

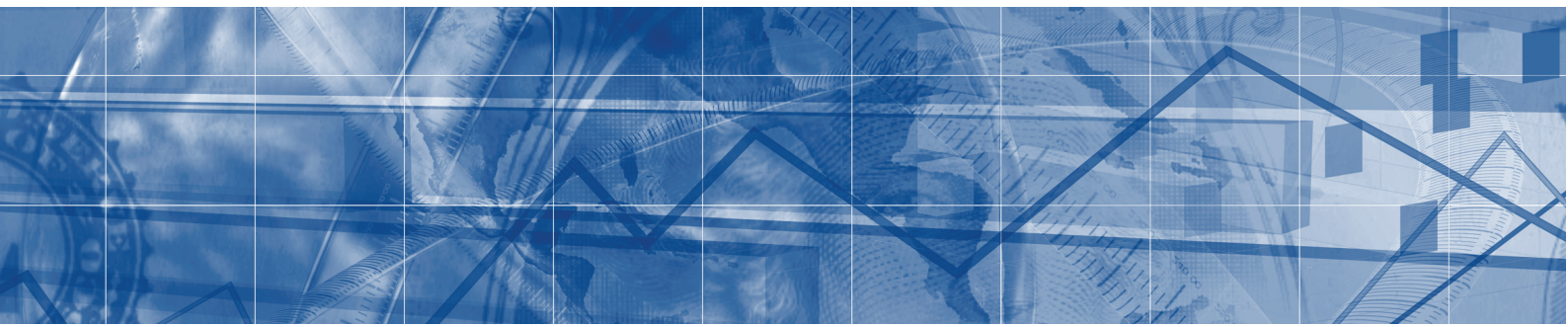


Молодіжний економічний вісник ХНЕУ ім. С. Кузнеця № 3

Журнал

вересень 2025

*Випуск присвячено Міжнародній науковій конференції
з економічного розвитку та спадщини Семена Кузнеця
CED-2025*





ЗМІСТ

| | |
|--|----|
| Андрейчиков О. О. Інтелектуальний капітал і цифрова інклюзія: стратегічні орієнтири розвитку ІТ-компаній..... | 9 |
| Андрусик Є. В., Гур'янова Л. С. Застосування методів Data Science для гібридної сегментації клієнтів | 12 |
| Ачкасова С. А., Вовченко А. О. Запобігання ризику неплатоспроможності підприємств в умовах економічної невизначеності | 15 |
| Бай Цзішен. Формування готовності педагогів закладів дошкільної освіти до інновацій..... | 18 |
| Balasanian O., Mykhailova L. Competency-based approach to language training of higher education students | 21 |
| Balycheva L., Shelkunova N. Historical experience of post-war economic reconstruction as a path to forming Ukraine's recovery strategy | 23 |
| Башук І. Г., Безкоровайна Л. В. Обліково-аналітичне забезпечення управління підприємством у середовищі інформаційного шуму | 26 |
| Bezugla I. Optimizing Cognitive Processes in Language Learning through AI: Insights from French Academic Contexts | 29 |
| Березовський П. П., Калашник Н. С. Партнерство влади та бізнесу як інструмент інноваційного розвитку економіки | 32 |
| Білоусов С. О. Мікрокреденшали як нова мова глобального академічного співробітництва | 36 |
| Близнюк О. В. Аналіз сучасних теорій лідерства..... | 38 |
| Боденко А. І. Формування оточуючого середовища релокованих підприємств під впливом заходів державної підтримки | 41 |
| Boiko N. Priorities of social development and social enterprise marketing: the Ukrainian context | 43 |
| Бондаренко Г. Г., Белявцева В. В. Вплив рівня економічного розвитку на функціонування громадянського суспільства в Україні | 46 |
| Brynzа N. Optimising web resources to expand digital accessibility | 48 |
| Budreiko M. Social and economic aspects of provision of development of a health system..... | 52 |
| Будянська В. А., Почуєва О. О. Цифрові комунікації в управлінні вищою освітою: виклики та перспективи розвитку..... | 55 |
| Wang Honghai. Social and communication support of an organization..... | 59 |
| Wang Lei. Integration of information technologies into art education: challenges of managing students' independent work | 61 |
| Васюк В. В. Компетентнісний підхід в управлінні персоналом | 64 |
| Велика О. Ю. Маржинальний прибуток як критерій формування системи мотивації менеджерів з продажів | 66 |
| Vizhunov A., Ustimenko A. Theoretical approaches to the formation of corporate safety of organizational development of the enterprise..... | 69 |



COMPETENCY-BASED APPROACH TO LANGUAGE TRAINING OF HIGHER EDUCATION STUDENTS

UDC 37.091.12:378.147

Balasanian O.

Senior lecturer of the Department of foreign languages
and cross-cultural communication
of Simon Kuznets Kharkiv National University of Economics

Mykhailova L.

Senior lecturer of the Department of foreign languages
and cross-cultural communication
of Simon Kuznets Kharkiv National University of Economics

Annotation. The competency-based approach is one of the main directions in the organisation of a holistic pedagogical process. The abstract discusses the approaches and methods of the competency-based approach in foreign language teaching, which are aimed at developing communicative competence in foreign language learning.

Keywords: competence approach a higher educational establishment, competence, competency, key competencies, general competencies, communicative competence, pedagogical technology of communicative competency formation.



Анотація. Компетентнісний підхід є одним із головних напрямків організації цілісного педагогічного процесу. В тезах розглянуто підходи і методи компетентнісного підходу при вивченні іноземної мови, які націлені на формування комунікативної компетентності при вивченні іноземної мови.

Ключові слова: компетентнісний підхід у вищій освіті, компетенція, компетентність, ключові компетентності, загальні компетентності, комунікативна компетентність, педагогічні технології формування комунікативної компетентності.



Problem statement. Ukraine's accession to the European educational area has become a prerequisite for significant transformational processes in the field of education. One of the trends of modern reform is competency-based education. The competency-based approach is one of the main directions of organizing a holistic pedagogical process, which involves acquiring competencies necessary for life in a society and a world aimed at global changes.

Modern education is aimed at developing creative thinking, the ability to make choices, mobility, readiness for purposeful practical actions, flexibility, and competitiveness. Educational standards, which are integrative motivational-value, cognitive and instrumental components of the educational process, define the concept of «competence» as an objective characteristic of the requirements for human activity and «competency» as its personal characteristic [3]. A special place among the changes in the field of education belongs to changes in the field of language education, in particular, the updating and rethinking of the strategy and methodology of teaching [3]. New foreign language programs are created based on an understanding and combination of the components of intercultural foreign language communicative competence, namely linguo-sociocultural, discursive, strategic, and linguistic.

Analysis of source. The competency-based approach in the education system is the subject of scientific research by I. Babyn, P. Bachynsky, N. Bibik, H. Havryshchak, I. Hudzyk, I. Drach, Ya. Kodlyuk, O. Ovcharuk, L. Pylhun, O. Pometun, I. Rodygin, K. Savchenko, O. Sadvnyk, L. Sen, S. Sysoeva, O. Sytnyk, G. Tereshchuk, S. Trubacheva, N. Fomenko and others.

Analysis of domestic and foreign research in the field of competence development gives grounds to conclude that scientists interpret competence as a characteristic of a person: abilities, qualities, properties (G. Vershlovsky, Yu. Kulyutkin, A. Novikov, O. Petrov, E. Short); the procedure for solving a specific situation (I. Yermakov, G. Nesen, L. Sokhan); the qualities of a teacher that are necessary for effective professional activity (V. Barkasi, T. Volobueva, N. Kuzmina, A. Markova, L. Mitina, V. Nesterenko, etc.). A significant contribution to the definition of the concept of



«professional competence» and the essence of the competence approach to learning was made by researchers E. Bibikova, N. Grishakhova, G. Kruchinina, N. Patyaeva, I. Sekret, Yu. Tatur, V. Tenishcheva, etc.

The results of the learning process using the competency-based approach were studied and evaluated by N. Bibik, O. Ovcharuk, and O. Pometun. Scientists concluded that the application of the competency-based approach changes students' motivation for learning, and cognition itself becomes more meaningful and is oriented towards the desired result. As a result of the change in the approach to learning, teaching methods also change. The learning process becomes more active with the use of interdisciplinary connections and group forms of work [1].

O. Ovcharuk identifies the following main aspects of the modern learning process: developing the necessary knowledge and skills of students for harmonious interaction in a society of modern technologies; developing the ability to adapt flexibly and promptly to new requirements, adequately respond to new challenges, and learn throughout life [4].

The purpose of the article is to consider the competency-based approach to teaching foreign languages as a means of organizing students' educational and cognitive activities that ensures their assimilation with the content of the study and achievement of the learning goal when solving certain language and speech tasks.

Main research material. Focusing education on a competency-based approach allows us to align learning objectives with students' own goals, enabling them to learn in a conscious and responsible manner.

An important aspect in researching the competency-based approach is determining its structure, which consists of the following levels:

- key competences (interdisciplinary and supra-disciplinary competences) are a person's capability of performing complex cross-functional, cross-disciplinary, culturally based activities, solving effectively current individual and social problems; they are not related to a particular subject, but encompass knowledge, skills and abilities;
- general competencies are the competencies formed during the process of immersing into the content of a particular educational subject at all stages of study in higher education institutions and that are reflected in the understanding of the «mode of existence» of the relevant educational area, that is, the place this field occupies in a society, as well as the ability to apply them in practice within a professional activity;
- subject-based competencies (specialised educational discipline competencies) is a component of general competencies which refer to a specific knowledge or a particular specialty [5].

General competencies are divided into the following groups:

- *instrumental competences*: ability to analyse and synthesise, organise and plan; general and professional knowledge; oral and written communication skills; foreign language knowledge; computer skills; ability to identify and solve problems, make decisions and choose relevant information;
- *interpersonal skills* include the ability to offer constructive criticism; ability to work in a team and interpersonal communication; ability to tolerance and ethical standards and values;
- *systemic competencies* include ability to learn; to apply knowledge into practice and be ready to adapt to a new environment; ability to lead and work independently, strive for success, and the ability to respect the cultures, traditions, and cultural peculiarities of other countries.

Key competences are: native language proficiency; foreign language proficiency; knowledge of mathematics, science and technology; computer competence; learning competence (ability to learn); interpersonal, intercultural and civic competence; entrepreneurship competence; cultural competence.

As it can be seen from the list of classifications of key competences, priority belongs to the development of communicative competence in both the native language and foreign languages.

Communicative competence is the ability of a person to apply their knowledge of language, ways of interacting with people around them and at a distance, teamwork skills, and mastery of various social roles in a specific type of communication.

According to O. Savchenko, «communicative competence is the ability to use means of language, relevant to an individual and society to communicate in a personal sphere (the sphere of communication related to personal activities: friends, interests), public (the sphere of communication where a person functions as a member of a society), professional (the sphere of communication related to work, speciality), educational (the sphere of communication related to organised learning both in and outside educational institutions)» [6].

Therefore, the competence-based technique to foreign language teaching is closely connected to the communicative activity approach, because in the learning process, students can only develop their foreign language



communication skills through speech activity during classes, thanks to an appropriate system of communication exercises and tasks.

Conclusions. Thus, a competency-based approach in the process of teaching students makes it possible to align the overall goal of foreign language teaching with the aims of students, taking into consideration their cultural characteristics; prepare students for conscious and responsible learning and success in their future professional activities; study the language for practical application; acquire communication skills depending on specific situations; form a communicative and competent personality capable of any form of social communication.

The main concepts about the essence and importance of the competency-based approach to teaching foreign languages suppose that the learning process should focus on building and developing students' communication skills, their national and universal values, and their ability to navigate today's world.

References: 1. Бібік Н. М. Компетентнісний підхід: рефлексивний аналіз застосування. Компетентнісний підхід у сучасній освіті: світовий досвід та українські перспективи: Бібліотека з освітньої політики / за заг. ред. О. В. Овчарук. Київ : К.І.С., 2004. 112 с. 2. Вольфовська Т. Комунікативна компетентність молоді як одна з передумов досягнення життєвої мети. *Шлях освіти*. 2001. № 3. С. 13–16. 3. Кремень В. Нові вимоги до освіти та її змісту // Виклик для України: розробка рамкових основ змісту (національного курикулуму) загальної середньої освіти для XXI століття : матеріали Всеукр. наук.-практ. конф. (м. Київ, 26–27 черв. 2007 р.). Київ : ТОВ УВПК «Ексоб», 2007. С. 3–10. 4. Овчарук О. В. Компетентнісний підхід в освіті: загальноєвропейські підходи. *Інформаційні технології і засоби навчання*. 2009. № 5 (13). С. 13–18. URL: <http://www.ime.edu-ua.net/en.html>. 5. Рудь М. Компетентнісний підхід в освіті. *Вісник Львівського університету. Серія «Педагогіка»*. 2006. Вип. 21. Ч. 1. С. 73–82. 6. Савченко О. В. Компетентнісний підхід у навчанні іноземної мови і склад професійно-комунікативної компетенції. URL: http://www.philol.vernadskyjournals.in.ua/journals/2020/2_2020/part_2/40.pdf.

Стаття надійшла до редакції 02.10.2025 р.



HISTORICAL EXPERIENCE OF POST-WAR ECONOMIC RECONSTRUCTION AS A PATH TO FORMING UKRAINE'S RECOVERY STRATEGY

UDC 94«364»(430+477)

Balycheva L.

PhD in history, associate professor, department of Ukrainian philology and history
of Simon Kuznets Kharkiv National University of Economics

Shelkunova N.

PhD in history, research sector employee
of Simon Kuznets Kharkiv National University of Economics

Annotation. The historical experience of post-war reconstruction in West Germany is examined to identify key success factors. The main aspects of Ukraine's recovery are analyzed, including: development of an effective economic strategy, successful social programs, attracting investment, strengthening the financial system, and security guarantees.