge by analyzing the pedagogical foundations, implementation strategies, and educational implications of organizing mother tongue lessons based on a competency-based approach, with particular attention to improving teaching effectiveness and student learning outcomes.

DISCUSSION

The findings of this study demonstrate that the competency-based approach has become one of the most effective pedagogical paradigms for improving the quality of mother tongue education in contemporary educational systems. The analysis of theoretical sources, pedagogical practices, and modern educational reforms confirms that competency-oriented instruction contributes significantly to the development of students' linguistic, communicative, sociocultural, informational, and personal competencies. These findings are consistent with international educational trends that emphasize the formation of practical skills and lifelong learning capacities rather than the simple accumulation of academic knowledge. The transition from traditional knowledge-centered instruction to competency-based education reflects broader changes in the social, economic, and technological environment. In the context of globalization and digital transformation, students are increasingly expected to demonstrate adaptability, critical thinking, communication skills, and the ability to apply knowledge in diverse situations. Consequently, mother tongue education is no longer viewed solely as a subject concerned with grammar and language rules; rather, it serves as a comprehensive platform for developing essential competencies that support academic success, professional readiness, and active citizenship. One of the most significant findings of this research is the enhanced role of communicative competence in competency-based mother tongue instruction. Traditional language teaching often focused on grammatical accuracy and memorization of linguistic structures. Although linguistic knowledge remains important, contemporary educational frameworks emphasize the ability to use language effectively in authentic communicative situations. The findings indicate that competency-oriented teaching methodologies create opportunities for students to engage in meaningful communication through discussions, debates, presentations, collaborative projects, and problem-solving activities. These instructional practices contribute to the development of both oral and written communication skills while simultaneously fostering confidence and social interaction abilities. The results further reveal that competency-based education promotes higher-order thinking skills among students. Through project-based learning, inquiry-based instruction, and interactive learning activities, learners are encouraged to analyze information, evaluate evidence, formulate arguments, and generate creative solutions to complex problems. Such learning experiences support the development of critical thinking, reflective judgment, and independent decision-making. These competencies are increasingly recognized as fundamental requirements for successful participation in modern society and the knowledge economy. The findings are consistent with the theoretical perspectives of constructivist scholars such as Jean Piaget and Lev Vygotsky, who emphasize the active role of learners in knowledge construction. Competency-based mother tongue education creates learning environments in which students actively participate in the educational process rather than passively receiving information from teachers. This active engagement facilitates deeper understanding, greater retention of knowledge, and more effective transfer of learning to real-life situations. Another important finding concerns the role of student-centered learning in competency development. The study indicates that learner-centered instructional approaches enhance student motivation, autonomy, and responsibility for learning. When students are provided with opportunities to make decisions, collaborate with peers, and reflect on their learning progress, they become more engaged in educational activities and demonstrate greater

ownership of their academic development. These outcomes align with contemporary educational theories that view learners as active agents in the learning process. The integration of digital technologies emerged as a particularly significant factor influencing the effectiveness of competency-based mother tongue education. The findings suggest that digital learning environments provide valuable opportunities for competency development by facilitating access to information, promoting collaborative learning, and supporting personalized instruction. Educational technologies such as online platforms, multimedia resources, interactive applications, and digital assessment tools contribute to the development of information literacy and digital competence while simultaneously enhancing language learning experiences. In addition, technology-mediated communication enables students to practice language skills in authentic and diverse contexts. The analysis also highlights the importance of formative assessment within competency-based education. Traditional assessment methods frequently prioritize the measurement of factual knowledge through written examinations and standardized tests. However, competency-oriented assessment emphasizes the evaluation of learners' ability to apply knowledge, demonstrate skills, and perform meaningful tasks. The findings indicate that formative assessment strategies such as self-assessment, peer assessment, portfolios, performance tasks, and reflective journals provide more comprehensive information about student learning and competency development. These assessment practices support continuous improvement by offering timely feedback and encouraging reflective learning. Furthermore, the study demonstrates that competency-based mother tongue education contributes to the development of sociocultural competence. Language learning is inherently connected to cultural understanding, social interaction, and identity formation. Through competency-oriented instruction, students develop awareness of cultural values, ethical communication practices, and social responsibilities. Such competencies are particularly important in multicultural and increasingly interconnected societies where effective intercultural communication is essential. Despite the numerous advantages identified, the findings also reveal several challenges associated with the implementation of competency-based education. One major issue concerns teacher preparedness. Many educators received professional training within traditional educational paradigms and may lack sufficient experience with competency-oriented instructional strategies. As a result, some teachers encounter difficulties in designing authentic learning tasks, implementing student-centered methodologies, and conducting competency-based assessment. These findings suggest the necessity of continuous professional development programs aimed at enhancing teachers' pedagogical competencies and methodological expertise. Another challenge identified in the study relates to assessment practices. Although competency-based assessment is widely recognized as an essential component of modern education, its implementation remains complex. Teachers often face difficulties in developing reliable and valid assessment criteria capable of measuring multidimensional competencies. The findings indicate that additional methodological support and assessment frameworks are required to ensure consistency and effectiveness in competency evaluation. The research also reveals infrastructural and organizational challenges. In some educational institutions, limited access to technological resources, insufficient teaching materials, large class sizes, and time constraints may hinder the effective implementation of competency-based instruction. These factors can reduce opportunities for individualized learning, collaborative activities, and project-based approaches. Therefore, educational policymakers and administrators should prioritize investments in educational infrastructure and resource development to support competency-oriented reforms. From a broader educational perspective, the findings suggest that successful implementation of competency-based mother tongue education requires systemic alignment among curriculum design, instructional methodologies, assessment practices, teacher preparation,

and educational policy. Competency development cannot be achieved through isolated classroom interventions alone; rather, it requires a coherent educational ecosystem that supports learner-centered and outcome-oriented practices at all levels of the education system. The study further indicates that competency-based education aligns closely with the goals of sustainable development and lifelong learning. Modern societies increasingly demand individuals who are capable of continuous learning, adaptation, and innovation. By fostering transferable skills and self-directed learning habits, competency-oriented mother tongue education prepares students to navigate future educational, professional, and social challenges effectively. In this regard, competency development extends beyond immediate academic achievement and contributes to long-term personal and societal development. Moreover, the findings emphasize the interconnected nature of competencies. Linguistic competence, communicative competence, critical thinking, information literacy, digital competence, and social skills should not be viewed as separate educational outcomes. Instead, these competencies interact dynamically and mutually reinforce one another within authentic learning contexts. Effective mother tongue instruction therefore requires integrated pedagogical approaches that simultaneously address multiple dimensions of learner development. The discussion also highlights the growing importance of creativity in language education. Competency-based instructional approaches encourage students to produce original texts, express personal perspectives, engage in creative problem-solving, and participate in innovative learning activities. Such opportunities contribute to the development of creative thinking skills that are increasingly valued in modern educational and professional environments. Overall, the findings of this study provide strong evidence supporting the effectiveness of competency-based approaches in mother tongue education. The research confirms that competency-oriented teaching enhances students' academic achievement, communication abilities, critical thinking skills, learning autonomy, and social competencies. At the same time, successful implementation requires ongoing professional support for teachers, improved assessment systems, adequate educational resources, and sustained commitment from educational stakeholders. In conclusion, the competency-based organization of mother tongue lessons represents a significant advancement in contemporary educational practice. By integrating knowledge acquisition with practical application, critical reflection, and personal development, this approach contributes to the formation of well-rounded individuals capable of meeting the demands of the twenty-first century. Future educational initiatives should therefore continue to strengthen competency-based methodologies and promote innovative teaching practices that support comprehensive student development and educational excellence.

CONCLUSION

The present study examined the theoretical foundations, methodological principles, and practical implications of organizing mother tongue education based on a competency-based approach. The findings demonstrate that competency-oriented instruction represents a significant shift from traditional knowledge-centered education toward a more holistic model that emphasizes the integration of knowledge, skills, values, attitudes, and practical experiences. This transformation reflects contemporary educational priorities aimed at preparing learners for the challenges of the twenty-first century. The research confirms that mother tongue education plays a fundamental role in the development of key competencies necessary for successful academic achievement, social participation, and lifelong learning. Through competency-based instruction, students not only acquire linguistic knowledge but also develop communicative, sociocultural, informational, critical thinking, and self-development competencies. These competencies enable learners to use language effectively in diverse contexts, solve problems independently, interact constructively with others, and adapt to rapidly changing social and technological environments. The study further reveals that student-centered pedagogical approaches, including interactive

teaching methods, project-based learning, collaborative activities, inquiry-based instruction, and technology-enhanced learning environments, significantly contribute to competency formation. Such instructional strategies encourage active learner participation, increase motivation, promote independent thinking, and facilitate the practical application of knowledge. Consequently, competency-based education fosters deeper learning experiences and improves the overall quality of mother tongue instruction. An important conclusion derived from the research is the growing significance of communicative competence as a central objective of language education. Modern educational systems increasingly recognize that language learning should extend beyond grammatical accuracy and focus on meaningful communication, critical interpretation of information, and effective expression of ideas. Competency-oriented mother tongue lessons therefore create opportunities for students to engage in authentic communicative situations that support the development of both academic and social language skills. The findings also emphasize the critical role of assessment in competency-based education. Traditional examination systems are often insufficient for measuring complex competencies. Therefore, formative assessment methods, performance-based evaluation, portfolios, self-assessment, peer assessment, and project presentations should be integrated into educational practice to provide a more comprehensive understanding of student achievement and development. Furthermore, the study highlights the importance of digital technologies in supporting competency-oriented learning. The effective use of digital educational resources enhances information literacy, promotes learner autonomy, facilitates collaboration, and expands opportunities for individualized instruction. Consequently, the integration of educational technologies should be considered an essential component of modern mother tongue education. Despite the numerous advantages identified, the research also reveals several challenges that may hinder the successful implementation of competency-based education. These include insufficient teacher preparation, limited methodological resources, difficulties in competency assessment, inadequate technological infrastructure, and resistance to pedagogical change. Addressing these challenges requires coordinated efforts from educational policymakers, curriculum developers, teacher training institutions, school administrators, and classroom practitioners. Based on the findings of the study, several recommendations can be proposed. Educational institutions should strengthen professional development programs for teachers, improve competency-oriented curriculum design, develop reliable assessment tools, expand access to digital technologies, and encourage the implementation of innovative teaching methodologies. Additionally, further empirical research should be conducted to investigate classroom practices, competency assessment models, and the long-term impact of competency-based instruction on student outcomes. In conclusion, the competency-based organization of mother tongue lessons constitutes an effective educational strategy for promoting comprehensive learner development. By combining linguistic knowledge with practical skills, critical thinking, communication abilities, and lifelong learning competencies, this approach contributes to the formation of intellectually capable, socially responsible, and professionally prepared individuals. Therefore, competency-based education should continue to serve as a guiding framework for the modernization and improvement of mother tongue instruction in contemporary educational systems.

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