



IMPLEMENTATION OF COMPETENCY-BASED EDUCATION IN MODERN METHODOLOGY

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ABSTRACT

Competency-based education (CBE) has become one of the most essential approaches in modern methodology, focusing on the developments of learners' practical skills and abilities. It emphasizes the application of knowledge in real-life contexts. The aim of the study is to examine the implementation of competency-based education in modern teaching practices. The research is based on a qualitative analysis of pedagogical literature and modern methods. The results show that competency-based education develops learners' critical thinking, communication skills and independence. To conclude, this approach improves the effectiveness of the educational process and meets the demands of contemporary education.

In the modern educational landscape, the development from traditional knowledge-based approaches to competency-based education (competency-based education) has become significant. Social, technological and economic changes require learners not only theoretical knowledge, but also practical skills in real-life contexts. Therefore, competency-based education is considered as an effective approach in modern teaching methodology.

The concept of competence has been widely explored in educational research. In particular, D. Hymes introduced the notion of communicative, emphasizing the ability to use language appropriately in various social and cultural situations¹. His idea has influenced modern competency-based approaches, especially foreign language education.

According to J. Gervais, competency-based education represents a combination of liberal arts education and professional training approaches². He emphasized the acquisition of knowledge, but also its practical application in real-world contexts. This approach reflects an important shift from traditional education systems. It shows that competency-based education develops the effectiveness of the learning process in the demands of the modern world. Competency-based education is an outcomes-oriented approach in which time is

¹ Hymes D. On communicative competence. In Pride J.B., Holmes (Eds.), *Sociolinguistics*, Penguin. 1972. – P. 269–293.

² Gervais J. The operational definition of competency-based education // *The journal of competency-based education*, 1(2), 2016. – P. 98–106.

treated as a flexible factor, while learner performance is considered the constant element³. It means that the concept of competency is often associated with learning standards and outcomes.

Moreover, competencies are described as applicable skills that learners must master not only during their study years but also in their future life. Therefore, Ch.Sturgis and K.Casey highlight that competencies extend beyond content-specific standards by encompassing a more comprehensive skills and abilities⁴. Because competencies involve the application of knowledge and the development of essential skills. Competency-based learning approaches are designed to address the individual needs of the learner, supporting the skills, abilities and active participation in society.

G. Egodawatte emphasizes that competencies go beyond the mere acquisition of knowledge and skills, as they involve the ability to effectively apply learners' existing knowledge and abilities within specific contexts⁵. This theory means that students are not only expected to understand theoretical concepts but also to transfer and apply them in real-life tasks, activities and different situations. Competencies integrate skills, attitudes and knowledge, which make learning more applicable in the classroom.

C.M.K. Morrison points out that competency-based education and competency-based learning are often used interchangeably owing to the absence of a shared conceptual framework and terminology in the field⁶. This means that researchers or scholars do not always distinguish between the broader educational model and instructional processes within it. Therefore, this lack of terminology can lead to misunderstandings in both theoretical and practical implementation. Mostly educators may adopt competency-based strategies without fully aligning them with the core principles of CBE, which can affect the consistency of the approach.

The scholars E. Levine and S. Patrick present a comprehensive definition that reflects the nature of CBE, emphasizing both individual progress and development⁷. Because competency-based education is described as an outcome-oriented and learner-centered approach that incorporates collaborative learning, process-based assessment. Even there are attempts to synthesize key elements of the approach, there is still no universally agreed definition of CBE in the academic community.

In conclusion, competency-based education represents a significant development from traditional knowledge-based approaches toward a more learner-centered and outcomes-oriented model. The analysis of various scholarly perspectives shows that CBE emphasizes the development of knowledge, skills, attitudes in real-life contexts. The integration of flexible learning process and assessments enhances the effectiveness of the learning new contents. However, the lack of a unified conceptual framework indicates the requirement for extra

³ Stafford M.C. Competency-based education. In modernizing learning: Building the future learning ecosystem, edited by S.S.Walcutt. Washington DC: Government Publishing Office, 2019. – P. 243–269.

⁴ Sturgis Ch., Casey K. Quality principles for competency-based education. Vienna, VA: iNACOL, 2018. – P. 7.

⁵ Egodawatte G. An analysis of the competency-based secondary mathematics curriculum in Sri Lanka. Educational Research for Policy and Practice, 13(1), 2014. – P. 45–63.

⁶ Morrison C.M.K. College choice and competency-based education learner motivations. PhD. diss., Montana State University, 2018. – P. 25.

⁷ Levine E., Patrick S. What is competency-based education? An Updated Definition. Vienna, VA: Aurora Institute, 2019. – P. 7.

researches. All in all, competency-based education plays an essential role in improving the quality of contemporary education.

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