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A COMPETENCY-BASED APPROACH TO DEVELOPING STUDENTS' LISTENING AND READING SKILLS WHILE FOREIGN LANGUAGE LEARNING

Abstract. The competence-based approach to foreign language learning involves not only the development of linguistic knowledge (vocabulary, grammar, phonetics) but also the ability to use this knowledge effectively in real-life situations. This means that the primary focus is on the practical aspect of language proficiency, which ensures not only the acquisition of theoretical material but also the development of language skills, intercultural communication abilities, critical thinking, teamwork, and problem-solving competencies. A particular emphasis is placed on listening and reading skills, as they serve as the foundation for receiving, processing, and analyzing information and for the further development of other types of language activities such as speaking and writing.

The aim of this article is to define the main principles of the competence-based approach to developing students' listening and reading skills and to identify the key challenges associated with its implementation in the educational process. The study analyzes both didactic and psychological aspects of language teaching



and explores effective strategies and methodologies that enhance active student participation. This approach transforms learning from passive knowledge absorption into an active process where students become full participants in communication and knowledge acquisition.

The competence-based approach is also closely linked to increased student motivation. Learners see the practical benefits of studying the language, as the acquired knowledge and skills enable them to navigate in a foreign-language environment, comprehend authentic texts, and participate in intercultural dialogue. The use of interactive teaching methods, authentic materials, and situational modeling creates favorable conditions for the effective development of listening and reading skills, as well as for the formation of key competencies required in modern society.

Keywords: competencies, communication, reading skills, listening skills, approach.

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КОМПЕТЕНТІСНИЙ ПІДХІД ДО РОЗВИТКУ У СТУДЕНТІВ НАВИЧОК АУДІЮВАННЯ ТА ЧИТАННЯ ПІД ЧАС ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

Анотація. Компетентнісний підхід до вивчення іноземної мови передбачає розвиток не лише лінгвістичних знань (лексики, граматики, фонетики), а й формування здатності ефективно використовувати ці знання у реальних життєвих ситуаціях. Це означає, що основна увага приділяється практичному аспекту володіння мовою, який забезпечує не лише засвоєння теоретичного матеріалу, але й розвиток мовленнєвих навичок, здатності до міжкультурної комунікації, критичного мислення, уміння працювати в команді та вирішувати проблеми. Особливу роль у цьому процесі



відіграють навички аудіювання та читання, оскільки саме вони є базою для отримання, обробки та аналізу інформації, а також для подальшого формування інших видів мовленнєвої діяльності, зокрема говоріння та письма.

Мета статті – визначити основні принципи компетентнісного підходу до розвитку навичок аудіювання та читання у студентів, а також виявити ключові труднощі, що виникають під час його впровадження в освітній процес. У рамках дослідження аналізуються дидактичні та психологічні аспекти навчання, розглядаються ефективні стратегії та методики, які сприяють активному залученню студентів до навчального процесу. Такий підхід дає змогу перетворити навчання з пасивного засвоєння матеріалу на активну діяльність, у якій студенти стають повноцінними учасниками комунікації та здобувачами знань.

Компетентнісний підхід також тісно пов'язаний із підвищенням мотивації студентів. Вони бачать практичну користь від вивчення мови, адже здобуті знання та вміння дозволяють їм орієнтуватися в іншомовному середовищі, сприймати автентичні тексти, брати участь у міжкультурному діалозі. Застосування інтерактивних методів навчання, автентичних матеріалів та ситуаційного моделювання створює умови для ефективного розвитку навичок аудіювання та читання, а також формування ключових компетентностей, необхідних у сучасному суспільстві.

Ключові слова: компетентності, комунікація, навички читання, навички аудіювання, підхід.

The relevance of the problem. In the modern education system, it is crucial not just to acquire knowledge but also to apply it in real-life situations. This is especially relevant in foreign language learning, where understanding spoken and written language is essential for effective communication.

A competency-based approach to foreign language learning involves developing not only linguistic knowledge (vocabulary, grammar, phonetics) but also the ability to use it in real-life situations. Special attention should be given to listening and reading skills, as they form the foundation for understanding information and further developing communicative competence.

In recent years, there has been a significant increase in interest in a foreign language as a means of international communication. Therefore, the primary task of teaching a foreign language at the present stage is the formation of foreign language communicative competence. For students of language specialties, mastering communicative competence is an integral part of the perfect study of a foreign language. However, many teachers and students encounter difficulties in teaching dialogic speech and its practical application. It is no secret that each



student perceives and reproduces information in accordance with a certain type of intelligence, therefore, ideally, everyone's speech competence should be formed taking into account individual characteristics. This study aims to simplify the task aimed at forming students' speech competence, as it systematizes the main features of students' communicative competence, lists key aspects of individualization in the formation of communicative competence and presents a set of methods and approaches for training dialogic speech, which are developed taking into account all the features mentioned above. In addition, the work focuses on the ability to communicate in authentic situations, which is extremely important in the learning process, as it is directly related to the subsequent application of the language in practice.

The main research methods in the article are descriptive and comparative.

Analysis of last researches and publications. The education of a future specialist is considered as the education of a cultured person and a highly qualified specialist in the future (in this case, by means of a foreign language), capable of solving work tasks and creating an appropriate cultural environment around himself. The implementation of this task broadens the horizons of students, increases their general culture, as well as the culture of thinking, communication, and language. According to these subsystems, it is possible to determine interrelated guidelines that can become the basis for teaching a foreign language in a linguistic higher educational institution in the context of individualized competency-based education.

A future English teacher must be fluent in a foreign language and demonstrate high foreign language communicative competence. However, not all students of language faculties and specialties reach this level. Thus, the question of finding and selecting updated approaches, methods, and means of individualizing the formation of foreign language communicative competence of future English teachers at the university very often arises, which makes the topic of this scientific work extremely relevant. Intercultural communication requires careful preparation, which is why students, as well as everyone who wants to learn English and actively use it, must choose a path for themselves that will help them achieve their goal. That is why this work is aimed at researching and summarizing information on the formation of English-language communicative competence, taking into account the individual characteristics of students.

The competency-based approach is a teaching method aimed at developing key competencies that enable students to function effectively in different life situations. In the context of foreign language learning, this approach focuses on the following competencies:



1. Linguistic competence – mastery of the language system (grammar, vocabulary, phonetics).
2. Communicative competence – the ability to use the language effectively for communication.
3. Sociocultural competence – awareness of the cultural aspects of the target language.
4. Strategic competence – the ability to use learning and communication strategies effectively.
5. Critical thinking – the ability to analyze and interpret information.

The competency-based approach makes the learning process more flexible and focused on practical applications.

The introduction of a competency-based approach into the educational system involves the formation of a person of the information society, a creative, independent individual who can think critically, is ready for continuous self-education, self-development, is independent in making decisions both in personal life interests and in the interests of society. A graduate of an educational institution must acquire the priority qualities of a modern citizen, namely: the ability and readiness for cooperation, creative activity, the ability for objective self-assessment, tolerance, etc.

Thus, the strategic direction of education is a competency-based approach, which involves the formation of competencies in the individual necessary for successful self-realization in society, successful solution of life problems, the ability to further study and conduct professional activities. In general, the goal of the competency-based approach is to ensure the quality of education.

The competency-based approach is a bridge that connects educational establishment with the real world and the needs that life poses to a person, capable of ensuring life success in a knowledge society [1, p. 118].

The goal of the competency-based approach is to educate a linguistic personality who possesses a system of knowledge, communicative skills and abilities, which will provide him with a high level of communication in various life situations [2, p. 184].

In modern scientific and pedagogical discourse, it is emphasized that the competency-based approach puts in first place not the student's awareness, but the ability to solve problems that arise:

- in knowing and explaining the phenomena of reality (orienting, understanding, assessing), in mastering modern technology and technologies, information culture;

- in human relations, when orienting in ethical norms, in individual and group psychology, when choosing partners, when assessing one's own actions and deeds;



- in practical life when performing social roles;
- when orienting in the environment, in legal norms and administrative structures;
- in the situation of choosing a profession and assessing one's readiness to study in a vocational educational institution, if necessary, to orient oneself in the labor market, in the vocational education system [3, p. 67-89].

The competency-based approach, based on the principle of globally oriented education, contributes to the formation of a new understanding of the world in subjects of learning based on holistic and humanistic views, a new attitude to the world and a new way of activity in order to preserve the balance and harmony of the systems "man and nature", "man and society", "man and man" [4, p. 146]. Therefore, competencies should encompass such personal qualities that allow integration into a broad global socio-cultural context, which includes:

- awareness of the ambiguity of positions and views on a particular phenomenon, in particular, recognition of the fact of diversity and heterogeneity, which means forming an attitude in those who study towards tolerance towards others, developing different views of the world, awareness of different images of the world;
- vision of the internal alternativeity of solutions (taking into account the pros and cons) of any activity that requires the ability to plan the consequences of actions, actions, and predict near and distant life prospects;

The competency-based approach is “the orientation of the educational process towards achieving results, which are hierarchically subordinate key and subject (branch) competencies (communicative, literary, artistic, interdisciplinary aesthetic, natural science and mathematical, design-technological and information-communication, social science, historical and health-saving)” [5, 10].

According to the State Standard of Education, key competencies include:

- 1) fluency in the state language;
- 2) the ability to communicate in the native (if different from the state) and foreign languages;
- 3) mathematical competence;
- 4) competence in the field of natural sciences, engineering and technology;
- 5) innovation;
- 6) environmental competence;
- 7) information and communication competence;
- 8) lifelong learning;
- 9) civic and social competences;
- 10) cultural competence;
- 11) entrepreneurship and financial literacy [6, p. 294].



Most researchers tend to believe that the entire set of competences in education in general is a hierarchical system, the levels of which are: key competences (basic), general sectoral competences, special (subject) competences.

The current programs indicate that the formation of key competencies through a foreign language is “a long process that does not end with the study of a certain topic of communication or the completion of studies at a general secondary education institution. It is determined by the topic, which is determined by the curriculum for each class separately. Most key competencies are formed further, in different volumes and directions, throughout the entire process of studying a foreign language” [6].

Competencies, according to many scientists and researchers, are those indicators that allow determining the readiness of a graduate for life, his further personal development and active participation in the life of society, because what is important today is not only the ability to operate with one’s own knowledge, but also to be ready to change and adapt to new needs of the labor market, to operate and manage information, to act actively, to make decisions quickly, to learn throughout life.

Thus, the competency-based approach to learning a foreign language is based on interdisciplinary, integrated requirements for the outcome of the educational process. The need to help students learn to use a foreign language correctly, consciously, in its most important functions (communicative, cumulative, cognitive, aesthetic) in certain situations (educational, everyday, professional) is the main task of modern foreign language education.

Competence is a property of the competent. Competent (about a person) is capable, someone who has a certain power, authority, knowledge, skills. Thus, competence can be called one of the main characteristics of a person, the foundation of which is laid on the skills and abilities, knowledge and experience necessary for the effective solution of problematic issues.

In addition, the phenomenon of competence: 1) is always considered in the context of professional activity; 2) is understood as an important new formation of a person, which is an integration of various human competencies; 3) is characterized by the degree of a person’s readiness for activity and the effectiveness of its implementation; 4) is formed during the person’s development of the relevant activity [7]. According to the above features, in relation to the English language, the concept of communicative competence can be described as the acquisition of the necessary competencies and qualities of a student to carry out English-language communication. In communication, communicative competence is of particular importance, since the level of socialization of an individual is measured by assessing his communication skills.



This is a type of communicative action, and the purpose of such communication is the transfer, receipt of information and/or experience, results of activity, knowledge, abilities and skills. At the same time, it is communicative knowledge, abilities, skills that are the basis of communication; they determine the level of development of communicative competence. The issue of communicative competence of the individual has arisen before a significant number of humanities.

The issue of competence in communication is also the subject of theoretical research, the results of which have allowed us to define communicative competence as an indivisible and stable formation, which is reflected in the personal and psychological nature of behavior and communication, reveals the ability to establish and maintain connections for communication with others within the framework of a certain activity; such an ability to communicate involves a set of skills, experience, qualities and abilities that allow a person to communicate effectively and achieve the set goals of communication [4].

Delving into the structure of the communicative competence of the individual, scientists identify the following components:

The emotional component manifests itself as the ability to understand and determine one's own feelings and the feelings of the interlocutor for the purpose of self-motivation and management of one's own emotions within and in relationships with other people; the balance of rational and emotional elements in the process of interaction.

The ability to perceive and understand the content and essence of oral and written speech, the ability to process, classify information, understand the communicative essence of messages, remember and, if necessary, correctly update knowledge and facts - all this reveals the essence of the verbal-logical component in the structure of communicative competence.

The reflective component is considered as the ability to effectively and adequately carry out reflective processes, which ensures the processes of development and self-development. It also contributes to a creative approach to communication in order to achieve its maximum efficiency and productivity.

The essence of the linguistic component lies in the ability to update knowledge of the language, the willingness to use the basic principles of the functioning of language and speech to solve communicative tasks.

The speech component is an integrated category, covers the system of language skills (the main elements of listening and speech culture) and demonstrates knowledge of all levels of language and the conditions of its functioning in various social contexts.

Considering that communication is a process of interaction between people, an interactive component is also distinguished, which is manifested in the



ability to influence the effectiveness of general activities and interaction and to provide positive changes for related subjects related to their internal growth and development.

The socio-communicative component is manifested in the ability to feel confident in any social situation, make the right decisions and, as a result, achieve the desired communicative goal.

The purpose of the research is to identify main principle and main difficulties of competency-based approach introduction to the developing of students' listening and reading skills while learning a foreign language.

The tasks of the research:

- 1) to systematize the works of scientists on ways to determine the individual peculiarities of students;
- 2) to identify key aspects of the formation of communicative competence;
- 3) to develop a set of methods and approaches to improve students' communicative competence when learning a foreign language.

Presentation of main material of the research. Communication is a process of interaction between both individuals and cultures, especially in the era of globalization of the modern world, where the socio-cultural component is highlighted. Communicative competence is presented as the ability to carry out intercultural communication on the basis of cultural and social standards of communication behavior; provides intercultural communication; requires an appropriate level of knowledge of the socio-cultural context in which language functions; is a structural composition of social roles, standards and principles of the group, cultural models of behavior, linguistic value orientations, awareness of one's identity through the perspective of those cultural features that are established in a particular society.

The sociolinguistic component has a significant influence on the formation of intercultural communication; it reflects the ability to use, localize and transform language forms in accordance with the situation. In addition, the component assumes a tendency to learn foreign languages and the ability to recognize the linguistic aspects of the social community in terms of its place of residence, origin and occupation.

Communication requires a certain information content, and therefore the individual must master the subject of speech. Such a statement is the basis for highlighting the subject-thematic component in the structure of communicative competence.

To master the subject of communication, a person must be able to quickly find, process and present the necessary information, as well as master the knowledge, skills, principles and standards of computerization and informatization, otherwise, it will be impossible to communicate and work today.



Therefore, an information component of communicative competence is also highlighted.

The specified components can be structured according to their elements.

Success in communication is impossible without certain individual qualities necessary for interaction, therefore an individual-personal element is highlighted. No interaction will be effective without knowledge and ability to use the language apparatus, which in this context is called the language element. The interactive-practical element describes all aspects of interaction between people. The next multicultural element explains aspects of interaction between different nations and cultures, which is especially important in the context of globalization of modern society. And, finally, the content-informative element includes the subject aspect of communication and the ability to process information. The above elements illustrate the skills, having acquired which a person can be called competent [3].

So, these elements are integrated with the above-mentioned components of communicative competence. Thus, the individual-personal element contains emotional, verbal-logical, reflective components; the language element includes linguistic, speech components; the interactive-practical element integrates into the socio-communicative and interactive components, the multicultural element - sociocultural, sociolinguistic components; content-informative element - subject-thematic and informational components.

Individual-personal element. The emotional component of communicative competence is based on the competencies of self-awareness and self-control (i.e., a deep understanding of oneself, one's own needs and motives; control of one's own emotions and directing them in the right direction), empathy (the ability to understand or feel what another person is experiencing through sympathy, penetration into the inner world of another person, the ability to take into account the feelings and emotions of other people), perception (which makes it possible to assess the emotional and psychological reactions of communication partners). The verbal-logical component focuses on the ability to analyze the content of a statement, highlight its main idea, the ability to assess the truth or falsity of the information provided, the ability to design and organize one's own statements, and the ability to highlight and remember relevant information. The internal reserve of the reflective component is reflective-analytical competence (i.e. aimed at self-analysis), reflective-evaluative (assessment of the correctness of solving communicative tasks), reflective-projective (designing a communicative strategy and assessing the correctness of solving a communicative task).

Language element. The linguistic component of communicative competence is based on the following principles: phonetic (correct pronunciation of sounds, developed phonemic hearing), lexical (knowledge of vocabulary,



including such lexical elements as phraseological units, stable combinations, words), syntactic (combination of knowledge and skills to build sentences and word combinations), grammatical (knowledge of the grammatical structure of the language), orthographic (a complex of knowledge, skills and abilities in spelling), semantic (understanding the semantics of words and using them in the correct semantic meaning), stylistic (knowledge of functional styles and registers of the language). The speech component consists of the following competencies: speech-activity (readiness for a certain communicative act), discursive (a set of skills and abilities of coherent and logical expression), pragmatic (the ability to effectively use expressions in accordance with the communicative desires of the speaker and in accordance with situational conditions), strategic (the ability to achieve specific communicative goals using verbal and non-verbal communicative strategies and mobilizing one's own resources).

Interactive-practical element. The internal reserve of the interactive-practical element is the readiness for joint activity and cooperation, the ability to build relationships with others in a way that is beneficial for all interlocutors, the tendency to constructive and rich communication with others. The basis of the socio-communicative component of communicative competence is a high level of mastery of the culture of verbal expression that corresponds to speech, the plasticity of gestures and posture, emotional and facial support of speech, tone and volume of speech; as an expressive sphere of communicative activity and the ability to establish emotional contact with the interlocutor.

Multicultural element. The sociocultural component is based on such competencies as intercultural (interaction of people belonging to different cultures and languages; reflects adequate understanding of two or more participants in communication who belong to different nationalities), cultural (knowledge of common cultural values), normative (ensures communicative compliance of statements with social norms of behavior in a certain communicative situation). As the basis of the sociolinguistic component, competence in speech etiquette (mastery of the principles of speech models) and cultural linguistics (knowledge of cultural lexical material and the ability to use it in communication) are distinguished.

Content-informative element. The subject-thematic component of communicative competence is manifested through the mastery of such competencies as subject (ensures the subject completeness of speech), specialized (helps solve a certain range of issues in a certain situation of professional activity) and technological competence (the ability and skills to use modern computer and information technology tools to solve communicative tasks in professional activity and everyday life) [6].



Thus, the definition of "communicative competence" is interpreted as an indivisible formation that manifests itself in the communicative process as the ability to actualize and use the acquired experience of communicative activity and individual psychological qualities to achieve a communicative goal. The structure of communicative competence is a composition of five elements: individual-personal, linguistic, interactive-practical, multicultural, content-informative. These elements combine such components of communicative competence as emotional, verbal-logical, reflective, linguistic, speech, interactive, socio-communicative, socio-cultural, socio-linguistic, subject-thematic and informational. The internal reserve of all these components is communicative competence.

The basis of communicative competence is knowledge, skills, abilities, experience of communicative activity and emotional attitude towards it. Possession of all components of communicative competence is necessary for effective and productive life in the conditions of the modern world.

In the conditions of the implementation of international mobility and integration of Ukraine into the educational and informational world space, the need for new ways of forming and developing the linguistic identity of students who are able to freely navigate in the multicultural educational space is becoming more urgent. space and carry out professionally oriented interaction with specialists from other countries. In this regard, it is especially necessary to expand the circle of communication of students and improve the quality of language training based on the development of key (basic) competencies.

The dominant goal of learning is the acquisition of individual communicative competence. The focus of teachers' attention "is shifted from the structure or system of language (as it was in structural linguistics) to the structure of speech, which is distinguished by contextuality and cultural identity"[7].

Teaching foreign language communication in the context of cultural dialogue involves the creation of didactic methodological conditions for the study of foreign languages and foreign culture in the formation of integrative and communicative skills of intercultural communication, and the methodological dominant is the orientation towards the formation of future specialists as subjects of cultural dialogue. Thus, the correctness of communication in authentic situations depends on the method of language learning, and now it is quite important to focus on the sociocultural approach to the formation of communicative competence.

The main principles of communicatively oriented sociocultural education of students in conditions of foreign language communication are:

- the principle of intensive intellectualization of students' educational and communicative activities;
- the principle of taking into account the profiles of training specialties at language faculties;



- the principle of balance of academic and extracurricular activities of students in mastering the rules of intercultural communication;
- the principle of humanistic psychological component of foreign language communication [5].

Therefore, the necessary conditions for the implementation of socio-cultural education in our universities are orientation towards mandatory bicultural and bilingual education, an integrative-communicative approach to the study of language as a means of communication, intercultural interaction, generalization of the achievements of the material and spiritual culture of human civilization; the use of the latest technologies in the formation of communication skills.

The socio-cultural approach to language education is that communicatively-oriented teaching of English as a means of intercultural communication is closely related to its intensive use as a tool for learning global culture, national cultures and social subcultures of people, the culture of communication of the country and its reflection in the way and style of life; spiritual heritage and historical memory of the country and people; a way to achieve intercultural understanding.

Conclusions and prospects of the research. The competence-based approach in foreign language learning focuses on developing skills that allow learners not only to acquire the language but also to use it effectively in real-life situations. This is particularly important for teaching listening and reading, as these skills are directly linked to the ability to interact with various sources of information such as texts, audio, or video.

Teaching listening through a competence-based approach involves enabling learners to recognize and interpret information in a variety of situations. This includes not only understanding grammatical structures and vocabulary but also the ability to use context, intonation, and non-verbal cues for more accurate comprehension of the content. For example, listening activities can focus on specific goals, such as understanding the main idea, searching for specific information, or interpreting thoughts expressed through subconscious signals (such as emotions or attitudes).

Key aspects are: developing the ability to actively listen and identify key ideas, using listening strategies to deduce meanings of words or expressions from context, teaching learners to focus on specific parts of audio material relevant to the task (e.g., listening to texts with different accents or at fast speeds).

In reading, the competence-based approach focuses on developing learners' ability to interact with texts across different genres and styles. This requires not only the ability to understand specific words or grammatical structures but also the ability to evaluate and interpret the logical connections between different parts of the text, draw conclusions based on what has been read, and form one's own judgments.

Key aspects are: deep understanding of the content and structure of the text, using various reading strategies (e.g., scanning, skimming for main ideas,



detailed reading for deeper meanings), developing critical thinking through analysis of different viewpoints and arguments presented in the text, teaching learners to distinguish between main and secondary ideas, which allows for more efficient interaction with the information and its practical use.

The competence-based approach actively engages learners in the learning process, which enhances their motivation. Learners not only study the language as a set of rules but also see how these rules are applied in real-life situations. This helps to develop intrinsic motivation for further improvement of listening and reading skills, as they can practically apply their language knowledge to solve specific tasks.

The competence-based approach allows for tailoring the learning process to individual learner needs. It ensures that each student can develop at their own pace and in accordance with their personal learning styles. Taking different learning preferences into account and offering various types of tasks helps to effectively work with students at different proficiency levels, providing them with strategies to improve their listening and reading skills.

The competence-based approach emphasizes that learners should not only acquire abstract knowledge but also have the opportunity to apply it in real-life situations. For instance, by actively using authentic materials (such as articles, news, interviews, podcasts), students gain experience in understanding the language as it is used by native speakers, which significantly increases the effectiveness of learning. Such learning fosters better language intuition, enriches vocabulary, and helps prepare students for real-life situations where they need to understand what they read or hear.

In conclusion, the competence-based approach in teaching listening and reading in foreign languages promotes the development of overall language competence, which includes not only knowledge of the language but also the ability to use it to achieve specific goals. This approach is focused on real-life contexts and provides learners with the opportunity to effectively apply their language skills to interact with the world around them.

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