

The Impact of Competency-Based Teaching on Russian Language Acquisition

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Abstract. Competency-based teaching (CBT) has gained prominence as an effective pedagogical approach in language education. The concept was initially introduced in the late 20th century by scholars in the field of educational psychology and pedagogy, including Benjamin Bloom and John Raven. This paper explores the impact of competency-based teaching on Russian language acquisition, analyzing its role in developing linguistic, communicative, and cultural competencies. The study also examines the advantages of this approach over traditional teaching methods and provides recommendations for its implementation in Russian language curricula. Additionally, it highlights recent research trends in the field, focusing on digital competency-based learning and personalized assessment strategies.

Key words: competency-based teaching, Russian language acquisition, communicative competence, language pedagogy, curriculum development, digital learning, personalized assessment.

Introduction

With the shift from traditional knowledge-based education to competency-based teaching (CBT), language acquisition strategies have evolved significantly. The term "competency-based education" (CBE) was first introduced by scholars such as Bloom in the 1950s and later developed by educational theorists like John Raven in

the 1980s. In the context of Russian language learning, CBT fosters not only grammatical accuracy but also communicative effectiveness. This article explores the impact of CBT on Russian language learning and suggests ways to optimize its application, while also reviewing recent studies in the field.

The theoretical framework of competency-based teaching focuses on developing key competencies rather than rote memorization. These competencies include linguistic knowledge, communicative proficiency, intercultural awareness, and critical thinking skills. By incorporating real-life language applications, CBT enhances students' ability to use Russian effectively in different contexts. Recent research highlights the role of digital tools and adaptive learning systems in competency-based Russian language instruction, emphasizing the importance of integrating technology in modern pedagogical approaches.

Competency-Based Teaching can be effectively implemented in the classroom through structured, goal-oriented activities that focus on developing specific skills rather than memorizing information. Lessons should be designed around real-life tasks that require students to apply their knowledge in practical situations.

In language learning, this approach involves integrating listening, speaking, reading, and writing skills into meaningful exercises. For example, instead of traditional grammar drills, students engage in role-playing activities such as simulating conversations in different social and professional settings. Writing assignments focus on real-world tasks like composing emails, writing reports, or creating presentations.

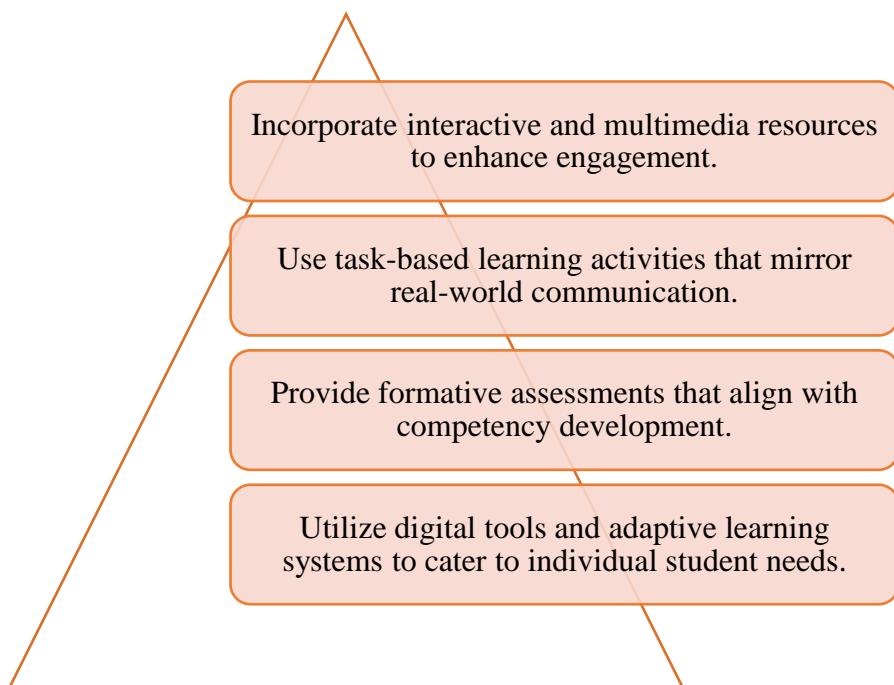
Assessment in competency-based teaching is performance-oriented, meaning students are evaluated based on their ability to use the language effectively. Teachers use formative assessments such as project-based tasks, oral presentations, and interactive discussions rather than relying solely on written exams.

Technology is crucial in this method, allowing students to access AI-driven language tools, interactive simulations, and virtual communication with native speakers. Adaptive learning platforms personalize lessons based on individual progress, ensuring each student masters essential competencies before moving forward.

By implementing competency-based teaching, educators can create a student-centered learning environment that promotes deeper understanding, critical thinking, and practical language application.

CBT prioritizes real-world communication, enabling students to use Russian in authentic social and professional settings. Learners progress at their own pace, ensuring mastery of essential language skills before advancing to more complex structures. The approach integrates linguistic, cultural, and digital literacy competencies, making Russian language learning more relevant and engaging. Unlike traditional methods that emphasize written exams, CBT evaluates students based on practical application, including speaking tasks and real-life scenarios. Modern CBT approaches integrate digital platforms, AI-driven assessments, and interactive applications to enhance student engagement and individualized instruction.

Despite its benefits, implementing CBT in Russian language education presents challenges such as the need for well-trained educators, curriculum redesign, and resource development. To address these issues, educators should:



Students engage in role-playing activities where they simulate real-life interactions such as ordering food at a restaurant, asking for directions, or conducting a job interview in Russian. Writing exercises involve composing emails to Russian-speaking colleagues, creating social media posts, or drafting business proposals,

ensuring proficiency in both formal and informal communication. Listening tasks require students to summarize key points from Russian podcasts or interviews and respond to comprehension questions through discussions. Digital tools like AI-driven language apps enhance vocabulary retention, pronunciation, and grammar through interactive exercises. Project-based learning includes preparing presentations on Russian culture, history, or current events, fostering research skills and public speaking confidence. Competency-based assessments incorporate simulations such as virtual exchange programs or online discussion forums with Russian speakers, allowing learners to develop cross-cultural communication skills and real-time interaction abilities.

Trends in CBT and Russian Language Learning Recent studies focus on the integration of artificial intelligence (AI) and machine learning in competency-based Russian language instruction. Researchers emphasize the role of digital assessment tools, such as automated speech recognition systems and AI-driven tutoring programs, in enhancing learners' engagement and performance. Moreover, studies explore the impact of virtual and augmented reality in creating immersive language-learning experiences.

Competency-based teaching significantly enhances Russian language acquisition by promoting practical language use, cultural competence, and independent learning. Recent advancements in digital education have further improved the effectiveness of CBT, making learning more personalized and accessible. Future research should focus on evaluating the long-term impact of CBT on proficiency levels and developing comprehensive training programs for educators that integrate digital innovations.

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