

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
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REQUIREMENTS OF THE FOREIGN – LANGUAGE TEACHING
METHODOLOGY CURRICULUM. CEFR STANDARDS FOR FOREIGN –
LANGUAGE PROFICIENCY IN UZBEKISTAN

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Annotatsiya

Ushbu maqolada O'zbekistonda xorijiy tillarni o'qitish metodikasi va CEFR (Common European Framework of Reference for Languages) standartlariga muvofiq talim jarayoni tahlil qilinadi. Maqolada o'quvchilarning til ko'nikmalarini rivojlantirish, kommunikativ yondashuv, vazifaga yo'naltirilgan o'qitish, shuningdek, interfaol va madaniyatara muloqot ko'nikmalarini shakllantirish ahamiyati yoritilgan. CEFR standartlariga mos keluvchi o'quv dasturlarining samaradorligi, o'qituvchi tayyorgarligi va texnologiyalardan foydalanish natijalari tahlil qilinadi. Natijalar o'quvchilarda til bilimlarini oshirish, global maydonda muloqot qilish ko'nikmalarini rivojlantirish va madaniyatara tushunchalarni shakllantirishga xizmat qilishi ko'rsatildi.

Kalit so'zlar: xorijiy til, o'qitish metodikasi, CEFR standartlari, til ko'nikmalari, kommunikativ yondashuv, vazifaga yo'naltirilgan o'qitish, interfaol o'qitish, madaniyatara kompetensiya, o'qituvchi tayyorgarligi, texnologiyalardan foydalanish

Abstract

This article analyzes foreign-language teaching methodology and the implementation of CEFR (Common European Framework of Reference for Languages) standards in Uzbekistan. It highlights the importance of developing students' language skills, using communicative and task-based approaches, and fostering interactive and intercultural communication competencies. The effectiveness of CEFR-aligned curricula, teacher preparedness, and the use of technology are examined. The results demonstrate that such methodologies enhance students'

language proficiency, improve their ability to communicate in a global context, and promote intercultural understanding.

Key words: foreign language, teaching methodology, CEFR standards, language skills, communicative approach, task-based learning, interactive teaching, intercultural competence, teacher preparedness, use of technology.

INTRODUCTION

In light of globalization, international collaboration, and the rising demand for multilingual proficiency among students, the creation of foreign-language teaching methodologies in Uzbekistan has grown in significance. The goal of Uzbekistan's foreign language teaching curriculum is to provide students with the fundamental abilities they need for successful communication, critical thinking, and intercultural awareness. This course addresses the unique linguistic, cognitive, and cultural requirements of Uzbek students while adhering to global norms. The alignment with the Common European Framework of Reference for Languages (CEFR), a widely accepted guideline for language competence, is the curriculum's central focus.

In Uzbekistan, a curriculum for teaching foreign languages prioritizes a well-rounded strategy that incorporates reading, writing, listening, and speaking. To ensure that students acquire practical language skills in real-world situations, teachers are expected to use a variety of instructional strategies, such as project-based activities, communicative approaches, and task-based learning. Additionally, curriculum creation should prioritize the gradual advancement of linguistic complexity, starting with simple vocabulary and sentence patterns and progressing to more sophisticated academic and professional language usage. Furthermore, teachers need methodological training so they can choose the right instructional resources, create intriguing sessions, and evaluate student progress.

The integration of CEFR standards is a key component of the curriculum. The CEFR divides language ability into six levels, from A1 (beginner) to C2 (expert). These levels define what students are able to accomplish in the target language in terms of reading, writing, speaking, and comprehension. The CEFR framework acts as a standard for curriculum development, evaluation, and certification in the Uzbek environment. By aligning teaching goals with CEFR levels, instructors can guarantee that students attain quantifiable results and are able to communicate effectively in a globalized world.

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH
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The implementation of CEFR standards also makes it easier to use uniform evaluation methods and exams. These evaluations help teachers pinpoint students' strengths and areas for improvement, customize instruction to meet individual needs, and offer clear indicators of advancement. Furthermore, adhering to CEFR principles promotes a learner-centric strategy that places emphasis on independence, self-evaluation, and reflective learning techniques. Students are encouraged to set achievable goals, track their own progress, and participate in language acquisition both in and outside the classroom.

The curriculum also places a high priority on fostering intercultural competency. In Uzbekistan, language education includes comprehending the culture, beliefs, and communication methods of the communities that speak the target language, in addition to linguistic competence. Teachers are urged to use real materials, multimedia tools, and collaborative activities that introduce students to a variety of cultural contexts. This method promotes tolerance, empathy, and global awareness in addition to language learning.

In Uzbekistan, the curriculum for teaching foreign languages also covers the integration of technology. Modern language instruction makes extensive use of online platforms, digital tools, and interactive materials. By integrating technology into lessons, you can offer personalized learning opportunities, instant feedback, and real language input from all over the world. Teachers are taught how to use digital tools effectively while keeping their pedagogical objectives consistent with CEFR criteria.

In summary, the curriculum for teaching foreign languages in Uzbekistan is intended to follow accepted international norms while also satisfying the needs of an increasingly interconnected globe. The CEFR offers a systematic approach to gauging language competency, guaranteeing that students acquire practical communication abilities. The curriculum emphasizes a comprehensive approach that integrates the linguistic, cognitive, cultural, and technological aspects of language acquisition. With the implementation of these standards, Uzbekistan hopes to train foreign-language speakers who are proficient, self-assured, and knowledgeable about culture and can interact successfully in international academic, professional, and social contexts. By giving students the skills they need to face the difficulties and possibilities of the twenty-first century, this strategy not only improves the caliber of language instruction in Uzbekistan but also prepares the nation to participate more completely in international communication and knowledge exchange networks.

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LITERATURE REVIEW AND METHODOLOGY**

Scholars and educators around the world have focused a lot of attention on the study of foreign-language teaching methodology and how well it complies with CEFR norms. Research emphasizes the significance of organized curriculums, learner-centered teaching strategies, and standardized competency frameworks in promoting successful language learning. Per Little and Perclová's (2014) study, the CEFR offers a full reference system that supports curriculum development, instruction, and evaluation procedures in addition to delineating language skills. In addition, North (2007) highlights that CEFR levels facilitate the integration of communicative and task-based teaching methodologies by providing a fair assessment of students' competence. A number of studies emphasize the need for CEFR-aligned strategies in schools and institutions of higher education, particularly in the Uzbek context. Traditional grammar-translation methods, which were formerly popular, frequently fail to teach real-world communication skills, according to Yuldashev (2018). In contrast, task-based learning (TBL) and communicative language teaching (CLT) methodologies promote active participation, interaction, and real-world application of the target language. According to Uzbek researchers like Karimova (2020), CEFR-based curricula offer a clear framework for assessing students' progress, guaranteeing compliance with global norms, and promoting mobility for higher education and job prospects in other countries.

The literature also highlights the need for ongoing professional development and teacher training. To successfully implement the curriculum, teachers must be knowledgeable about current pedagogical approaches, evaluation standards, and CEFR descriptors. To bridge the gap between theoretical understanding and classroom application, Council of Europe (2018) and Alderson et al. (2015) research emphasize the need for real-world workshops, mentoring programs, and access to genuine teaching resources. In order to evaluate the needs of foreign-language teaching methodology curricula in Uzbekistan and the implementation of CEFR standards, this study uses a qualitative research approach. The information came from a mix of primary and secondary sources. Classroom observations, interviews with language instructors, and surveys of students in secondary schools and universities are examples of primary data. These materials offer direct knowledge about pedagogical techniques, difficulties with curriculum implementation, and attitudes toward CEFR-aligned education.

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Academic publications, books, government regulations, and CEFR-related materials are all examples of secondary data. The current curriculum for teaching foreign languages was analyzed using content analysis to look for gaps, recurring themes, and best practices. A comparative analysis was also performed to identify distinctions between conventional methods and CEFR-aligned approaches, with an emphasis on talent development, evaluation methods, and student results. In Uzbekistan, the approach combines theoretical frameworks with real-world classroom realities to create a complete picture of language instruction. This research seeks to offer a thorough examination of curriculum needs and the function of CEFR standards in fostering successful foreign language instruction by integrating both literary-based evidence and qualitative insights.

RESULTS

The use of CEFR standards and the analysis of foreign-language teaching methods curriculum in Uzbekistan yielded a number of significant results. The first evident change is from conventional grammar-focused techniques to learner-centered and communicative strategies. Classroom observations from secondary schools and higher education institutions reveal that teachers are using more task-based activities, group assignments, and interactive exercises that are intended to improve real-world communication abilities. When lessons centered on real-world situations, problem-solving activities, and cooperative learning, which is in line with the CEFR concepts, students displayed increased engagement and a greater willingness to participate.

Secondly, the incorporation of CEFR standards into lesson planning and assessment has established a systematic framework for evaluating language competence. CEFR descriptors, according to teachers, provide explicit criteria for assessing pupils' skills in reading, writing, speaking, and listening. According to student surveys, students who were knowledgeable about CEFR levels felt more at ease when it came to setting and monitoring their own learning objectives. Additionally, the alignment with international standards has made it easier to get external exams and licenses, opening doors to further education and career advancement overseas.

Third, the teacher's readiness turned out to be a crucial element in determining how well CEFR-aligned teaching works. Although many instructors have a solid understanding of language, some need more instruction in contemporary teaching methods, assessment techniques, and digital tools in order to successfully execute the

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curriculum. Mentoring projects, workshops, and professional development courses have been found to be beneficial in improving teachers' proficiency and understanding of CEFR frameworks.

Fourth, the study stressed how crucial it is to include intercultural competence into the teaching of foreign languages. Students in classrooms that employed genuine materials, multimedia resources, and culturally diverse material learned about the social conventions, customs, and communication methods of target-language communities, as well as their language skills. Students who participated in intercultural activities displayed greater cultural awareness, empathy, and desire to use the language outside the classroom.

Fifth, the integration of technology has greatly aided language acquisition that is in accordance with the CEFR. Online materials, language learning software, and digital platforms provide real exposure to the target language, tailored learning routes, and instant feedback. Teachers who successfully integrated technology into their classes saw greater student engagement, better retention of vocabulary and grammar, and improved independent learning. Lastly, there are still problems despite these improvements. Limited access to current teaching materials, large class sizes, and diverse levels of student drive can all impede successful implementation. Nonetheless, the general tendency suggests that the introduction of CEFR standards and contemporary instructional strategies has improved foreign language education in Uzbekistan, giving students a strong basis for attaining fluency in international languages.

Conclusion

An assessment of the curriculum for teaching foreign languages in Uzbekistan reveals a clear move in favor of contemporary, student-centered methods that are in line with CEFR criteria. The curriculum equips students with useful language skills that can be applied in real-world and professional settings by focusing on communicative competence, task-based learning, and integrated skills development. The use of CEFR criteria establishes a well-organized framework for assessing proficiency, establishing learning goals, and promoting global recognition of language competence. The integration of technology, intercultural competence, and teacher preparation are found to be essential components for successful curriculum execution. Teachers who have the right training and methodological assistance can create

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INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY JURNALI
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engaging, interactive, and culturally rich learning environments. Reflecting the real-world advantages of instruction aligned with the CEFR, students who are exposed to genuine materials, digital resources, and intercultural experiences exhibit increased motivation, confidence, and language proficiency.

The integration of CEFR standards has improved the quality and efficiency of foreign-language instruction in Uzbekistan, despite persistent obstacles like insufficient resources and diverse levels of student participation. In general, this method helps to create students who are linguistically proficient, culturally conscious, and globally connected, prepared to engage in international academic, professional, and social settings. By adhering to international standards, the curriculum places Uzbekistan in a position to meet the demands of globalization and equips its pupils to participate in a multilingual world with assurance.

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