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COMPETENCY-BASED APPROACH IN HIGHER EDUCATION: IMPLEMENTATION CHALLENGES IN THEORY AND PRACTICE

Abstract. Purpose. This study aims to examine the principal contradictions in implementing a competency-based approach in Ukraine's higher education system, with a particular focus on foreign language training, and to propose pathways for their resolution to enhance the quality of specialist training in alignment with global standards.

Research Methodology. The research employs a mixed-methods approach, combining a comprehensive literature review of international and Ukrainian scholarly works, theoretical analysis of competency-based education frameworks, and empirical data from surveys among higher education instructors. It integrates interdisciplinary perspectives from linguistics, psychology, and pedagogy, drawing on frameworks like the European Qualifications Framework (EQF) and the Common European Framework of Reference for Languages (CEFR).

Scientific Novelty. The study contributes a nuanced analysis of terminological and methodological inconsistencies in Ukraine's competency-based education, proposing a national glossary and standardized framework aligned with international benchmarks. It extends Noam Chomsky's linguistic competence concepts to practical educational contexts and introduces a multi-level competency assessment model tailored to Ukraine's educational system.

Conclusions. The study highlights key challenges, including unclear terminology, a gap between theory and practice, and fragmented competency assessment, especially in foreign language teaching. It recommends developing a national competency glossary, launching pilot projects, expanding international cooperation, and creating digital platforms for sharing resources. These steps are aimed at building a unified competency-based education system. Future research should focus on establishing unified theoretical frameworks, harmonizing standards, and integrating digital technologies to support lifelong learning and enhance global competitiveness.

Key words: competency-based approach, higher education, foreign language training, globalisation, intercultural communication, educational reform, Ukraine, CEFR, EQF.

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КОМПЕТЕНТІСНИЙ ПІДХІД У ВИЩІЙ ОСВІТІ: ВИКЛИКИ ВПРОВАДЖЕННЯ В ТЕОРІЇ ТА ПРАКТИЦІ

Анотація. Мета. Дослідження спрямоване на вивчення основних суперечностей у впровадженні компетентнісного підходу в системі вищої освіти України з особливим акцентом на навчанні іноземних мов і на пропозицію шляхів їх вирішення для підвищення якості підготовки фахівців відповідно до світових стандартів.

Методологія. Дослідження застосовує змішаний методологічний підхід, що поєднує комплексний огляд літератури міжнародних та українських наукових праць, теоретичний аналіз рамок компетентнісної освіти й емпіричні дані з опитувань серед викладачів вищої освіти. Воно інтегрує міждисциплінарні перспективи з лінгвістики, психології та педагогіки, спираючись на такі рамки, як Європейська рамка кваліфікацій (ЄРК) і Загальноєвропейські рекомендації з мовної освіти (ЗРМО).

Наукова новизна. Дослідження надає детальний аналіз термінологічних і методологічних невідповідностей у компетентнісній освіті України, пропонує національний глосарій і стандартизовану рамку, узгоджену з міжнародними еталонами. Воно розширює концепції мовної компетентності Ноама Хомського до практичних освітніх контекстів і представляє багаторівневу модель оцінювання компетентностей, адаптовану до освітньої системи України.

Висновки. Дослідження визначає ключові виклики, включаючи термінологічну неоднозначність, розриви між теорією та практикою, а також відсутність уніфікованих критеріїв оцінювання, особливо в освіті іноземних мов. Воно рекомендує розробити національний глосарій компетентностей, упровадити пілотні проекти, посилити міжнародну співпрацю та створити цифрові платформи для обміну ресурсами з метою формування цілісної системи компетентнісної освіти. Майбутні дослідження повинні зосередитися на уніфікованих теоретичних моделях, гармонізованих стандартах та інтеграції цифрових технологій для підтримки навчання впродовж життя й глобальної конкурентоспроможності.

Ключові слова: компетентнісний підхід, вища освіта, навчання іноземних мов, глобалізація, міжкультурна комунікація, освітня реформа, Україна, ЗРМО, ЄРК.

Problem Statement. Ukraine's higher education system is undergoing significant reform, moving from a traditional knowledge-based approach to a competency-based model. This change is driven by the need to equip graduates to thrive in a dynamic professional environment, with both theoretical knowledge and practical skills to apply it. The transformation is influenced by global trends, including Ukraine's integration into the European educational space, adherence to the Bologna Declaration, and the commitment to meeting international standards of academic quality.

A competency-based approach in education arose in response to the shortcomings of the traditional paradigm, which prioritised knowledge accumulation over practical application. The modern labour market requires professionals with a strong knowledge base who can swiftly adapt to new challenges, make decisions in complex situations, collaborate effectively, and continuously update their skills. This is crucial amid the fourth industrial revolution, digitalisation, and the growing role of information technologies in all areas of life.

The issue of implementing a competency-based approach in higher education is particularly significant for training specialists in foreign language education, as this field vividly highlights the contradictions between the theoretical foundations of competency-based education and its implementation. Foreign language training is inherently interdisciplinary, integrating linguistic, psychological, pedagogical, cultural, and social aspects, which demands a systematic approach to developing relevant competencies. The relevance of this issue is underscored by the need to cultivate in future specialists the ability for intercultural communication, critical thinking, continuous self-learning, and professional development.

This challenge becomes especially acute in the context of globalisation, where proficiency in foreign languages is not merely a professional requirement but a prerequisite for effective functioning in modern society. Contemporary specialists should be equipped to work in multicultural environments, demonstrate professional mobility, and be ready to participate in international projects and academic mobility programs. This necessitates a fundamental reassessment of traditional approaches to foreign language training, shifting

the focus from developing isolated language skills to fostering comprehensive foreign language communicative competence.

The need to address this problem arises from ambiguous theoretical foundations and the absence of unified approaches to implementing competency-based education. This often results in a superficial application of its principles and a decline in the quality of specialist training and weakening their competitiveness in the international labor market. Terminological inconsistency, varying interpretations of key competency-based concepts, and the absence of uniform assessment criteria pose significant challenges to the systematic introduction of the new educational paradigm.

Furthermore, the issue carries significant social implications, as the quality of higher education directly determines the national economy's competitiveness, the country's level of innovative advancement, and its position in the global arena. The poor implementation of the competency-based approach risks widening the disparity between Ukrainian educational standards and international benchmarks, ultimately limiting the opportunities for Ukrainian university graduates to engage in global academic and professional initiatives.

The scientific and practical relevance of the issue lies in the necessity to develop theoretical and methodological foundations of the competency-based approach adapted to the specifics of the Ukrainian educational system, to create effective pedagogical technologies for forming competencies, and to develop a system for their assessment and monitoring. Solving this problem will contribute to improving the quality of higher education, ensuring its compliance with modern labor market requirements and international standards.

Analysis of Sources and Recent Research. The theoretical foundations of a competency-based approach in education originate in the pioneering work of American linguist Noam Chomsky, who conceptualized linguistic competence as a speaker's tacit knowledge of language. In his seminal research from the 1960s, Chomsky established the critical distinction between "competence" (a language user's internalized grammatical system) and "performance" (the practical use of language in communication) [2]. This framework was extensively developed by scholars worldwide, with Ukrainian researchers

adapting it to national educational contexts through specific modifications.

Foreign scholars have made significant contributions to the development of the competency-based approach. J. Raven considered competence as a specific ability needed to effectively perform particular actions in specific subject areas [4]. L. Spencer and S. Spencer developed a competency model that includes motives, character traits, self-concept, knowledge, and skills [5]. D. McClelland, a founder of a competency approach in psychology, argued that traditional academic tests were not reliable predictors of professional success, instead emphasizing the need to assess competencies as capacities for effective performance [3].

In the European context, a competency-based approach evolved within the framework of the Bologna Process, particularly in the “Tuning Educational Structures in Europe” project, which defined both generic and subject-specific competencies for various academic disciplines. The Council of Europe’s work on developing the Common European Framework of Reference for Languages proved particularly significant, as it established the foundation for shaping language competencies across numerous countries.

Among Ukrainian scholars who have explored issues of the competency-based approach, Ya. Lohvynova’s works deserve special mention. She analyzed diverse interpretations of the competency approach in education, identifying three main directions of conceptualization: viewing the competency approach as a “competency trend”, a phenomenon not entirely new to Ukrainian schooling, and a pathway for educational renewal [8].

A distinct group consists of studies focusing on implementing a competency-based approach in higher education. Especially valuable contributions include the works by V. Luhovyi, who examined European standards and quality assurance recommendations for higher education [9], and S. Sysoieva, who developed theoretical foundations for competency-based education [11].

Scholarly literature analysis indicates that neither international nor domestic pedagogy has developed a dominant competency-related terminological tradition. This results in authors of pedagogical works either referencing other academic sources, proposing their interpretations

of the concepts ‘competence’ and ‘competency’, or limiting themselves to an analytical synthesis of existing definitions.

Analysis of recent dissertation research reveals the exceptional prominence of competency-based approaches in Ukrainian pedagogical science. While numerous studies have explored various aspects of competence development across educational domains, the research landscape appears fragmented, lacking a comprehensive framework for implementing competency-based education in practice.

Notable attention has been paid to studies exploring competency monitoring and assessment. Scholars such as S. Trubacheva [12] and T. Lukina [10] examined international competency evaluation practices and their potential adaptation to Ukraine’s educational system. Equally significant are the contributions of H. Yelnikova [7], who developed theoretical foundations for quality education monitoring within a competency-based framework.

The survey results among higher education instructors confirm the existence of divergent perceptions regarding the competency-based approach, its significance, and its place in higher education. In particular, some respondents believe that state policy in higher education is based not on the competency-based approach, but rather on the traditional Knowledge, Skills, and Abilities (KSA) framework for forming knowledge, skills, and abilities.

The purpose of this article is to analyze key contradictions in implementing the competency-based approach in higher education, particularly in foreign language training, and to identify possible solutions.

To achieve this purpose, the study will address the following **research tasks**:

1. Analyze current theoretical conceptualizations of the competency-based approach in contemporary pedagogical science.
2. Identify key contradictions between the theoretical foundations of competency-based education and its implementation.
3. Determine organizational-pedagogical challenges in applying the competency-based approach within higher education systems.
4. Outline prospective directions for advancing competency-based education in Ukraine.

Presentation of Research Findings.

The analysis of current competency-based education implementation in universities identifies two core challenges: theoretical and methodological issues, and organizational barriers at the institutional level.

At the theoretical and methodological level, terminological inconsistency persists regarding fundamental super concepts such as “competence” and “competency”. The variety of interpretations of key competence types (communicative, socio-cultural, intercultural, multicultural, cross-cultural, general cultural, noospheric, country studies, ecological, professional, methodological, culturological, didactic, informational, economic, etc.) complicates their systematization and unification. For instance, professional competence is limited to knowledge and skills in some sources, while in others it encompasses motivational, value-based, and behavioral aspects, creating conceptual confusion. The absence of nationally adapted global concepts impedes the establishment of normatively fixed terminology. While international standards like the European Qualifications Framework (EQF) and the Common European Framework of Reference for Languages (CEFR) provide structured definitions, Ukraine’s implementation of these frameworks remains incomplete and fragmented. To address this problem, it is necessary to develop a national competency glossary that integrates interdisciplinary approaches (psychology, sociology, linguistics) and extends N. Chomsky’s ideas about innate linguistic potential through the lens of an activity-based approach, ensuring clear definition of competencies as integrative characteristics that combine cognitive, motivational, and behavioral components within a unified conceptual framework.

Significant contradictions persist in clarifying the substantive potential of the “competence approach” concept. Analysis of scientific sources reveals three primary interpretational directions:

1. The competency-based approach as a new educational paradigm. Within this interpretation, competency-based education is viewed as a replacement for the knowledge-centered model, emphasizing practical knowledge application in real-world contexts. However, the paradigmatic transition often proves ineffective

due to Ukraine’s specific cultural, economic, and social characteristics, which demand contextual adaptation. Clarification of ontological and epistemological foundations through synthesis of the activity approach with social constructivism (P. Berger, T. Luckmann) is essential to prevent mechanical concept borrowing and ensure alignment with the national context [1].

2. The competency-based approach as a pragmatically appropriate assessment tool. In this context, the approach is reduced to developing criteria and rubrics for evaluating educational quality. Formalized tests often overlook non-cognitive aspects (motivation, values), which diminishes their effectiveness. Multidimensional assessment models are needed that incorporate portfolios, case methods, and 360-degree assessment, accounting for both cognitive and non-cognitive components while aligning with international standards such as CEFR.

3. The competency-based approach as a key methodology for education. The approach is considered a tool for integrating education into global social and economic processes, where competencies serve as universal indicators of readiness for professional and social activity. Implementation requires an interdisciplinary methodology that combines the competency-based approach with project-based learning, STEM education, and emphasis on soft skills (critical thinking, communication, collaboration).

In its ideal form, the competency-based approach should constitute an adequately active, socially modeled educational methodology that realizes its multi-paradigmatic and interdisciplinary potential. This involves creating an integrated model that accounts for:

1. Theoretical foundation: integration of the activity approach [6] and social constructivism [1] to define competencies as outcomes of knowledge, skills, and attitudes integration.

2. Practical implementation: orientation toward project-based learning, interdisciplinary tasks, and employer collaboration to ensure competencies align with market demands.

3. Assessment system: comprehensive evaluation methods (tests, portfolios, projects, oral examinations) consistent with international standards (CEFR), incorporating anthropological (self-realization), existential (motivation), and pragmatic (market requirements) parameters.

At the organizational and pedagogical level, the following significant contradictions are revealed:

1. The discrepancy between theoretical research and implementation practice. Theoretical developments in foreign language competence are inadequately reflected in Ukrainian higher education practice, creating a double distortion effect. For instance, communicative or intercultural competence concepts are simplified or misinterpreted in curricula. Knowledge transfer mechanisms (teacher training, methodological guidelines, pilot projects) and practitioner feedback are needed to adapt theories to real-world conditions.

2. The gap between foreign language competence formation processes in secondary and higher education. The absence of a state standard for foreign language study in higher education contrasts sharply with clear secondary school standards. This results in inconsistencies in the quality of training: applicants trained according to uniform standards must adapt to specific university requirements, while language faculty graduates are forced to align with school standards. A unified state standard consistent with CEFR and continuity mechanisms are needed (standardized entrance tests, program harmonization).

3. The fragmentation of competency-based education integrity. Differences in teaching materials quality and requirements between universities fragment the approach. For example, English language programs in non-language faculties are limited to basic skills, while language faculty programs are overly specialized. Framework programs with faculty-specific adaptation capabilities and inter-university platforms for resource sharing are needed.

4. The deficiencies in the assessment system. Failing to establish universally accepted criteria for evaluating foreign language competence complicates achieving objectivity. Traditional tests tend to ignore practical skills and non-cognitive aspects such as motivation or values. Ensuring reliable assessment requires applying a multi-level system including tests, projects, oral examinations, and portfolios, aligned with the CEFR and featuring clear descriptors for bachelor's, specialist, and master's levels.

5. The limited scientific and methodological resources. The shortage of textbooks, programs,

and literature focused on modern methods (CLIL, Task-Based Learning) hinders implementation. Grant programs are needed to create materials and digital platforms for their distribution, ensuring accessibility for all universities.

6. The insufficient implementation of lifelong learning principles. The concept of forming foreign language competence throughout life (Lifelong Learning) remains underutilized despite its significant potential. National adult courses and modular university programs that support competencies at different career stages are needed.

The analysis reveals that the extrapolation of N. Chomsky's ideas in linguistic didactics was conducted superficially, without systematic comprehension. This led to the accumulation of contradictory formulations that contrastively define the subject of competence education. To resolve these problems, it is necessary to:

- create a national glossary and standard for competency-based education, aligned with international frameworks (CEFR, EQF);
- implement pilot projects in selected universities to test new approaches;
- intensify international cooperation to adapt best practices;
- develop digital platforms to ensure access to educational resources.

These measures are expected to support the development of a cohesive and effective competency-based education system in Ukraine.

Conclusions. The analysis reveals that modern pedagogical science faces terminological inconsistency regarding fundamental superconcepts of the competency approach. Multiple contradictions exist in understanding “competence” and “competency”, significantly complicating the implementation of competency-based education. The problem grows more acute due to fragmented adaptation of international standards (EQF, CEFR), the absence of a national glossary, and limited integration of interdisciplinary approaches such as psychology, sociology, and linguistics. Theoretical contradictions, particularly varying interpretations of the competency approach as a paradigm, assessment tool, or methodology, complicate the formation of a unified conceptual foundation. Superficial extrapolation of N. Chomsky's ideas in linguistic didactics has led to the accumulation of contradictory definitions and inconsistencies in interpreting competency-based education. At the

organizational and pedagogical level, theory-practice gaps, uneven training quality, absence of uniform standards, and insufficient methodological support hinder creating a holistic competency-based education system. Specifically, the absence of unified assessment criteria and insufficient attention to lifelong learning principles limit foreign language competence potential in the globalization context.

To address these problems, it is necessary to:

- develop a national glossary and state standard for competency-based education, aligned with international frameworks (CEFR, EQF), to unify terminology and curricula;
- implement pilot projects in selected universities to test innovative approaches to competency formation, particularly through project-based learning, interdisciplinary methods, and soft skills integration;
- intensify international cooperation to adapt best practices, such as CLIL and Task-Based Learning, utilizing experience from countries with developed competency-based education systems;
- create digital platforms for disseminating educational materials, methodological guidelines, and experience exchange between universities, ensuring resource accessibility and unification;
- develop a continuing education system through modular courses, adult programs, and online platforms that support lifelong foreign language competence;
- introduce multi-level competency assessment systems comprising standardized tests, portfolios, project-based assignments, and oral examinations. These components should be aligned with international standards to ensure objectivity, transparency, and compliance with contemporary educational requirements.

Further research should focus on:

- creating a unified theoretical model by combining the activity approach, social constructivism, and modern language education theories;
- investigating mechanisms for harmonizing secondary and higher education standards with emphasis on continuity in foreign language competence formation, including development of unified tests and programs;
- developing and testing multidimensional competency assessment models that account for cognitive, non-cognitive (motivation, values), and practical aspects, aligned with international standards (CEFR) and labor market needs;
- analyzing the impact of digital technologies, particularly artificial intelligence, online platforms, and adaptive learning systems, on competency-based approach implementation, with emphasis on educational personalization;
- evaluating the effectiveness of continuing education programs for foreign language competence in a globalized world, including analyzing adult learner needs and developing flexible learning modules;
- investigating socio-economic and cultural factors that influence competency-based approach implementation in Ukraine, to adapt global practices to local conditions.

These measures and research efforts will contribute to forming a holistic, effective competency-based education system in Ukraine that meets contemporary global and national requirements while ensuring foreign language competence support as a key element of professional and social integration in the transnational world.

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