

UDC 378.147:811.1

DOI <https://doi.org/10.32782/academ-ped.psyh-2026-1.11>

Lada LICHMAN

*Candidate of Pedagogical Sciences, Associate Professor,
Professor at the Department of Language Training and Humanitarian Disciplines,
Shupyk National Healthcare University of Ukraine
lada29101967@gmail.com*

ORCID: 0000-0001-9374-6722

Lorena MYKHAILENKO

*Candidate of Pedagogical Science, Associate Professor,
Associate Professor at the Department of Language Training and Humanitarian Disciplines,
Shupyk National Healthcare University of Ukraine
lorenamykhailenko@gmail.com*

ORCID: 0009-0004-6883-405X

Olga KOSITSKA

*Candidate of Philological Sciences, Associate Professor,
Associate Professor at the Department of Language Training and Humanitarian Disciplines,
Shupyk National Healthcare University of Ukraine
olkoriki@gmail.com*

ORCID: 0000-0001-9354-4856

Larysa BRODSKA

*Candidate of Pedagogical Science, Associate Professor,
Associate Professor at the Department of English Philology,
State University "Uzhhorod National University"
larysa.brodska@uzhnu.edu.ua*

ORCID: 0009-0009-1914-5350

FOREIGN LANGUAGE TRAINING IN HIGHER EDUCATION: COMPETENCE-BASED BENCHMARKS

Abstract. Purpose. *The article examines the theoretical and methodological foundations of foreign language training in higher education through the lens of competence-based benchmarks established by contemporary European and national educational frameworks. It explores the conceptual foundations of foreign language training within a learning outcomes framework in higher education, with a focus on developing capacity for effective intercultural and professional communication. The article argues that language education has evolved from a standalone academic discipline into a vital tool for global mobility and career advancement in today's interconnected European context.*

Research Methodology. *The study draws on the analysis and synthesis of competence-based, systemic, activity-based, and outcomes-oriented approaches, thereby enabling foreign language education to be examined as a dynamic system. The investigation employs methods of analysis, synthesis, comparison, and conceptual modeling. It is informed by contemporary documents from the Council of Europe (notably the Common European Framework of Reference for Languages), the EU, and the OECD, as well as recent scholarly works by Ukrainian and Western researchers.*

The scientific novelty of this study lies in the comprehensive conceptualization of foreign language training in higher education as an integrated system oriented toward clearly defined learning outcomes, and in specifying the set of competence-based benchmarks that define its content and organization. The author systematizes benchmarks related to the linguistic, sociocultural, pragmatic, and personal components of language competence.

Conclusions. *The study substantiates that foreign language training should be implemented using clearly defined competence-oriented benchmarks aligned with European qualification frameworks, a prerequisite for ensuring academic recognition and graduate competitiveness. Future research directions involve developing practical models of foreign language training for various educational fields and analyzing mechanisms for assessing learning outcomes.*



© L. Lichman, L. Mykhailenko, O. Kositska, L. Brodska, 2026

Стаття поширюється на умовах ліцензії відкритого доступу (CC BY 4.0)

Key words: *foreign language training, higher education, competence-based approach, intercultural communication, outcome-based education, competence-based benchmarks, professional communication, learning outcomes, European Qualifications Framework.*

Лада ЛІЧМАН

кандидат педагогічних наук, доцент,
професор кафедри мовної підготовки та гуманітарних дисциплін,
Національний університет охорони здоров'я України імені П. Л. Шупика
lada29101967@gmail.com
ORCID: 0000-0001-9374-6722

Лорена МИХАЙЛЕНКО

кандидат педагогічних наук, доцент,
доцент кафедри мовної підготовки та гуманітарних дисциплін,
Національний університет охорони здоров'я України імені П. Л. Шупика
lorenamykhailenko@gmail.com
ORCID: 0009-0004-6883-405X

Ольга КОСИЦЬКА

кандидат філологічних наук, доцент,
доцент кафедри мовної підготовки та гуманітарних дисциплін,
Національний університет охорони здоров'я України імені П. Л. Шупика
olkoriki@gmail.com
ORCID: 0000-0001-9354-4856

Лариса БРОДСЬКА

кандидат педагогічних наук, доцент,
доцент кафедри англійської філології,
Державний вищий навчальний заклад «Ужгородський національний університет»
larysa.brodska@uzhnu.edu.ua
ORCID: 0009-0009-1914-5350

ІНШОМОВНА ПІДГОТОВКА У ВИЩІЙ ОСВІТІ: КОМПЕТЕНТНІСНІ ОРІЄНТИРИ

Анотація. Метою статті є теоретико-методологічне осмислення іношомовної підготовки у вищій освіті крізь призму компетентнісних орієнтирів, визначених сучасними європейськими та національними освітніми рамками. Увагу зосереджено на з'ясуванні концептуальних засад іношомовної підготовки як складника вищої освіти, яка орієнтована на результати навчання та спрямована на формування здатності до ефективної міжкультурної та професійної комунікації. У статті доводиться, що мовна освіта перестає бути ізольованим предметом, а стає ключовим інструментом глобальної мобільності та професійної реалізації в умовах інтегрованої Європи.

Методологія дослідження. Дослідження ґрунтується на аналізі та узагальненні положень компетентнісного, системного, діяльнісного та результатно-орієнтованого підходів, що дає змогу розглянути іношомовну освіту як динамічну систему. Використано методи аналізу, синтезу, порівняння та концептуального моделювання. Джерельну базу становлять сучасні документи Ради Європи (зокрема, "Common European Framework of Reference for Languages"), ЄС, OECD, а також актуальні наукові праці українських і західних дослідників.

Наукова новизна полягає у комплексній концептуалізації іношомовної підготовки у вищій освіті як цілісної системи, зорієнтованої на очікувані виходи навчання, та в уточненні сукупності компетентнісних орієнтирів, що визначають її зміст і організацію. Автором систематизовано орієнтири, що стосуються лінгвістичної, соціокультурної, прагматичної та особистісної складових частин мовної компетентності.

Висновки. Обґрунтовано, що іношомовна підготовка має реалізовуватися на основі чітко визначених компетентнісних орієнтирів, узгоджених з європейськими рамками кваліфікації як передумова забезпечення академічного визнання та конкурентоспроможності випускників. Перспективи подальших досліджень пов'язані з розробленням практичних моделей іношомовної підготовки для різних освітніх галузей та аналізом механізмів оцінювання результатів.

Ключові слова: іношомовна підготовка, вища освіта, компетентнісний підхід, міжкультурна комунікація, результатно-орієнтована освіта, компетентнісні орієнтири, професійна комунікація, результати навчання, Європейська рамка кваліфікації.

Problem Statement. Contemporary transformations in higher education, driven by globalization, European integration, and digitalization, have brought to the fore the challenge of developing students' capacity to function effectively in multilingual and multicultural environments. The rapid growth of international academic collaboration, increased mobility of students and faculty, and expanding access to global scholarly resources have raised expectations for foreign language proficiency among higher education graduates. Against this backdrop, foreign language training has become a key component of professional and academic development across all disciplines, enabling full participation in international educational and research processes.

In today's world, foreign language proficiency is viewed not merely as an educational outcome or indicator of linguistic competence, but as an essential prerequisite for academic mobility, professional fulfillment, and graduates' integration into the global labor market. A foreign language serves as a tool for accessing cutting-edge research, international educational programs, and professional networks, which determines its pivotal role in training specialists. In this sense, foreign language training is increasingly viewed as an interdisciplinary component integrated into the overall logic of the educational process.

The transition to a competence-based model of higher education, enshrined in European Union strategic documents and being consistently implemented in national educational systems, necessitates rethinking the goals, content, and expected outcomes of foreign language training. Within this model, what becomes central is not the volume of linguistic knowledge acquired but the ability to use a foreign language for solving academic, professional, and social tasks in real communicative situations. This approach focuses language education on developing integrated learning outcomes that combine linguistic resources, communicative skills, sociocultural awareness, and readiness for intercultural interaction.

This raises the challenge of defining competence-based benchmarks for foreign language training that would ensure its alignment with the outcome-oriented logic of higher education and contemporary European

educational frameworks. Clearly defining such benchmarks is a necessary condition for aligning the content of foreign language training with the expected learning outcomes of educational programs, as well as ensuring transparency and comparability of qualifications at national and international levels.

Addressing this challenge is directly related to important scholarly and practical tasks, particularly designing educational programs, formulating and verifying learning outcomes, ensuring their alignment with the European Qualifications Framework, and improving the overall quality of higher education. In practical terms, this enhances the effectiveness of foreign language training, facilitates its integration into the professional education system, and produces competitive graduates capable of professional practice in a globalized educational and professional environment.

Review of Sources and Recent Research. The competence-based approach in higher education has attracted considerable scholarly attention in numerous international and national studies, reflecting the pan-European trend of reorienting educational systems toward learning outcomes and developing graduates' ability to act effectively in various social and professional contexts. In scholarly literature, the competence-based approach is viewed as the methodological foundation for transforming higher education content, involving the integration of knowledge, skills, values, and practical experience. These issues are particularly relevant in language education, which is directly linked to communicative activity and intercultural interaction.

The foundational document in language education is the Common European Framework of Reference for Languages: Learning, Teaching, Assessment [1] and its Companion Volume, which together conceptualize language use as a form of social action realized in specific communicative contexts and situations. This document consistently emphasizes the action-oriented nature of language competence and its dependence on social roles, communication goals, and circumstances. The Companion Volume significantly expands the classical model of language competence by introducing the concepts of plurilingual competence, mediation,

and intercultural interaction as key benchmarks for contemporary language education, responding to the needs of Europe's multilingual and multicultural environment.

The European Qualifications Framework for Lifelong Learning [4] defines learning outcomes as the central element of qualification descriptors, directly influencing the design of foreign language training in higher education. The focus on learning outcomes necessitates clearly formulating the expected foreign language abilities of graduates and aligning them with qualification levels. Accordingly, foreign language training is viewed as an important factor in ensuring transparency, comparability, and academic recognition of qualifications.

In its policy document OECD Learning Compass 2030 [2], the OECD emphasizes the role of communicative, social, and intercultural skills as foundational for personal development amid complex societal challenges, uncertainty, and rapid change. The ability to communicate effectively, collaborate in multicultural settings, and use a foreign language as a professional tool is considered a component of key competencies for the 21st century.

In Ukrainian scholarly discourse, the competence-based approach has been thoroughly examined in the works of Kucherenko [5], V. Luhovyi [6], O. Savchenko [7], and other researchers who emphasize the need for transitioning from a knowledge-based paradigm to an education model oriented toward learning outcomes and developing students' practical competencies. At the same time, analysis of recent publications reveals the need for further conceptualizing foreign language training specifically through the lens of competence-based benchmarks in general higher education, underscoring the relevance of continued theoretical and methodological inquiry in this area.

The purpose of the article is to provide a theoretical and methodological examination of foreign language training in higher education through the lens of competence-based benchmarks that define its goals, content, and expected outcomes within an outcome-oriented educational paradigm. The study aims to substantiate the significance of competence-based benchmarks in shaping foreign language learning

outcomes in accordance with contemporary European and national educational frameworks, and to clarify their role in ensuring the alignment of foreign language training with the requirements for higher education graduates.

Theoretical Analysis and Discussion. Within the competence-based paradigm, foreign language training in higher education is conceptualized as an integrated, multidimensional system designed to develop students' capacity for effective academic and professional communication in multilingual settings. This system involves not only acquiring linguistic resources but also developing skills in using a foreign language as a tool for learning, professional practice, and social interaction. In this context, foreign language training focuses on developing integrated learning outcomes that combine linguistic knowledge, communicative skills, sociocultural awareness, and the capacity for reflection on language experience. These outcomes are viewed as interconnected components of a holistic communicative competence that enables learners to navigate complex, authentic communication scenarios.

The shift toward this integrated model represents a fundamental departure from traditional approaches that prioritized grammatical accuracy and vocabulary acquisition as ends in themselves. Contemporary foreign language training acknowledges that linguistic competence must be situated within broader communicative, cultural, and professional contexts. This reconceptualization acknowledges that language use is inherently social and purposeful, requiring learners to develop not merely linguistic proficiency but also strategic, pragmatic, and intercultural capabilities.

This approach entails organically integrating language education into the overall logic of educational programs and aligning its outcomes with the expected learning outcomes of the corresponding level of higher education. A foreign language serves as a component of interdisciplinary training that links theoretical knowledge with its practical application in professional and academic settings. This integration manifests through content and language integrated learning (CLIL) approaches, English for Specific Purposes (ESP) courses tailored to disciplinary needs, and authentic

professional communication tasks embedded within language curricula. Dr. Cañado notes that CLIL also develops soft skills and key competences such as critical thinking, risk-taking, interpersonal abilities, and intercultural competence, increasing students' employability and enhancing their capacity to meet societal demands [3]. By situating language learning within meaningful disciplinary contexts, students come to understand foreign language competence as a practical tool for accessing specialized knowledge, participating in international professional communities, and contributing to global scholarly discourse.

According to the CEFR Companion Volume (2020), foreign language training should develop not only the linguistic dimension but also the sociolinguistic and pragmatic dimensions, which determine an individual's ability to use language appropriately for specific communicative situations, intentions, and social roles. The linguistic dimension encompasses phonological, lexical, grammatical, and semantic resources that form the foundation of language use. However, the updated framework emphasizes that linguistic accuracy alone is insufficient without the sociolinguistic competence to recognize and navigate registers, styles, dialects, and social conventions. The document emphasizes the action-oriented nature of language competence, realized through performing various communicative tasks in real or simulated conditions. This perspective positions learners as social agents who use language to accomplish specific goals, negotiate meaning, and construct shared understanding.

The pragmatic dimension, which addresses the functional aspects of language use, has gained increased prominence in contemporary frameworks. This dimension concerns how speakers organize discourse, maintain coherence, adapt messages to specific communicative purposes, and employ strategies to overcome communication breakdowns. In academic and professional contexts, pragmatic competence becomes particularly crucial, as students must learn to construct persuasive arguments, present research findings, participate in scholarly debates, and navigate the implicit conventions of disciplinary communication.

Particular emphasis in contemporary language education is placed on mediation as the ability

to facilitate exchange between languages, cultures, and discourses. Mediation is viewed as a key component of foreign language training in contexts of academic mobility, interdisciplinary collaboration, and international cooperation. The concept extends beyond traditional notions of translation or interpretation to encompass summarizing information from multiple sources, explaining complex concepts to different audiences, facilitating understanding in multilingual settings, and bridging cultural differences that may impede communication.

In the contemporary globalized academic environment, mediation skills have become indispensable. The ability to mediate – to process information in one language and reformulate it for audiences operating in another linguistic or cultural framework – represents a sophisticated level of language competence that transcends simple bilingualism. As emphasized by the Council of Europe's official CEFR framework, mediation is a strategic process that requires agency at every stage, develops linguistic and cultural awareness, and highlights the developmental nature of linguistic repertoires, playing a crucial role in successful plurilingual and pluricultural encounters. Mediation also encompasses intralingual activities, such as simplifying technical language for non-specialist audiences or adapting formal academic discourse for different professional contexts. Contemporary frameworks acknowledge that effective communication often requires not merely expressing one's own ideas but facilitating understanding and building bridges across linguistic and cultural divides.

Competence-based benchmarks for foreign language training encompass several interrelated dimensions that collectively form an integrated model of language training in higher education.

The linguistic dimension ensures the development of language resources necessary for working with specialized and scholarly texts, including reading, writing, oral interaction, and academic discourse. In higher education contexts, linguistic competence must extend beyond everyday conversational ability to encompass the specialized vocabularies, syntactic structures, and discourse patterns characteristic of academic and professional communication. Students need to develop the ability to navigate dense theoretical

texts, extract relevant information from research articles, synthesize ideas from multiple sources, and produce well-structured written work that meets disciplinary conventions.

The sociocultural dimension reflects the ability to engage in intercultural interaction, awareness of the cultural conditioning of communication, and adherence to academic and professional ethics. This dimension recognizes that language is embedded in systems of values, assumptions, and social practices that shape how meaning is constructed and interpreted. Developing sociocultural competence requires learners to move beyond stereotypical cultural knowledge toward understanding how cultural frameworks influence communication styles, argumentation patterns, politeness conventions, and professional behaviors. In academic contexts, this includes understanding the cultural specificity of research paradigms, citation practices, authorship conventions, and academic integrity standards. The sociocultural dimension further encompasses critical awareness of power dynamics, linguistic privilege, and the politics of language choice in international academic and professional settings.

The pragmatic dimension involves using a foreign language to achieve specific professional and academic goals, such as participating in scholarly events, drafting scholarly publications, and performing professional tasks in international settings. In higher education, pragmatic competence manifests in students' ability to navigate complex professional scenarios: writing compelling research proposals, delivering persuasive presentations, networking effectively at conferences, and adapting communication strategies to different professional contexts. The pragmatic dimension also encompasses strategic competence – the ability to deploy communication strategies when linguistic resources are insufficient, including circumlocution, clarification requests, and repair strategies.

The personal dimension encompasses autonomy, responsibility, and readiness for lifelong learning, aligning with contemporary understandings of higher education's role in personal development. This dimension acknowledges that language learning extends beyond the formal educational period and requires

learners to develop metacognitive awareness, self-assessment capabilities, and strategies for continued language development throughout their professional careers. Autonomous learners can identify their own learning needs, set realistic goals, select appropriate resources, and monitor their progress independently. The personal dimension also encompasses affective factors – motivation, confidence, willingness to take risks, and resilience – that significantly influence language learning success and continued development.

Thus, foreign language training in higher education has been transformed into a systemic tool for developing the capacity for professional and intercultural communication, meeting the contemporary requirements of the integrated European Higher Education Area and the principles of competence-oriented education. This transformation reflects broader shifts in higher education toward more integrated, interdisciplinary, and professionally relevant curricula that equip graduates with the transversal competencies required for success in complex, globalized professional environments. Foreign language competence, understood in this multidimensional sense, becomes a cornerstone of graduates' professional identity and capability, enabling them to access international knowledge networks, participate in global professional communities, and contribute meaningfully to addressing transnational challenges. The integration of language training into the broader educational mission ensures that linguistic development is recognized as fundamental to students' intellectual growth, professional formation, and active participation in an increasingly interconnected world.

Conclusions and future research prospects.

The article demonstrates that effective foreign language training in higher education should be implemented through clearly defined competence-based benchmarks aligned with the European Qualifications Framework and contemporary approaches to formulating learning outcomes. Focusing on such benchmarks ensures that foreign language training aligns with the outcome-oriented logic of higher education, within which what matters is not the volume of knowledge acquired, but the development of the ability to use a foreign language for

solving academic and professional tasks in real communicative situations.

This approach promotes the integrity of language education, its systematic integration into the overall structure of educational programs, and alignment with other components of professional training. As a result, foreign language training ceases to function as an autonomous instructional element and becomes an important factor in developing academic mobility, intercultural communication, and professional competence among higher education students. This, in turn, enhances graduates' competitiveness in national and international labor markets.

Future research directions in this area involve developing field-specific models of foreign language training that account for the particularities of different educational fields and professional contexts, as well as refining assessment tools for foreign language learning outcomes in accordance with competence-based benchmarks. Particular attention should be given to analyzing mechanisms for integrating language education into interdisciplinary educational spaces, which will enhance the effectiveness of foreign language training and its responsiveness to contemporary challenges in higher education development.

BIBLIOGRAPHY:

1. Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume / Council of Europe. Strasbourg: Council of Europe Publishing, 2020. URL: <https://www.coe.int/en/web/common-european-framework-reference-languages/mediation> (дата звернення: 16.12.2024).
2. OECD Learning Compass 2030: a series of concept notes / OECD. Paris: OECD Publishing, 2019. URL: <https://www.oecd.org/education/2030-project/oecd-learning-compass-2030> (дата звернення: 17.12.2025).
3. Pérez Cañado M.L. Lessons learned: CLIL and paths forward in bilingual education. School Education Gateway: expert article. 24 September 2024. URL: <https://school-education.ec.europa.eu/en/discover/expert-views/lessons-learned-clil-and-paths-forward-bilingual-education> (дата звернення: 17.12.2025).
4. The European qualifications framework for lifelong learning (EQF) / Directorate-General for Employment, Social Affairs and Inclusion, European Commission. Luxembourg: Publications Office of the European Union, 2018. URL: <https://op.europa.eu/en/publication-detail/-/publication/4e8acf5d-41eb-11e8-b5fe-01aa75ed71a1/language-en> (дата звернення: 17.12.2025).
5. Кучеренко І.А. Сучасний компетентнісний урок в умовах технологізації навчання в закладах П(ІТ)О: електронний навчальний курс. Біла Церква: БІНПО ДЗВО «УМО» НАПН України, 2025. 94 с. URL: <https://lib.iitta.gov.ua/745491> (дата звернення: 18.12.2025).
6. Луговий В.І. Європейська концепція компетентнісного підходу у вищій школі та проблеми її реалізації в Україні. *Педагогіка і психологія*. 2010. № 2. С. 13–25.
7. Савченко О.В. Компетентнісний підхід у навчанні іноземної мови і склад професійно-комунікативної компетенції. *Вчені записки ТНУ імені В.І. Вернадського. Серія: Філологія. Соціальні комунікації*. 2020. Т. 31 (70). № 2. Ч. 2. С. 218–224. DOI: 10.32838/2663-6069/2020.2-2/38.

REFERENCES:

1. Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume. Council of Europe Publishing. Retrieved from <https://www.coe.int/en/web/common-european-framework-reference-languages/mediation> [in English].
2. OECD. (2019). OECD Learning Compass 2030: A series of concept notes. OECD Publishing. <https://www.oecd.org/education/2030-project/oecd-learning-compass-2030> [in English].
3. Pérez Cañado, M.L. (2024, September 24). Lessons learned: CLIL and paths forward in bilingual education. School Education Gateway. <https://school-education.ec.europa.eu/en/discover/expert-views/lessons-learned-clil-and-paths-forward-bilingual-education> [in English].
4. Directorate-General for Employment, Social Affairs and Inclusion, European Commission. (2018). The European qualifications framework for lifelong learning (EQF). Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/4e8acf5d-41eb-11e8-b5fe-01aa75ed71a1/language-en> [in English].
5. Kucherenko, I.A. (2025). Suchasnyi kompetentnisnyi urok v umovakh tekhnolohizatsii navchannia v zakladakh P(PTO) [Modern competency-based lesson in the context of technological education in vocational education and training institutions: electronic training course]. Bilozerkivskiyi instytut neperervnoi profesiinoi osvity, DZVO “University of Educational Management”, NAES of Ukraine. <https://lib.iitta.gov.ua/745491> [in Ukrainian].

6. Luhovyi, V.I. (2010). Yevropeiska kontseptsiiia kompetentnisnoho pidkhodu u vyshchii shkoli ta problemy yii realizatsii v Ukraini [The European concept of the competency-based approach in higher education and the problems of its implementation in Ukraine]. *Pedahohika i psykholohiia*, (2), 13–25 [in Ukrainian].

7. Savchenko, O.V. (2020). Kompetentnisnyi pidkhid u navchanni inozemnoi movy i sklad profesiino-komunikatyvnoi kompetentsii [Competency-based approach in teaching a foreign language and the composition of professional and communicative competence]. *Vcheni zapysky TNU imeni V.I. Vernadskoho. Seriia: Filolohiia. Sotsialni komunikatsii*, 31 (70), 2, 218–224. <https://doi.org/10.32838/2663-6069/2020.2-2/38> [in Ukrainian].

Дата першого надходження статті до видання: 19.12.2025

Дата прийняття статті до друку після рецензування: 16.01.2026

Дата публікації (оприлюднення) статті: 19.03.2026