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COMPETENCY-BASED EDUCATIONAL STRATEGY DEVELOPMENT: HISTORICAL DIMENSION

The article focuses on the historical and methodological foundations behind the emergence of a competency-based educational strategy in the context of developing foreign language education in Ukraine. It emphasizes the need for a comprehensive analysis that traces the origins and evolution of key educational concepts shaped by global transformations in today's learning environment.

The study seeks to trace the historical and methodological roots of this strategy by examining key stages in how foreign language competence has taken shape within Ukrainian pedagogical discourse. The methodological framework relies on the genetic approach, which makes it possible to reconstruct the logic of development over time and to highlight sociocultural, pedagogical, and philosophical factors behind it.

Four main stages in the evolution of foreign language competence are identified: the pre-Soviet era, marked by a humanitarian-classical model; the Soviet period, dominated by a knowledge-centered paradigm and grammar-translation method; the post-Soviet phase, involving shifts in language policy and integration of European practices; and the European integration stage, defined by actively applying a competency-based approach in official education policy.

Building foreign language competence in Ukraine appears as a complex, multidirectional process, influenced by both pan-European integration and national language teaching traditions. This transformation affected not only methodology but also educational goals, shifting the focus from educating an erudite intellectual to preparing a skilled professional ready to operate in a multicultural environment. The findings hold theoretical and practical value for pedagogy, language teaching methods, and the creation of modern educational strategies aligned with European integration processes.

Keywords: *competency-based approach, foreign language competence, genetic method, educational strategy, historical-pedagogical analysis, language education, pedagogical discourse, European integration, language policy transformation.*

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Problem Statement and Its Relevance.

Identifying the genesis of scientific phenomena represents a fundamental challenge in pedagogical theory and practice. Today's rapidly shifting educational landscape demands a rigorous tracing of core pedagogical concepts' origins and evolution. Among these concepts, the competency-based educational strategy stands out as increasingly influential in shaping educational processes across all levels, particularly in higher education.

Foreign language education requires reconstructing the origins, building, and evolution of language competence – a crucial pedagogical, methodological, and socio-cultural phenomenon. Analyzing its origins elucidates the paradigm's developmental logic, challenging prevalent methodological reductions to instrumental skill acquisition. This reductionism leads to superficial treatment of

foreign language competence in education, compromising both national standards and international obligations – from academic mobility to European Higher Education Area integration.

The competency-based paradigm, which gained prominence in the late 20th and early 21st centuries, is often examined solely within the framework of contemporary educational reforms. However, its building encompasses a broad and complex history that synthesizes humanistic, pragmatic, socio-cultural, and didactic traditions dating back to antiquity. This calls for a historical and methodological reconceptualization of the processes involved in building foreign language competence, with an emphasis on identifying the intellectual, social, and cultural prerequisites that gave rise to related educational concepts and strategies. Such an approach fosters a deeper understanding of the essence of the competency-based approach and facilitates its effective adaptation within national educational systems.

Conversely, the relevance of this topic arises from the need for methodologically reconceptualizing the very notion of competence as a cornerstone of modern education. As seen in other disciplines, such as cosmology, the dominance of long-established paradigms often hinders the development of alternative models. For instance, "the urgent need for alternative research in this area is caused by the objective excessive stability of the Standard Model (SM) theory with its paradigm of the singularity of the birth of the Universe (...) against the background of new experimental astrophysical data" [1, p. 1017]. In a similar way, the excessive reliance on formalized competency frameworks in education may obscure the historical depth and conceptual variability of the term "competence", thus calling for its critical re-evaluation in line with interdisciplinary developments. Despite extensive institutional support from both international and national bodies, the concept itself, along with its theoretical foundations, remains highly variable and polyphonic in interpretation. This variability presents significant challenges in designing curricula, developing standards, and assessing learning outcomes, particularly in delivering foreign language instruction within non-linguistic degree programs.

Accordingly, delineating the historical and methodological foundations of competence-based education and reconstructing the key stages in developing foreign language competence as a pedagogical category carries substantial theoretical and practical significance. From a theoretical standpoint, it provides a robust methodological framework for conducting future research in pedagogy and foreign language teaching. From a practical perspective, it contributes to improving the quality of language training in higher education, which is a pressing priority in the context of educational reforms, international integration, and the demands of the knowledge economy.

Literature Review.

The issue of building a competency-based approach in education continues to attract sustained scholarly interest from both national and international researchers. Over the past decades, this paradigm has gradually attained the status of a leading framework in many educational systems, including Ukraine. However, a number of

key aspects of its genesis, historical and methodological foundations, and theoretical underpinnings are noted to remain subjects of academic debate and require further reflection.

The general foundations of the competency-based approach and its orientation toward learning outcomes have been analyzed in the works of O. V. Ovcharuk. In the contemporary context, she defines competence as "an integrated characteristic of a person's quality, a result-oriented construct formed through experience, knowledge, skills, attitudes, and behavioural responses" [2, p. 10], emphasizing the need to develop such competences that ensure both the acquisition of knowledge and the ability to apply it in real-life and professional situations.

The historical and pedagogical dimension of a competency-based approach to foreign language education is represented in the works of N. M. Avsheniuk and L. P. Pukhovska, who investigated the theoretical foundations and specific features of practice-oriented approaches to implementing a competency-based approach in training and developing teachers across various educational levels [3]. A significant contribution to studying the evolution of foreign language education has been made by I. Pometun, who defined competence as a deliberately formed set of knowledge, skills, abilities, capacities, and value orientations enabling future professionals to independently identify and solve typical tasks within a given professional domain, regardless of the specific context [4]. O. P. Savchenko explored the essence of a competency-based approach while training future teachers at higher pedagogical institutions [5]. O. I. Lokshyna analyzed the factors that influenced the Brussels decision to renew a competency-based approach in education and, drawing on a comparative analysis of the 2006 and 2018 editions of the European Reference Framework of Key Competences for Lifelong Learning, identified innovative changes in its content concerning both the conceptual understanding of competences and the revision of their list and characteristics [6].

At the conceptual and methodological level, the analysis of pedagogical phenomena, particularly the competency-based approach, has been extensively addressed in the works of I. A. Ziaziun, V. H. Kremen, and N. H. Nychkalo. These scholars conceptualize the methodology of pedagogy as a multidimensional construct shaped by philosophical, cultural, psychological, and social determinants of educational development.

I. A. Ziaziun's pioneering research established the foundations of competency-based education, demonstrating its systemic implementation across all educational tiers [7]. Concurrently, V. H. Kremen and V. I. Luhovyi articulated the transition toward education for sustainable development, framing lifelong learning capacity as the cornerstone of personal competence [8, p. 14].

However, H. D. Shchekatunova argues that a competency-based approach shifts the focus of the educational process from merely acquiring knowledge, skills, and abilities, as typical of the traditional education system, toward developing both key and subject-specific competences. Within this framework, the primary goal of learning becomes fostering the individual's ability to act practically and apply acquired knowledge creatively rather than simply accumulating it [9]. This indicates

that research in this area remains fragmented and often discontinuous, with its conceptual foundations still requiring further systematization.

A separate line of research focuses on studying the transformation of educational paradigms that prompted the shift from a knowledge-based to a competency-based model of education. L. S. Vashchenko viewed the outcome of competency-based education as the competencies formed and demonstrated in practical situations, particularly during the application of knowledge and skills in new conditions different from those in which the knowledge was originally acquired [10, p. 14].

While scholars have examined discrete elements of the competency paradigm, the historical and methodological foundations of foreign language competence development in Ukraine's education system remain insufficiently theorized and empirically unexplored.

Outstanding issues regarding the problem.

Although substantial research has examined a competency-based approach in education, especially concerning foreign language competence as a core component, scholars have yet to produce a comprehensive and systematic account of its historical genesis within the national educational discourse. Existing studies predominantly focus either on current manifestations or isolated historical periods, thereby impeding the reconstruction of a complete historico-methodological framework essential for understanding the evolution of foreign language competence in Ukraine's educational system.

A critical lacuna exists in tracing the chronological and conceptual continuity of language education within Ukrainian pedagogical traditions. This analysis must span multiple historical periods, beginning with the Kyiv-Mohyla Academy's foundation and Enlightenment influences, continuing through Soviet-era transformations, and concluding with current competency-based frameworks. The current scholarly gap in correlating historical language instruction models with modern foreign language competence paradigms perpetuates a fragmented understanding of both its ontological essence and praxiological implementation.

Methodological approaches to defining and classifying the stages of developing foreign language competence within the framework of the national educational strategy remain underdeveloped. There is no generally accepted approach to periodizing this process in the scientific community, which complicates constructing a systematic model of its development. At the same time, modern conceptual frameworks often disregard the specifics of the socio-cultural, political, and ideological contexts that shaped language policy and the practice of teaching foreign languages during different historical periods.

Furthermore, coordinating national pedagogical concepts of competence, competency, and a competency-based approach with international educational standards such as the Common European Framework of Reference for Languages (CEFR), 21st century skills, PISA, and OECD frameworks continues to pose challenges. Existing terminological and conceptual inconsistencies hinder establishing effective interdisciplinary and intercultural communication concerning

implementing a competency-based paradigm in the Ukrainian education system.

Also of interest is the issue of ensuring methodological flexibility and aligning modern models of foreign language competence with the challenges of the current stage of educational transformation, including digitalization, globalization, and the increasing role of non-formal and informal learning. This highlights the need for developing a universal research model that integrates historical depth with the analytical capacity for interpreting contemporary processes of foreign language competence development within the higher education system of Ukraine.

This article **aims to** establish the historical and methodological foundations for developing a competency-based educational strategy by tracing key developmental stages of foreign language competence within Ukraine's pedagogical discourse. The study examines historical antecedents, theoretical frameworks, and conceptual models that have influenced the evolution of foreign language competence across different periods of national education. Special emphasis is placed on identifying critical chronological and methodological milestones that maintain conceptual continuity while positioning foreign language competence as a fundamental element of modern education aligned with European and global standards.

Main Research Material.

The competency-based paradigm, developed in international education since the 1960s, emerged as a response to the crisis of traditional knowledge-based education models. Its foundations were established through the work of major global organizations – specifically the Organization for Economic Cooperation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), later joined by the Council of Europe and European Commission. These institutions positioned competency-based education as fundamental for ensuring mobility, employment opportunities, social inclusion, and lifelong learning. The Council of Europe's CEFR project proved particularly influential in shaping foreign language competence, introducing a new paradigm that defined language learning objectives through communicative skills and real-world application scenarios.

The integration of the competency-based approach into national educational systems began taking shape in the second half of the 20th century. In Ukraine, this process started gaining particular momentum in the 1990s, a transformative period marked by gaining national independence, redefining ideological paradigms, and establishing new value systems and philosophical foundations for education. During this period, recognizing the need to align educational content with evolving European standards became increasingly important, especially in reforming language education. Within this framework, prioritizing the development of foreign language communicative competence became essential, as it was seen as a core element of fostering cultural literacy, ensuring professional qualification, and promoting civic engagement among future specialists.

In methodological terms, studying the genesis of foreign language competence involves applying the genetic method, which makes it possible to trace the logic of a phenomenon's development in temporal sequence, from its initial manifestations to

contemporary forms. In pedagogy, employing the genetic approach enables not merely the reconstruction of a concept's historical origins, but also the identification of social, cultural, pedagogical, and philosophical factors that have shaped, transformed, and institutionalized it within educational contexts. Accordingly, foreign language competence is understood not as a static construct but as a dynamic phenomenon acquiring different semantic and functional characteristics depending on the historical context, policy environment, and prevailing educational paradigm.

A historical and pedagogical retrospective demonstrates that ideas underlying the modern understanding of competence were already present in classical philosophical systems. For instance, Aristotle, in his treatise Nicomachean Ethics, emphasized acquiring experience, acting consciously, practicing consistently, and understanding as foundations of virtue [11, p. 29], which aligns with the contemporary notion of competence as an integration of both knowledge and skills as well as attitudes and the capacity for effective action. During the Enlightenment, thinkers such as J.-J. Rousseau, I. Kant, and J.-G. Herder highlighted the necessity of promoting the individual's harmonious development, viewing education as involving both fostering intellectual growth and shaping moral values and worldview orientations, which directly resonates with the principles of competence-based learning.

The development of foreign language competence within Ukrainian education must be examined through distinct historical phases:

The pre-Soviet era (19th to early 20th century) was marked by the predominance of a humanistic-classical educational paradigm. During this period, foreign language instruction (primarily in Latin, German, and French) served as an elitist pursuit, intrinsically tied to notions of formal erudition, social stratification, and broad cultural cultivation. The pedagogical approach emphasized classical textual analysis and rhetorical exercises, notwithstanding the absence of a formally articulated "competence" framework. This educational model reflected the values of privileged social strata while lacking a systematic methodology for practical language acquisition.

The Soviet period (1920s-1980s) witnessed the dominance of the knowledge-based educational paradigm, characterized by the prevalence of reproductive teaching methods. Language education during this era was predominantly grammatical and translational in nature, fostering linguistic knowledge acquisition while constraining communicative competence development. The concept of "competence" remained absent from official discourse. Foreign languages were regarded primarily as instruments of ideological control and political influence, which hindered their practical acquisition.

The post-Soviet period, since 1991, is associated with the transformation of language policy and the renewal of the content of education. A special role was played by familiarizing with European experience, in particular with the Common European Framework of Reference for Languages (CEFR, 2001), which became the basis for forming modern standards of foreign language education in Ukraine. At this stage, the term competence began being introduced into domestic pedagogical

terminology and conceptualized in the content of state educational documents.

The European integration stage from 2014 to the present is marked by actively implementing the competency approach in regulatory documents, in particular in the Higher Education Standard of Ukraine (2019), where foreign language communicative competence is defined as key. Strengthening integration into the European educational space, participating in the Erasmus+ program, and creating the National Agency for Quality Assurance in Higher Education all contribute to systematically implementing competency-based principles in language teaching.

The current stage in forming a competency-based educational strategy requires integrating interdisciplinary methodological approaches. This involves combining systemic, synergistic, personally oriented, activity-based, and competency-based approaches. As Telling & Serapioni rightly point out, shifting towards a competency-based framework reflects a broader understanding of education – one that integrates not only theoretical knowledge but also practical skills, social behaviors, values, and personality traits typically linked to professional training [12]. Such a methodology involves not only fixing the learning outcome but also taking into account the procedural component – namely, the student's or pupil's ability to apply acquired knowledge in specific situations, adapt to new conditions, communicate effectively, work in a team, and critically evaluate information.

The present analysis reveals that developing foreign language competence in Ukraine is rooted in profound historical and cultural traditions, while its contemporary conceptualization reflects synthesizing philosophical thought, pedagogical theory, and international benchmarks that guide transforming education in an era of globalization. Within this framework, foreign language competence emerges not merely as an instrument for facilitating intercultural communication, but rather as a fundamental resource enabling social mobility, achieving academic success, and fulfilling professional potential in today's interconnected world. Its cultivation necessitates adopting a comprehensive approach integrating cognitive skills, practical abilities, value systems, and capacities for pursuing self-directed learning and ensuring continuous development. The current educational shift, moving from focusing on process-oriented instruction to emphasizing outcome-based learning while particularly assessing graduates' ability to perform effectively in authentic professional contexts, marks a decisive transition toward implementing the competency-based paradigm.

Against this background, foreign language as an academic discipline ceases to be an end in itself and is considered a means of achieving personal, professional, and social effectiveness. This involves updating not only the content but also the forms, methods, and technologies of language teaching, focusing on authentic communicative situations, engaging in project activities, integrating interdisciplinary content, and developing critical thinking.

Thus, the genesis of foreign language competence in Ukraine represents a complex process reflecting the evolution of educational values, scientific-methodological approaches, and international influences. Its contemporary interpretation emerges from sustained historical and pedagogical development,

integrating classical educational traditions with current global challenges. The establishment of a competency-based educational strategy necessitates systematic reconceptualization of language instruction goals and methods within the context of European integration, educational digitalization, and intensified intercultural interaction, thereby opening new horizons for foreign language education development in Ukraine.

Conclusions.

Investigating foreign language competence genesis in Ukraine reveals its complex, multidirectional nature, shaped by both pan-European integration processes and national language education traditions that emerged under philosophical, cultural, and political influences. Throughout historical development, not only foreign language learning approaches have transformed, but also the fundamental objectives of language education evolving from cultivating erudite intellectuals to developing competent specialists capable of functioning effectively within multicultural and professional environments.

The methodological framework for this study must be comprehensive, integrating historical-pedagogical analysis, genetic methodology, and interdisciplinary approaches. The competency-based approach currently predominant in Ukraine's higher education system necessitates updating foreign language teaching content and methodologies based on value orientations, practice-oriented learning, and personal learning significance.

Promising areas of further research include:

– analyzing the transformation of the content of foreign language education in the context of digitalization and globalization challenges;

– developing innovative didactic models for forming foreign language communicative competence among higher education applicants;

– adapting historical and pedagogical experience to the current requirements of the Single European Educational Space;

– deepening the methodological justification of the relationship between foreign language competence and the professional training of specialists in the fields of health care, social work, public administration, and others.

Thus, foreign language competence emerges not only as an outcome of educational activity but also as an essential component in shaping a holistic, adaptable, and socially responsible individual capable of continuous professional and cultural development within a dynamic educational environment.

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Уваркіна О. В., Лічман Л. Ю., Кононець О. М. Становлення компетентнісної освітньої стратегії: історичний аспект.

Статтю присвячено історико-методологічному дослідженню витоків і розвитку компетентнісної освітньої стратегії в контексті формування іншомовної освіти в Україні. Наголошено на необхідності комплексного аналізу, що дозволяє простежити походження та еволюцію ключових освітніх концептів, трансформованих під впливом глобальних змін у сучасному освітньому середовищі.

Метою дослідження є з'ясування історичних і методологічних передумов становлення компетентнісного підходу через вивчення основних етапів формування іншомовної компетентності в українському педагогічному дискурсі. Методологічну основу становить генетичний підхід, який дає змогу реконструювати логіку розвитку освітніх явищ у хронологічній послідовності та виокремити соціокультурні, педагогічні й філософські чинники, що вплинули на їх становлення.

У межах дослідження визначено чотири ключові етапи розвитку іншомовної компетентності: дорадянський період, пов'язаний із домінуванням гуманітарно-класичної моделі освіти; радянський період, що характеризувався переважанням знаннєвої парадигми та граматико-перекладного методу; пострадянський етап, пов'язаний із трансформацією мовної політики та інтеграцією європейських освітніх практик; а також сучасний етап європейської інтеграції, що супроводжується активним впровадженням компетентнісного підходу в офіційну нормативно-освітню документацію.

Показано, що формування іншомовної компетентності в Україні є складним і багатовекторним процесом, який зумовлюється як загальноєвропейськими інтеграційними тенденціями, так і національними традиціями мовної освіти. Зазначені трансформації охоплюють не лише методичні підходи, а й зміну цілей навчання: від виховання ерудованого інтелектуала – до підготовки висококваліфікованого фахівця, здатного ефективно діяти в мультикультурному професійному середовищі.

Результати дослідження мають як теоретичне, так і практичне значення для розвитку педагогічної науки, удосконалення методики викладання іноземних мов та формування сучасних освітніх стратегій у контексті європейської інтеграції.

***Ключові слова**: компетентнісний підхід, іншомовна компетентність, генетичний метод, освітня стратегія, історико-педагогічний аналіз, мовна освіта, педагогічний дискурс, європейська інтеграція, трансформація мовної політики.*