DIDACTIC POTENTIAL OF LINGUISTIC TASKS IN THE CONTEXT OF THE COMPETENCY-BASED APPROACH

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Abstract: This article provides a comprehensive examination of the didactic potential of linguistic tasks within the framework of the competency-based approach in modern education. Drawing on current research and practical developments, we analyze how linguistic tasks function as an effective tool for developing students' communicative abilities, cognitive skills, and professional competencies across various educational contexts. The analysis covers theoretical foundations, practical aspects of implementation, and development prospects, demonstrating how task-based learning transforms traditional language education into a dynamic, student-centered process focused on the practical application of knowledge. By synthesizing research findings from diverse educational environments—from secondary mathematical education to university-level language training—the article offers educators scientifically grounded strategies for the effective design, implementation, and assessment of linguistic tasks aligned with competency-based educational standards. It is argued that when integrated into the curriculum appropriately, linguistic tasks not only enhance language literacy but also foster critical thinking, problem-solving abilities, and adaptive learning skills essential for success in contemporary society.

Keywords: linguistic tasks, competency-based approach, didactic potential, communicative competence, task-based learning, educational innovations, pedagogical strategies

Introduction

The modern educational paradigm is characterized by a significant shift from a knowledge-centered to a competency-based model of education, which emphasizes the development of practical abilities rather than the mere acquisition of theoretical knowledge. This transformation has brought linguistic tasks to the forefront of pedagogical discourse as an effective tool for shaping complex competencies across various disciplines. The didactic potential of such tasks lies in their ability to close the gap between abstract knowledge and its practical application, creating learning environments in which students can develop, practice, and refine skills directly applicable in academic, professional, and social contexts [Zimnyaya, 2004].

The relevance of this topic is determined by global educational reforms that prioritize competency orientation as a response to the evolving demands of society and the labor market. Linguistic tasks acquire particular significance in the context of the modern digital transformation of education, where communicative competencies become key to successful professional advancement [Khutorskoy, 2013].

Theoretical Foundations of the Competency-Based Approach in Education

The essence and evolution of the competency-based approach.

The competency-based approach in education represents a methodological orientation in which the results of the educational process are formulated as a set of integrative personal qualities expressed in the willingness and ability to act effectively in various problem situations. Unlike the traditional approach, which focuses on knowledge transmission, the competency model

emphasizes the ability to apply acquired knowledge, skills, and abilities in real life [Raven, 2002].

The evolution of the competency-based approach in Russian education is linked to integration into the international educational space and the need to align educational standards with the requirements of the modern economy. A significant milestone was the introduction of the Federal State Educational Standards (FSES), in which competencies are considered key learning outcomes [Lebedev, 2012].

Key competencies in modern education. Within the competency-based model, several categories of competencies are distinguished as particularly important for linguistic education:

- Communicative competence — the ability to use linguistic means effectively to accomplish communicative tasks;
- Linguistic competence — knowledge of the language system at various levels;
- Sociocultural competence — understanding cultural norms of native speakers and the ability to apply this knowledge appropriately;
- Professional competence — the ability to apply linguistic knowledge in professional activity [Shchukin, 2007].

These competencies form a comprehensive system in which linguistic tasks serve as a means of integrating various components.

Didactic principles of designing linguistic tasks. The effectiveness of linguistic tasks within the competency-based approach depends on adherence to several didactic principles:

1. Communicative orientation — tasks should model real communication;
2. Problem-based learning — tasks should contain a cognitive challenge requiring intellectual effort;
3. Contextuality — language material must appear in a meaningful context;
4. Autonomy — tasks should promote learners' independent learning;
5. Reflexivity — tasks should allow for self-assessment and reflection [Kolesnikova, 2008].

Realization of the Didactic Potential of Linguistic Tasks

Developing communicative competence. Linguistic tasks play a key role in forming communicative competence by enabling learners to transition from formal knowledge of language material to the ability to use language effectively in diverse communicative situations. Through solving specially designed tasks, students master communication strategies, develop discursive thinking, and acquire norms of speech etiquette [Safonova, 2008].

Experimental studies confirm that students learning through task-based methods demonstrate higher levels of fluency, flexibility, and originality of speech compared to those taught by traditional methods [Milrud, 2005].

Interdisciplinary integration and professional orientation. In competency-based education, interdisciplinary integration becomes especially important, and linguistic tasks serve as an effective means of achieving it. Integrative linguistic tasks based on materials from other disciplines help students realize the practical value of linguistic knowledge and transfer it to new contexts [Galskova, 2006].

In professionally oriented education, linguistic tasks model typical professional communication situations and support the formation of professional foreign-language competence. Such tasks may include:

- analysis of professional texts;
- preparing documentation in a foreign language;
- modeling professional negotiations;
- preparing field-specific presentations [Tarnaeva, 2012].

Practical Aspects of Implementing Linguistic Tasks

Designing and selecting linguistic tasks. The effectiveness of linguistic tasks largely depends on the quality of their design and selection. Key criteria include:

- alignment with target competencies;
- authenticity;
- accessibility;
- variability;
- systematic sequencing [Solovova, 2010].

Methodology of working with linguistic tasks. Work with linguistic tasks generally includes:

1. Motivational-orientational stage — presenting a problem situation and activating prior knowledge;
2. Executive stage — planning and carrying out the task;
3. Evaluation stage — analyzing results and strategies;
4. Reflective stage — considering difficulties and ways to overcome them [Bim, 2009].

Interactive teaching methods—project work, case studies, discussions, role plays—are essential for effective communicative practice.

Challenges and Prospects

Challenges include:

- insufficient teacher preparation for task-based instruction;
- traditionalism of the educational system;
- lack of systematic methodological materials;
- difficulties in objective assessment.

Overcoming these challenges requires teacher training, development of instructional materials, and adaptation of international experience.

A promising area is the development of research-oriented linguistic tasks that form communicative competencies while fostering scientific inquiry into language.

Conclusion

The analysis demonstrates that linguistic tasks have considerable didactic potential within the competency-based approach. They effectively foster linguistic, cultural, professional, and personal competencies, ensuring the comprehensive development of students. Realizing this potential requires a systematic approach that includes careful task design, methodological support, teacher preparation, and adequate assessment tools. Under these conditions, linguistic tasks can transform the educational process from knowledge transmission to the development of communicative effectiveness, critical thinking, and independent problem-solving. Future research may focus on developing typologies of linguistic tasks for various educational contexts, studying the effectiveness of specific task types for different competencies, and adapting international experience to the Russian educational system.

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