



A COMPETENT-BASED APPROACH TO IMPROVE LISTENING AND SPEAKING USING DIFFERENT METHODS

Abdukhakimova K.A

PhD student, Samarkand State Institute of Foreign Languages

Samarkand, Uzbekistan

e-mail: akmalovna@gmail.com

+998979134020

Abstract. *Effective communication and academic achievement in language acquisition depend heavily on the development of speaking and listening abilities. Conventional teaching methods frequently place an emphasis on academic information and memory while ignoring the practical skills that students need to develop. The emphasis is shifted toward quantifiable skills, performance objectives, and real-world application with a competency-based approach (CBA). This article examines how competency-based training, bolstered by various techniques like task-based learning, communicative language teaching, technology-integrated instruction, collaborative learning, and performance-based evaluations, can enhance speaking and listening skills. The importance of developing learner-centered environments where skills are developed through real-world tasks is emphasized in the essay.*

Аннотация. *Развитие навыков аудирования и говорения является ключевым фактором эффективной коммуникации и академического успеха при изучении языка. Традиционные методы обучения часто акцентируют внимание на запоминании и теоретических знаниях, упуская из виду реальные компетенции, которые необходимо сформировать у обучающихся. Компетентностный подход (КБА) смещает акцент на измеряемые навыки, результаты деятельности и практическое применение. В данной статье рассматривается, каким образом можно улучшить навыки аудирования и говорения с помощью компетентностного обучения, поддержанного различными методами, такими как обучение на основе заданий, коммуникативный подход, использование технологий, совместное обучение и оценивание, основанное на выполнении практических действий. Статья подчеркивает важность создания ориентированной на обучающегося среды, где навыки развиваются посредством выполнения аутентичных заданий.*

Annotatsiya. *Tinglash va gapirish ko'nikmalarini rivojlantirish til o'rganishda samarali muloqot va akademik muvaffaqiyatning asosiy omilidir. An'anaviy o'qitish usullari ko'pincha yodlash va nazariy bilimlarga urg'u beradi hamda o'quvchilar egallashi kerak bo'lgan real kompetensiyalarni e'tibordan chetda qoldiradi. Kompetensiyaga asoslangan yondashuv (KAY) esa o'lchab bo'ladigan ko'nikmalarga, faoliyat natijalariga va amaliy qo'llashga e'tiborni qaratadi. Ushbu maqolada tinglash va gapirish ko'nikmalarini topshiriqqa asoslangan ta'lim, kommunikativ yondashuv, texnologiya bilan.*

integratsiyalashgan darslar, hamkorlikda o'qitish va amaliy baholash kabi turli usullar yordamida qanday yaxshilash mumkinligi yoritilgan. Maqolada o'quvchilar real vazifalar bajarish orqali ko'nikmalarni rivojlantiradigan, o'quvchiga yo'naltirilgan muhit yaratishning ahamiyati ta'kidlanadi.

Keywords: *Competency-based approach; listening skills; speaking skills; communicative language teaching; task-based learning; language competence; performance assessment.*

Introduction

The basis of all linguistic communication is speaking and listening. Strong oral communication abilities are necessary for students to thrive academically as well as to comfortably communicate in social, professional, and intercultural settings in today's linked world. Despite its importance, traditional teacher-centered methods that place more emphasis on writing skills, grammar, and vocabulary lists than on oral performance are still widely used in language schools. As a result, even after years of teaching, students frequently find it difficult to communicate effectively. The competency-based approach (CBA) has drawn interest as a successful framework for enhancing language proficiency in order to close these gaps. CBA places more emphasis on what students can actually do with the language in authentic contexts than traditional systems, which concentrate on finishing textbooks or content modules.

Observable and quantifiable skills like comprehending oral instructions, taking part in discussions, giving presentations, and reacting appropriately in conversations are important. This article aims to investigate how competency-based training can improve speaking and listening skills. It highlights the value of oral communication in language learning, outlines the main components of CBA, and offers a range of techniques and approaches that promote competency development. By combining these strategies, educators can create lessons that not only increase students' language proficiency but also boost their self-assurance and communication skills in everyday situations. Gaining an understanding of competency-based language instruction. A learner-centered, results-oriented method that emphasizes mastery of certain abilities is called competency-based language teaching, or CBLT. When it comes to oral communication, these skills could consist of:

- Understanding spoken directions
- Identifying main ideas and details in audio texts
- Engaging in conversations with appropriate fluency
- Expressing opinions clearly
- Making oral presentations

CBA guarantees that learning goals are quantifiable and in line with practical requirements. Teachers create assignments that mimic real-world communication scenarios, such as professional encounters, scholarly talks, or social chats, rather than only teaching "listening passages" or "dialogues. "Techniques for Improving Listening Through Task-



Based Listening Activities and Competency-Based Approaches. By requiring students to finish relevant tasks in the target language, Task-Based Language Teaching (TBLT) facilitates CBA. The following are examples of listening tasks:

- Watching brief videos and recognizing important messages
- Paying attention to announcements and taking note of pertinent information;
- Complying with oral directions to finish a map or chart
 - Listening to interviews and summarizing opinions

Instead of emphasizing passive listening, these exercises focus on comprehension for practical goals. In line with competency development, learners are assessed based on their performance on the task. Interactive listening is promoted by Communicative Language Teaching (CLT), where students listen in order to both comprehend and react. Instructors can employ: Information-gap exercises (one student has knowledge that another needs),

Role-plays involving customer-service scenarios, meetings, or interviews, Group discussions based on audio stimuli. Such activities improve active listening, note-taking, inference, and prediction skills. Learners become more comfortable processing information in real time, which is essential for authentic communication.

Technology use aligns with CBA by providing real-world listening experiences and allowing teachers to measure progress through digital assessments. CBA emphasizes fluency, clarity, accuracy, and appropriateness. Interactive speaking activities include:

- Pair and group discussions
- Debates on relevant topics
- Simulations of workplace or social situations
- Problem-solving tasks requiring negotiation and collaboration

These tasks encourage learners to speak spontaneously, develop confidence, and practice language functions such as requesting, persuading, agreeing, and disagreeing. Traditional oral exams often focus on memorized dialogues, which do not reflect real competence. In contrast, CBA uses authentic assessments such as: Presentations or speeches; Recorded speaking portfolios; Interview simulations; Group project discussions; Role-play assessments

Assessment criteria typically include coherence, pronunciation, vocabulary range, interaction skills, and non-verbal communication. This ensures that speaking abilities are measured holistically.

Conclusion

Speaking and listening abilities are crucial for communicative proficiency in any language. Because a competency-based approach emphasizes measurable, practical results rather than information memorization, it offers an efficient framework for enhancing these abilities. Teachers can establish dynamic learning environments that foster real-life communication skills by utilizing a variety of techniques, including task-based learning, communicative activities, technology integration, collaborative learning, and performance-based evaluation. Combining speaking and listening exercises helps students comprehend,





react, and communicate more organically. As a result, students become more confident, fluent, and effective communicators. Competency-based instruction not only enhances language mastery but also prepares learners for academic success, workplace demands, and global communication challenges.

References

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson.
2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
3. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
4. Burns, A., & Richards, J. C. (2012). *The Cambridge Guide to Pedagogy and Practice in Language Teaching*. Cambridge University Press.
5. Hymes, D. (1972). "Communicative Competence." *Sociolinguistics: Selected Readings*. Penguin.
6. Larsen-Freeman, D. (2011). *Techniques and Principles in Language Teaching*. Oxford University Press.