

Improvement Of CEFR Levels in Foreign Language Teaching

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Annotation: The article "Improvement of CEFR Levels in Foreign Language Teaching" explores the efficacy of incorporating the Common European Framework of Reference for Languages (CEFR) in foreign language instruction to enhance language learning outcomes. The article provides an overview of the CEFR and its relevance in language education, emphasizing its role in setting clear learning objectives, assessing proficiency levels, and promoting international language standards.

One key aspect discussed in the article is the alignment of language teaching methodologies with the CEFR proficiency levels. By tailoring instructional strategies to correspond with the CEFR descriptors for each level (A1-C2), educators can better support learners in their language acquisition journey. The article highlights the importance of integrating communicative tasks, authentic materials, and proficiency-based assessments to foster meaningful language learning experiences.

Furthermore, the article addresses the benefits of incorporating CEFR-aligned assessments to measure students' language proficiency accurately. By using standardized proficiency tests such as the TestDaF, DELF/DALF, or Cambridge English exams, educators can provide learners with reliable feedback on their language skills and track their progress over time. This approach not only motivates students but also helps them set realistic goals for language improvement.

Moreover, the article discusses the impact of the CEFR on curriculum development and program evaluation in language education. By adopting a competency-based approach and emphasizing communicative competence, institutions can design curricula that better meet the diverse needs of language learners. Additionally, the CEFR provides a framework for evaluating the effectiveness of language programs and identifying areas for improvement.

Overall, the article underscores the importance of integrating the CEFR into foreign language teaching practices to enhance the quality and consistency of language education. By aligning instructional strategies, assessments, and curriculum with the CEFR proficiency levels, educators can empower students to achieve higher levels of language proficiency and communicate effectively in multicultural contexts.

Key words: CEFR, language proficiency, foreign language teaching, language learning outcomes, instructional strategies, communicative tasks, authentic materials, proficiency-based assessments, standardized tests, curriculum development, competency-based approach, program evaluation.

CHET TILLARINI O'QITISHDA CEFR DARAJALARINI TAKOMILLASHTIRISH

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Annotatsiya: "Chet tillarini o'qitishda CEFR darajalarini takomillashtirish" maqolasi til o'rganish natijalarini yaxshilash uchun chet tilini o'qitishda umumiy Yevropa ma'lumot bazasini (CEFR) kiritish samaradorligini o'rganadi. Maqolada CEFR va uning til ta'limidagi ahamiyati haqida umumiy ma'lumot berilgan, uning aniq ta'lim maqsadlarini belgilash, malaka darajasini baholash va xalqaro til standartlarini ilgari surishdagi roli ta'kidlangan.

Maqolada ko'rib chiqiladigan asosiy jihatlardan biri til o'rgatish metodologiyasini CEFR malaka darajalariga moslashtirishdir. Har bir daraja (A1-C2) uchun CEFR deskriptorlariga mos keladigan o'quv strategiyalarini moslashtirib, o'qituvchilar o'quvchilarni tilni o'zlashtirish sayohatlarida yaxshiroq qo'llab-quvvatlashlari mumkin. Maqolada tilni mazmunli o'rganish tajribasini rivojlantirish uchun kommunikativ vazifalar, haqiqiy materiallar va malakaga asoslangan baholashlarni birlashtirish muhimligi ta'kidlangan.

Bundan tashqari, maqola talabalarning tilni bilish darajasini aniq o'lchash uchun CEFRga moslashtirilgan baholashni kiritishning afzalliklarini ko'rib chiqadi. TestDaF, DELF/DALF yoki Kembrij ingliz tili imtihonlari kabi standartlashtirilgan malaka testlaridan foydalangan holda o'qituvchilar o'quvchilarga til ko'nikmalari haqida ishonchli fikr-mulohazalarni taqdim etishlari va vaqt o'tishi bilan ularning taraqqiyotini kuzatishlari mumkin. Bunday yondashuv nafaqat talabalarni rag'batlantiradi, balki ularga tilni yaxshilash uchun real maqsadlar qo'yishga yordam beradi.

Bundan tashqari, maqolada CEFR ning til ta'limida o'quv dasturlarini ishlab chiqish va dasturlarni baholashga ta'siri muhokama qilinadi. Kompetentsiyaga asoslangan yondashuvni qo'llash va kommunikativ kompetentsiyani ta'kidlash orqali institutlar til o'rganuvchilarning turli ehtiyojlarini yaxshiroq qondiradigan o'quv dasturlarini ishlab chiqishi mumkin. Bundan tashqari, CEFR til dasturlari samaradorligini baholash va takomillashtirish sohalarini aniqlash uchun asos yaratadi.

Umuman olganda, maqola til ta'limi sifati va izchilligini oshirish uchun CEFRni chet tillarini o'qitish amaliyotiga integratsiya qilish muhimligini ta'kidlaydi. Ta'lim strategiyalari, baholashlar va o'quv dasturlarini CEFR malaka darajalariga moslashtirish orqali o'qituvchilar talabalarga tilni bilishning yuqori darajalariga erishishlari va ko'p madaniyatli kontekstlarda samarali muloqot qilishlari mumkin.

Kalit so'zlar: CEFR, til bilimi, chet tilini o'rgatish, til o'rganish natijalari, o'quv strategiyalari, kommunikativ vazifalar, autentik materiallar, malakaga asoslangan baholash, standartlashtirilgan testlar, o'quv dasturlarini ishlab chiqish, kompetentsiyaga asoslangan yondashuv, dasturni baholash.

ПОВЫШЕНИЕ УРОВНЯ CEFR ПРИ ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация: В статье «Повышение уровней CEFR в преподавании иностранных языков» исследуется эффективность внедрения Общеввропейских стандартов владения иностранным языком (CEFR) в преподавание иностранного языка для улучшения результатов изучения языка. В статье представлен обзор CEFR и его значимости в языковом образовании, подчеркнута его роль в постановке четких целей обучения, оценке уровней владения языком и продвижении международных языковых стандартов.

Одним из ключевых аспектов, обсуждаемых в статье, является соответствие методик преподавания языка уровням владения CEFR. Адаптируя стратегии обучения в соответствии с дескрипторами CEFR для каждого уровня (A1–C2), преподаватели могут лучше поддерживать учащихся на пути к освоению языка. В статье подчеркивается важность интеграции коммуникативных задач, аутентичных материалов и оценок, основанных на профессиональных навыках, для содействия значимому опыту изучения языка.

Кроме того, в статье рассматриваются преимущества включения оценок, соответствующих CEFR, для точного измерения уровня владения языком учащихся. Используя стандартизированные тесты на знание английского языка, такие как экзамены TestDaF, DELF/DALF или Cambridge English, преподаватели могут предоставить учащимся

достоверную информацию об их языковых навыках и отслеживать их прогресс с течением времени. Такой подход не только мотивирует студентов, но и помогает им ставить перед собой реалистичные цели по улучшению языка.

Кроме того, в статье обсуждается влияние CEFR на разработку учебных программ и оценку программ языкового образования. Приняв подход, основанный на компетенциях, и уделяя особое внимание коммуникативной компетентности, учебные заведения могут разрабатывать учебные программы, которые лучше отвечают разнообразным потребностям изучающих язык. Кроме того, CEFR обеспечивает основу для оценки эффективности языковых программ и определения областей для улучшения.

В целом, в статье подчеркивается важность интеграции CEFR в практику преподавания иностранных языков для повышения качества и последовательности языкового образования. Приводя в соответствие стратегии обучения, оценки и учебную программу с уровнями владения CEFR, преподаватели могут дать учащимся возможность достичь более высокого уровня владения языком и эффективно общаться в мультикультурном контексте.

Ключевые слова: CEFR, владение языком, преподавание иностранного языка, результаты изучения языка, стратегии обучения, коммуникативные задачи, аутентичные материалы, оценка навыков, стандартизированные тесты, разработка учебных программ, компетентностный подход, оценка программы.

INTRODUCTION: The introduction of the article "Improvement of CEFR Levels in Foreign Language Teaching" sets the stage by providing an overview of the significance of the Common European Framework of Reference for Languages (CEFR) in the context of foreign language education. It begins by highlighting the importance of language proficiency in today's globalized world, where effective communication across cultural and linguistic boundaries is essential.

The introduction delves into the background of the CEFR, explaining its development and adoption as a standardized framework for assessing language proficiency levels across European languages. It emphasizes the CEFR's role in promoting transparency and coherence in language education by providing a common reference point for setting learning objectives, designing curricula, and assessing learners' language abilities.

Furthermore, the introduction outlines the structure of the CEFR, which consists of six proficiency levels ranging from A1 (beginner) to C2 (proficient). Each level is accompanied by descriptors that outline the communicative skills and competencies expected of learners at that proficiency level. This hierarchical structure allows educators to gauge learners' progress and tailor instruction to meet their individual needs.¹

The introduction also discusses the rationale behind the incorporation of the CEFR into foreign language teaching practices. It emphasizes the need for a standardized approach to language education that promotes consistency, comparability, and quality assurance across diverse learning contexts. By adopting the CEFR, language educators can ensure that their teaching aligns with internationally recognized standards and prepares learners for real-world communication tasks.

Moreover, the introduction addresses the challenges and opportunities associated with implementing the CEFR in foreign language classrooms. It acknowledges the need for teacher training and professional development to familiarize educators with the CEFR's principles and methodologies. Additionally, it emphasizes the importance of integrating authentic materials, communicative tasks, and proficiency-based assessments to enhance language learning outcomes.

The introduction sets the stage for the rest of the article by providing a comprehensive overview of the CEFR and its relevance in foreign language teaching. It highlights the benefits of adopting the CEFR as a guiding framework for improving language proficiency levels and underscores the importance of aligning instructional practices with internationally recognized standards. Overall, the introduction lays the foundation for a detailed exploration of the strategies and approaches to enhancing CEFR levels in foreign language education.

¹ Alderson, J. C. (2005). Diagnosing foreign language proficiency: The interface between learning and assessment. A&C Black. (pp. 1-188)

DISCUSSION: The discussion section of the article "Improvement of CEFR Levels in Foreign Language Teaching" delves into the practical implications and challenges associated with implementing the Common European Framework of Reference for Languages (CEFR) in foreign language education. It begins by examining the ways in which the CEFR can be used to enhance language learning outcomes and promote proficiency development across diverse learning contexts.

One key aspect of the discussion focuses on the alignment of instructional strategies with the CEFR proficiency levels. Educators are encouraged to tailor their teaching approaches to correspond with the CEFR descriptors for each proficiency level, ensuring that learners receive targeted instruction and support. This may involve integrating communicative tasks, authentic materials, and proficiency-based assessments into classroom activities to foster meaningful language learning experiences.²

Furthermore, the discussion addresses the importance of incorporating CEFR-aligned assessments to measure students' language proficiency accurately. By using standardized proficiency tests such as the TestDaF, DELF/DALF, or Cambridge English exams, educators can provide learners with reliable feedback on their language skills and track their progress over time. However, the discussion also acknowledges the limitations of standardized tests and the need for supplementary assessment methods to capture learners' holistic language abilities.

Another key point of discussion is the impact of the CEFR on curriculum development and program evaluation in language education. By adopting a competency-based approach and emphasizing communicative competence, institutions can design curricula that better meet the diverse needs of language learners. Additionally, the CEFR provides a framework for evaluating the effectiveness of language programs and identifying areas for improvement, such as teacher training and professional development.

Moreover, the discussion highlights the challenges and opportunities associated with implementing the CEFR in foreign language classrooms. While the CEFR offers a standardized approach to language education, its implementation may require significant investment in teacher training, curriculum development, and assessment resources. Additionally, educators may encounter resistance from students or colleagues who are unfamiliar with the CEFR or skeptical of its utility.³

The discussion section emphasizes the transformative potential of the CEFR in foreign language teaching and learning. By aligning instructional practices, assessments, and curricula with the CEFR proficiency levels, educators can empower students to achieve higher levels of language proficiency and communicate effectively in multicultural contexts. However, successful implementation of the CEFR requires ongoing support, collaboration, and adaptation to meet the evolving needs of language learners and educators.⁴

CONCLUSION: The conclusion of the article "Improvement of CEFR Levels in Foreign Language Teaching" consolidates the key findings and insights discussed throughout the paper and offers a comprehensive overview of the significance of incorporating the Common European Framework of Reference for Languages (CEFR) in foreign language education. It underscores the transformative potential of the CEFR in enhancing language learning outcomes, promoting proficiency development, and fostering international language standards.

One central aspect highlighted in the conclusion is the role of the CEFR in setting clear learning objectives and guiding instructional practices in foreign language classrooms. By providing a standardized framework for assessing language proficiency levels, the CEFR enables educators to establish transparent and coherent curricula that meet the diverse needs of learners. This ensures

² Byrnes, H. (2008). Revisiting the Common European Framework: Examining the potential for pedagogical change. *The Modern Language Journal*, 92(4), 577-589

³ Coste, D., Moore, D., & Zarate, G. (1997). *Plurilingual and pluricultural competence: Introduction to the Council of Europe's language policy division*. Language Policy Division, Strasbourg

⁴ Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press. (pp. 1-270)

consistency, comparability, and quality assurance across different learning contexts, thereby enhancing the overall effectiveness of language education.

Furthermore, the conclusion emphasizes the importance of aligning instructional strategies with the CEFR proficiency levels to optimize language learning outcomes. Educators are encouraged to integrate communicative tasks, authentic materials, and proficiency-based assessments into their teaching practices to provide learners with meaningful language learning experiences. By scaffolding instruction according to the CEFR descriptors for each proficiency level, educators can support learners in their language acquisition journey and facilitate their progression towards higher levels of proficiency.

Moreover, the conclusion discusses the significance of incorporating CEFR-aligned assessments to measure students' language proficiency accurately. Standardized proficiency tests such as the TestDaF, DELF/DALF, or Cambridge English exams offer reliable benchmarks for assessing learners' language skills and tracking their progress over time. However, the conclusion also acknowledges the limitations of standardized tests and emphasizes the need for supplementary assessment methods to capture learners' holistic language abilities.

Another key point addressed in the conclusion is the impact of the CEFR on curriculum development and program evaluation in language education. By adopting a competency-based approach and emphasizing communicative competence, institutions can design curricula that better meet the evolving needs of language learners. Additionally, the CEFR provides a framework for evaluating the effectiveness of language programs and identifying areas for improvement, such as teacher training and professional development.

In conclusion, the article underscores the transformative potential of the CEFR in foreign language teaching and learning. By aligning instructional practices, assessments, and curricula with the CEFR proficiency levels, educators can empower students to achieve higher levels of language proficiency and communicate effectively in multicultural contexts. However, successful implementation of the CEFR requires ongoing support, collaboration, and adaptation to meet the evolving needs of language learners and educators. Overall, the CEFR serves as a valuable tool for improving language education and promoting international language standards.

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