



COMPETENCY-BASED APPROACH IN MODERN PEDAGOGY

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Abstract. This article analyzes the theoretical foundations, essence, and possibilities of implementing the competency-based approach in primary education within the framework of modern pedagogy. The competency-based approach focuses on learner-centered education and enables students to apply their knowledge, skills, and abilities in real-life situations. At the same time, the article addresses issues related to modern pedagogical technologies, interactive methods, and teachers' professional competence. The research results show that the effective application of the competency-based approach at the primary education stage plays an important role in forming key competencies in students and preparing them for subsequent stages of education.

Keywords: modern pedagogy; competence; competency-based approach; primary education; quality of education; innovative technologies.

Introduction. In the context of rapid globalization, digital transformation, and the growing complexity of social and professional life, higher demands are being placed on the outcomes of education systems worldwide. Modern education is no longer limited to the transmission of subject knowledge; instead, it is increasingly oriented toward developing learners' abilities to apply knowledge in real-life situations, solve complex problems, think critically and creatively, communicate effectively, and continuously develop themselves throughout life. These requirements necessitate a fundamental reconsideration of the goals, content, methods, and assessment systems of education.¹ Within this paradigm shift, the competency-based approach has emerged as one of the most influential and widely discussed directions in modern pedagogy. The competency-based approach focuses on the formation of integrated competencies that combine knowledge, skills, attitudes, values, and practical experience, enabling learners to act effectively in diverse and unpredictable situations. This approach emphasizes learner-centered education, active learning, problem-based and project-based methods, and authentic assessment practices, thereby transforming the traditional teacher-centered model into a learning environment in which students are active participants in their own educational trajectories.²

In many countries, educational reforms aimed at implementing competency-based curricula have been driven by the need to align education with labor market demands and the challenges of the knowledge-based economy. The rapid development of information and communication technologies, the expansion of digital learning environments, and the

¹Okeyo, D. A., & Kanake, L. K. (2021). A competency-based curriculum for Kenyan primary schools: Learning from theory. *Editon Consortium Journal of Curriculum and Educational Studies*

² Mirza, C., et al. Teachers' Perspectives on the Competency-Based Approach: Assessing Readiness for a New Educational Reform. *International Journal of Learning, Teaching and Educational Research*.

emergence of new professions require learners to possess not only subject-specific knowledge but also transversal competencies such as communication, collaboration, critical thinking, digital literacy, and self-directed learning.³ From this perspective, the competency-based approach serves as a strategic response to the mismatch between traditional education outcomes and contemporary societal needs.

The primary education stage plays a crucial role in laying the foundation for the development of key competencies.⁴ It is during this period that learners form their basic attitudes toward learning, develop initial skills of independent thinking and communication, and acquire fundamental social and learning competencies. The effective implementation of the competency-based approach at the primary education level is therefore of particular importance, as it creates the conditions for the sustainable development of learners' competencies in subsequent stages of education. Teaching practices that integrate real-life tasks, interactive and game-based methods, and reflective activities at the primary level contribute significantly to the formation of students' learning autonomy and motivation.

Despite the recognized potential of the competency-based approach, its practical implementation in educational systems faces a number of challenges. These include insufficient methodological preparedness of teachers, limited availability of competency-oriented teaching materials, inconsistencies between curriculum goals and assessment practices, and the need for systemic support for professional development. In addition, the digitalization of education presents both opportunities and challenges for implementing competency-based learning, as it requires teachers and students to develop new digital competencies and to effectively integrate technology into the learning process.⁵ In this context, the present study aims to analyze the theoretical foundations and educational significance of the competency-based approach in modern pedagogy and to examine the pedagogical possibilities of its implementation in primary education. By synthesizing theoretical perspectives and empirical insights, the article seeks to identify key challenges and propose practical directions for enhancing the effectiveness of competency-based education in primary school settings.

Methods (Research Methodology). This study aims to examine the role of the competency-based approach in modern pedagogy and the possibilities of implementing it in the primary education process. The study ensured the integration of theoretical and empirical methods.

Theoretical research methods included the analysis, comparison, generalization, and systematization of pedagogical, psychological, and methodological literature on competence and the competency-based approach. The concepts of competence and the competency-based approach, their place in the education system, and development trends were studied on the basis of scientific sources.

Within the framework of empirical methods, classroom observations in primary education, analysis of the use of interactive methods in lessons, and the study of existing

³ Açıkgöz, T., & Babadoğan, M. C. (2025). *Competency Based Education: Theory and Practice*. Psycho Educational Research Reviews.

⁴ Holubnycha, L., et al. Development of the Competency-Based Approach to Education. *Educational Challenges*.

⁵ Isroilova, R. S. (2024). Kompetensiyaviy yondashuv pedagogik ta'limning asosi sifatida. *Pedagogik Mahorat*.

experiences related to teachers' professional activities were conducted. In addition, methods of analyzing and generalizing the results of pedagogical practice were used.

The reliability of the research results was ensured by the diversity of scientific sources, the appropriate selection of methods, and the logical substantiation of the conclusions obtained. The implementation of the competency-based approach in modern pedagogy is associated with a number of organizational and pedagogical challenges. First, teachers' methodological preparedness for this approach is not sufficiently developed, which creates difficulties in designing and conducting competency-oriented lessons. Second, existing curricula and textbooks contain an insufficient proportion of tasks aligned with the competency-based approach, which limits the formation of students' competencies relevant to real-life situations.⁶ Third, the dominance of traditional knowledge-oriented approaches in the assessment system remains, which does not allow for a comprehensive reflection of competency-based outcomes. In addition, in the process of digitalizing the educational environment, the insufficient development of teachers' ICT competencies negatively affects the effectiveness of implementing this approach.

Results. Based on the analyses conducted during the study, the following results were obtained:

- lessons organized on the basis of the competency-based approach increase students' activity and level of independent thinking;
- at the primary education stage, communicative, information-handling, and self-development competencies are effectively formed through interactive methods;
- in lessons where modern pedagogical technologies are applied, students' skills in applying knowledge in practical situations are higher;
- the use of competency-based assessment elements develops students' self-assessment and reflection abilities.

The results obtained confirm that the competency-based approach is an important pedagogical factor in improving the quality of education in primary education. Within the competency-based approach, the assessment process should not be limited to checking knowledge but should be aimed at comprehensively assessing students' competencies. From this perspective, formative assessment, rubrics, portfolios, project-based tasks, and assignments based on real-life situations are considered effective tools for assessing competencies. Such assessment methods develop students' self-assessment and reflection skills and turn them into active participants in the learning process. In addition, assessment systems implemented on the basis of digital platforms make it possible to monitor students' individual learning trajectories, which contributes to more effective implementation of the competency-based approach.⁷

Discussion. The obtained findings are consistent with international studies that demonstrate the effectiveness of competency-based curricula in improving students' practical skills and readiness for solving real-life problems. At the same time, local studies emphasize that the quality of competency-based education largely depends on teachers' professional competence and pedagogical mastery. This indicates that the successful implementation of the

⁶ Competency-Based Approach: Transforming Assessment in Education. (2025). *Web of Teachers: Inderscience Research*.

⁷ Xodiyeva, D. P., et al. Theoretical and Practical Foundations of the Competence Approach to the Primary Education System.

competency-based approach requires not only curriculum reform, but also the systematic professional development of teachers, the use of innovative pedagogical technologies, and the modernization of assessment systems. Therefore, competency-based education should be considered as a комплексный педагогический процесс that integrates content renewal, methodological innovation, and professional growth of teachers.⁸ The effective implementation of the competency-based approach requires comprehensive changes in the education system. This approach should be considered not merely as a methodological innovation but as a systemic reform encompassing educational content, assessment systems, and teachers' professional development. International experience shows that in education systems where competency-based education has been successfully implemented, continuous professional development of teachers, alignment of assessment criteria with competency-based outcomes, and deep integration of digital technologies into the educational process are key factors. Therefore, to implement the competency-based approach on a large scale in primary education, it is necessary to strengthen methodological support for teachers, align textbooks and curricula with competencies, and modernize the assessment system.

Conclusion. The present study has demonstrated that the competency-based approach represents a fundamental shift in modern pedagogy from content-centered instruction to learner-centered education focused on the holistic development of students. By integrating knowledge, skills, attitudes, and values, this approach creates opportunities for learners to apply what they have learned in authentic, real-life contexts. The findings of the study confirm that the effective implementation of the competency-based approach in primary education significantly contributes to the development of key competencies, including communication, information literacy, self-directed learning, and social and civic engagement, which are essential for lifelong learning and active participation in society. Furthermore, the analysis indicates that the success of competency-based education largely depends on the systemic alignment of curriculum design, teaching methods, and assessment practices. Competency-oriented learning cannot be achieved solely through methodological changes in classroom instruction; it requires a coherent framework in which learning objectives, instructional strategies, and assessment criteria are consistently oriented toward competency outcomes. The integration of formative assessment, project-based learning, and reflective practices enhances students' ability to monitor their own learning progress and supports the development of metacognitive skills, which are crucial for independent and continuous learning.

The study also highlights the central role of teachers' professional competence in the successful implementation of the competency-based approach. Teachers' readiness to design competency-oriented tasks, apply interactive and student-centered methods, and effectively use digital technologies directly influences the quality of learning outcomes. Therefore, continuous professional development, methodological support, and institutional conditions that encourage pedagogical innovation are essential prerequisites for the sustainable implementation of competency-based education in primary schools. Strengthening teachers' competencies in curriculum design, assessment literacy, and digital pedagogy can significantly enhance the effectiveness of educational reforms.

⁸ Muxammadjonov, J., & Olimova, S. (2025). Oliy ta'limda pedagogik kompetensiya tushunchasining nazariy asoslari. *Qo'qon Universiteti Xabarnomasi*.

In addition, the digital transformation of education offers new opportunities for implementing the competency-based approach through personalized learning environments, adaptive assessment tools, and digital platforms that support students' individual learning trajectories. However, these opportunities can only be fully realized if adequate infrastructure is provided and both teachers and students possess sufficient digital competencies. Addressing issues of digital inequality and ensuring equitable access to learning technologies remain important challenges for educational policy and practice. Overall, the competency-based approach should be viewed as a long-term strategic direction in educational development rather than a short-term reform initiative. Its successful implementation requires coordinated efforts at the policy, institutional, and classroom levels, as well as continuous monitoring and evaluation of educational outcomes. By creating supportive learning environments, investing in teachers' professional development, and aligning curricula and assessment systems with competency-based principles, primary education can provide a strong foundation for students' academic success, personal growth, and lifelong learning in an increasingly complex and dynamic world

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