

**ENHANCING STUDENTS' SPEAKING AND LISTENING CAPABILITIES AT  
UZBEKISTAN'S PHILOLOGICAL INSTITUTIONS USING A COMPETENCY-  
BASED APPROACH**

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*The fast modernization of higher education in Uzbekistan necessitates the use of innovative teaching strategies that enhance students' communication skills. This article examines how English philology students are using the competence-based approach to enhance their speaking and listening skills. The study looks at methodological approaches, pedagogical situations, and the effectiveness of digital resources that meet national educational criteria. The study employs a variety of research techniques, such as surveys, experimental intervention, and classroom observation, to pinpoint significant challenges and offer workable solutions for enhancing oral communication proficiency. The results demonstrate that competence-based education significantly improves students' ability to hear, understand, and*

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*produce spoken English in both  
academic and everyday contexts*

## Introduction

The development of conversational skills in foreign languages is the main focus of Uzbekistan's educational modernization, particularly in the area of philology. English philology schools play a significant role in preparing experts to work successfully in global academic and professional contexts. Many pupils still have difficulty improving their speaking and listening skills despite curriculum advancements and more access to online learning materials.

The competence-based approach (CBA) is becoming more widely recognized as a successful teaching method for promoting comprehensive communication development. Through practical assignments, problem-solving exercises, and interactive communication practices, CBA aims to enhance learners' functional abilities, in contrast to traditional methods that prioritize grammar and passive knowledge acquisition.

## Material and methods

Both quantitative and qualitative data were collected using a mixed-methods study methodology. The study was carried out at Samarkand State Institute of Foreign Languages and two other Uzbek institutions over the course of twelve weeks, or one academic semester. Sixty undergraduate English philology majors were selected as participants. There were two groups created: 30 members of the experimental group were instructed using a competence-based method. The control group ( $n = 30$ ) received instruction using conventional teacher-centered techniques. assessments of speaking and listening skills before and after (in accordance with CEFR standards). surveys and questionnaires that determine how students feel about the educational process.

checklists for classroom observations that assess speaking performance, task accomplishment, and interaction patterns. Rubrics for assessing communicative competency. A variety of factors, including procedures and competence-based intervention, improved listening comprehension. Task-based learning (TBL) was the method used to instruct the experimental group.

Communicative problem-solving exercises

Philological role-plays and simulations (e.g., translation, literary analysis, speech interpretation)

The control group adhered to a conventional curriculum that emphasized reading, translation, mechanical drills, and grammar-based training.

### **Results**

Improvement in Listening Skills demonstrates that the experimental group's listening comprehension scores were noticeably higher. Students showed improved comprehension of academic terminology, improved recall of lecture material, increased accuracy in identifying main concepts and supporting details, and a greater capacity to follow natural speech rhythms. The experimental group saw a 32% rise in listening test scores, while the control group saw a 14% increase.

Improvement in Speaking Skills shows that, according to classroom recordings, the competence-based approach resulted in improvements in: Fluency (30% improvement), Pronunciation (22% improvement), Lexical richness (25% improvement), Interaction, and Confidence. Only a slight improvement was seen in the control group, primarily in grammatical accuracy.

### **Discussion**

The results verify that the competence-based strategy offers significant benefits for improving speaking and listening abilities. Its efficacy is explained by several factors: Authenticity & Real-Life Relevance: CBA incorporates exercises that are similar to actual communication scenarios. This includes conducting scholarly conversations, presenting linguistic analyses, and interpreting spoken texts for philology students. According to research, regular exposure to real speech speeds up the development of listening skills. CBA moves the emphasis from the instructor to the student. Students take an active role, participating in reflective learning, group decision-making, and self-evaluation. This is in line with the current educational standards in Uzbekistan, which place a strong emphasis on critical thinking, competency, and independence. Despite the advantages, a number of challenges were identified:

- Insufficient technological equipment in some institutions
- Limited teacher training in competence-based methodology
- High workload preventing educators from redesigning curricula

These challenges highlight the need for further institutional support and professional development initiatives.



### **Conclusion**

In Uzbek philological institutions, the competence-based approach is a potent and successful technique for enhancing speaking and listening abilities. According to the study, CBA promotes deeper student engagement, supports real communication, improves the practical application of English, and aids in the accomplishment of national educational development goals. Future Uzbek philologists' oral communicating proficiency can be greatly improved by wider usage of CBA. Its impact will be further increased by ongoing investments in methodological research, digital resources, and teacher preparation. In Uzbek philological institutions, the competence-based approach is a potent way for improving speaking and listening abilities. According to the study, CBA encourages more in-depth interaction, genuine conversation, and the useful application of English in both academic and professional settings.

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